

Prussing School

Local School Council SY25 CIWP & Budget Presentations

April 23, 2024

Dr. George Chipain
Principal

Prussing School Vision & Mission

Prussing Elementary School is committed to providing each student with optimal learning opportunities in order to pursue their full college and career potential, ensuring success in all future endeavors. Together with parents and the community, we will commit our resources to see that each student receives a variety of rigorous learning experiences and language support in and out of the classroom, which will enhance their leadership ability. The school staff will be supportive of the diverse cultures and languages in the school community, encouraging and fostering positive changes to support all students to actualize their potential.

Prussing School Core Values

- Prussing School's core values focus on providing a high-quality education for every child in our school that prepares each student for success in college, career, and civic life.
- Prussing School is student-centered; we focus on the whole child, promote equity, academic excellence, community partnerships and continuous learning.

Continuous Improvement Work Plan Foundations

INSTRUCTIONAL CORE

Curriculum and Instruction

All students accelerate towards grade-level proficiency.

Practices:

- Curriculum
- Instruction
- Inner Core/Learning Conditions
- Distributed Leadership
- Balanced Assessment
- Assessment for Learning

Inclusive and Supportive Learning

All students receive the targeted supports necessary to help them access grade-level instruction.

Practices:

- MTSS Framework
- MTSS Academic Interventions
- Least Restrictive Environment
- IEP Fidelity
- Tier 1 EL Instruction
- Language Objective Mastery

Connectedness and Wellbeing

All students experience safe and supportive learning communities by receiving targeted resources, supports and interventions.

Practices:

- Universal Teaming Structures
- Healing Centered Supports
- Enrichment and Engagement Programming
- Re-Entry Planning

Postsecondary Success

All students graduate high school prepared to earn a living wage through a successful postsecondary pathway.

Practices:

- C4 Instruction Plan
- Individualized Learning Plans (ILPs) Structures
- Work-Based Learning
- HS: Advanced Coursework
- HS: Industry Recognized Certification
- HS: Postsecondary Leadership Teams
- HS: Alumni Support Initiative

Partnerships and Engagement

All students, families, and communities are empowered decision-makers.

Practices:

- School-Family Community Relationships
- Two-way Communication
- Student Voice Infrastructure

SY25 Prussing School CIWP Priorities

- Our Priorities are:

- (1) Curriculum and Instruction
- (2) Inclusive and Supportive Learning
- (3) Connectedness and Wellbeing



SY25 CIWP Priority #1: Curriculum and Instruction

Theory of Action

- If we utilize school-based teams to discuss and monitor the effect of teaching on student learning, integrate formative assessments into instruction and provide interventions based on individual student learning needs.
- Then, we will see improved reading and math performance as measured by student growth percentages on the District determined standardized assessments and benchmarks (e.g. Star 360, i-Ready, IAR).
- Which leads to an increase in the percentage of students meeting/exceeding National Average Growth Norms in reading and math for all students.

SY25 CIWP Priority #1: Curriculum and Instruction

- Prussing is establishing a common, CPS developed school-wide curriculum, that is aligned with the Illinois State Learning Standards to meet the needs of all learners.
- Skyline is our core curriculum
- School committees are exploring various supplementary supports and programs to continue to close the learning gap and support all learners from various backgrounds.

SY25 CIWP Priority #2: Inclusive and Supportive Environment

Theory of Action

- If we provide extra support throughout the school day for reading, math, and after-school programs (i.e. OST, newcomer, etc.)...
- Then we will see more inclusive, supportive and cohesive learning opportunities for students...
- Which leads to a higher percentage of students achieving their goals across Star 360, ACCESS, I-Ready, MTSS (using Branching Minds) and the Illinois Assessment of Readiness (IAR)

SY25 CIWP Priority #2: Inclusive and Supportive Environment

- Prussing School seeks to ensure that all students are successful and will meet their learning goal targets.
- Prussing has recently experienced a large increase in the number of newcomer students that attend Prussing School from other countries (e.g. Ukraine, Venezuela, Columbia, Ecuador, etc.)

SY25 CIWP Priority #2: Inclusive and Supportive Environment

- English Language Learners (ELL): 237 out of 661 students, approximately 36%
- Diverse Learners: 90 out of 661 students, approximately 14%
- We want to ensure that struggling students and diverse learner students have the support they need to be successful to meet their growth goals.

SY25 CIWP Priority #2: Inclusive and Supportive Environment

- As a result, we will have two positions for an interventionist to support our struggling students.
- Our bilingual team is working with the Office of Language and Cultural Education (OLCE) using Skyline along with sheltered instruction strategies (i.e. ESL) and other resources to create a curriculum that supports our newcomers who are at various levels of English proficiency.
- We are investing in tutors to help work with small groups of students, in order to provide additional tutoring and language support.
- We are investing in retired teachers to help work with small groups of students, in order to support struggling students across the school.
- We have working partnerships with Northeastern Illinois University (NEIU) and other universities where our staff trains & prepares future teachers. These student teachers provide another avenue of support for our students.

SY25 CIWP Priority #3: Connectedness and Well-Being

Theory of Action

- If we collaborate using a comprehensive approach, blending a positive climate, nurturing culture, and enriching social-emotional learning with effective behavioral expectations and disciplined interventions, we can identify the fundamental triggers of student behaviors. Utilizing behavior-supported intervention strategies through open communication that empower students to proactively resolve conflicts, we can establish a foundation for transformative strategies.
- Then we will see connectedness and well-being improvement — elevating positive communication within student-student, student-teacher, and teacher-teacher dynamics. These connections, in turn, form the bedrock of trust and compassion across the school community, concurrently reducing recurring student-related incidents.
- Which leads to significant improvements across key metrics: a substantial strengthening of the 5 Essentials Rating for Supportive Environment, Student-Teacher Trust, and Safety, coupled with a measurable decrease in student referrals.

SY25 CIWP Priority #3: Connectedness and Well-Being

- Our priority is to ensure that all students experience safe and supportive learning communities by receiving targeted resources, supports and interventions.
- Universal Support Structures
- Enrichment and Engagement Programming

SY25 CIWP Priority #3: Connectedness and Well-Being

Strategies:

- Students in grades kindergarten through fourth discuss school safety issues and connectedness with their teacher and peers during their daily social-emotional learning time.
- Students in grades 5, 6, 7 & 8 discuss school safety issues and concerns during their advisory periods on a weekly basis, and more frequently when schoolwide safety issues are identified.
- Student Council meets regularly to address schoolwide student concerns / initiatives. Students in grades 6, 7 & 8 participate.

SY25 CIWP Priority #3: Connectedness and Well-Being

Strategies:

- The Out of School Time (OST) After-School Program integrates Social-Emotional Learning (SEL) support designed to cater to students across different grade levels.
- Monthly parent trainings on important parent topics (e.g. Parent Internet Safety Workshop)
- The Network 1 SEL Specialist provides consultation and collaboration with the Behavioral Health Team (BHT) and the Culture and Climate Team throughout the school year. This support is offered on a bi-weekly basis, or more upon request by the school.

Prussing School Budget Presentation

Prussing Budget SY25

SY 2024 - 2025

Dr. George Chipain, Principal

HIGHLIGHTS OF BUDGET CHANGES

- SY2025 budgets include a shift away from Student-Based Budgeting to a need-based funding model that expands foundational roles, provides foundation teachers, and allocates additional need-based discretionary funding
- All schools will now receive a foundational, centrally-funded Assistant Principal
- All schools will now receive foundational, centrally-funded teacher positions based on student to teacher ratios; schools higher on the District's Opportunity Index will receive teachers at a higher ratio than schools lower on the index
 - Schools will no longer be responsible to cover the cost of teachers in these roles
- Schools will continue to receive discretionary funding through the District's need-based flexible funding stream and Title I (if eligible)

School Information

FY25 School Resourcing Overview

School Information	
School Type	Elementary
English Learner Enrollment	231
Total K-12 20th Day Enrollment*	661
Non-Cluster Enrollment	661
Total Modified K-12 Enrollment	661
Total Modified Non-Cluster Enrollment	661
Opportunity Index Sum Score	29

*This is the enrollment number used to calculate allocations, unless otherwise specified below

Foundation Positions

Foundation Positions

Resource	Methodology	Allocation
Principal	1 per school	1.0
Assistant Principal	1 per school	1.0
Clerk	1 per school	1.0
Counselors	1 for every 600 students; if a school has between 250 - 600 students with an OI greater than or equal to 48 OR between 350 - 600 students with an OI greater than or equal to 40, then they will receive a second counselor	2.0
Core Classroom Teachers	<p>OI less than or equal to 30 : 1 teacher for every 26 students</p> <p>OI 31-41: 1 teacher for every 24 students</p> <p>OI greater than or equal to 42: 1 teacher for every 22 students</p> <p>Minimum of 10</p>	26.0
Holistic Teachers	1 teacher for every 5 Core Classroom teachers (including cluster teachers); minimum of 3	6.0
Interventionists	1 position for every 450 students at Title I-eligible schools, minimum 1 per eligible school and maximum of 4	2.0
School Assistants	1 per school if enrollment is between 600 - 1000; 2 per school with enrollment above 1000	1.0

Flexible Funding Details

Flexible Funding

Resource	Methodology	Allocation
Need-Based Flexible Funding	<p>Per-pupil rate: Base rate of \$365 per student, increase of \$12 for every OI index point above 14 Total: Per-pupil rate x total modified K-12 enrollment with inclusion of newcomer adjustment (where applicable)</p> <p>Minimum allocations: \$140,000 for OI less than 40 \$180,000 for OI greater than or equal to 40</p>	\$ 360,245.00
Title I Discretionary Funding	<p>Base rate of \$300 per student, increase of \$6 for every Poverty Index point above 40 Total: Per-pupil rate x Title I eligible students</p>	\$ 113,040.00

Tiered Instructional Improvement Supports

Tiered Instructional Improvement Supports

Resource	Methodology	Allocation
Level 1 Support (Extended Day Bucket)	1 extended day bucket per school	\$ 17,280.00
Level 2 Support (Fund Cap)	Funding based on school size plus Opportunity Index score and composite data points on instruction, early literacy, and/or post secondary support needs	\$ 88,360.00

Special Education & ELL Allocation Details

Student Specific Resources

Resource	Methodology	Allocation
Special Education Teachers	Based on the needs of students with Individualized Education Plans	11.0
All Other Allocated Para Professionals	Based on the needs of students with Individualized Education Plans	11.0
Case Managers	.5 Case Manager position for 50-104 students with IEPs 1.0 Case Manager position for 105-174 students with IEPs 1.5 Case Manager positions for 175-239 students with IEPs 2.0 Case Manager positions for 240-299 students with IEPs 2.5 Case Manager positions for 300+ students with IEPs	0.5
English Learner Program Teachers	Based on English Learner Student enrollment: 600+ EL Students: 2.0 FTE 50 - 599 EL Students: 1.0 FTE 20 - 49 EL Students: 0.5 FTE	1.0
English Learner Program Funding	English Learner Student enrollment: 1 - 19 students \$450 per EL student	\$ 9,250.00

Operational Allocation Details

Operational Support

Resource	Methodology	Allocation
Lunchroom Staff	Number of positions are based on: Meal Participation Kitchen Type (cooking, receiving, warming) Number of Meal Periods Number of lunchroom lines and other logistics	5.0
Safety & Security Staff	Number of positions are based on: Enrollment Number of Buildings and Building Size Violent Crime Index (number of violent crimes reported to CPD within approximately a 1/4 mile radius of the school)	1.0

Additional Centrally Funded Resources

The following table includes resources provided centrally; not included in school-level budgets.

Resource	Methodology
Tutor Corps	Centrally funded where applicable
OST and Community Schools	Program-specific resources for Out of School Time, Sustainable Community Schools, 21st Century Community Schools, and Full Service Community Schools, as applicable
Social Workers	Centrally allocated based on student needs
Nurses	Centrally allocated based on student needs
Custodians	Number of positions are based on: Number of buildings on a school's campus Total square footage Building conditions
Engineers	Number of positions are based on: Number of buildings on a school's campus Total square footage Building conditions
Field Support Services	Schools without a dedicated Full-time or Part-time Technology Coordinator will receive a maximum of 4 hours/week, regardless of number of devices and school enrollment size. Schools with a dedicated Full-time or Part-time Technology Coordinator will no longer receive any district-funded support hours.



Buckets

PN587482	115 Clerk and Office Support	\$3,044
PN587516	115 Student Data Review, Curriculum Planning & Scheduling	\$5,073
PN588323	115 Substitutes	\$9,569
PN588396	115 Sports Administration	\$1,015
PN588717	115 Technology Support	\$1,015
PN616284	115 ESP School Improvement	\$1,015
PN664026	115 Retired Teachers - 009725	\$3,044
PN621761	353 Retired Teachers - 009725	\$40,580
PN665662	115 Miscellaneous - 009730	\$3,044
PN621762	353 Miscellaneous - 009730	\$47,777
PN622335	332 District Provided ILT Bucket	\$17,531

Non-Personnel Expenditures

Non-Personnel

Need-Based Flexible Funding - FG115_000575	Student software licences.	\$25,000
Need-Based Flexible Funding - FG115_000575	Student planners.	\$3,000
Need-Based Flexible Funding - FG115_000575	School recess support.	\$91,000
Need-Based Flexible Funding - FG115_000575	Copier support.	\$7,500
Need-Based Flexible Funding - FG115_000575	Office commodities and supplies.	\$3,488
Title I - School Discretionary - FG332_430295	Reading commodities and supplies.	\$5,000
Title I - School Discretionary - FG332_430295	Contingency funds per LSC approval.	\$16,818
Title I - School Discretionary - FG332_430295	FY25 Title I Set Aside (STLS)	\$1,000
Mandated Parent Involvement - FG332_430303	Parent professional development training	\$1,600
Mandated Parent Involvement - FG332_430303	Supplies for parent meetings.	\$600
Mandated Parent Involvement - FG332_430303	Food for parent meetings.	\$513
Title II -Tier Supports - FG353_494800	Contingency funds left over.	\$3
Total Non-Personnel		\$155,522

BUDGET DECISIONS: What does this mean for our school?

- Two full-time Interventionists to support core instruction across the school
- Two full-time school counselors to support student social-emotional needs
- Two full-time security officers for the school (1 paid for out of Needs-Based Funding)
- No split classrooms in the school
- One additional special arts teacher (i.e. holistic teacher) position
- \$360,245 in Needs-Based funding (i.e. 115 funds)
- \$113,040 in Title I Discretionary funding (i.e. 332 funds)
- \$17,280 Level 1 support
- \$88,360 Level 2 support

BUDGET DECISIONS: What does this mean for our school?

- \$9,250 English Learner Program funding
- 11 Special Education teaching positions
- 11 Paraprofessional positions (decrease of two positions); will appeal
- Full-time Case Manager position (0.5 paid for out of Needs-Based Funding)
- 1 School Clerk Assistant (paid for out of Needs-Based Funding)
- 26 Core Teaching positions
- One additional Core Teaching position paid for out of Title I Discretionary funding (i.e. 332 funds)
- One full-time English Learner Program Teacher (ELPT) position
- One full-time School Assistant position

Priorities For Prussing

- Focus on delivering Core Curriculum aligned with CCSS standards
- Focus on improving Teaching & Learning strategies with professional development support
- Additional support for struggling students
- Additional support for language support needs
- 2 Interventionists to support struggling students
- 2 School Counselors to provide additional social-emotional support
- Focus on supporting learning growth for ALL students (e.g. Diverse Learners, English Language Learners, etc.)

Priorities For Prussing

Curriculum and Instructional Practices

- Focus on Reading and Writing as necessary components of success for students (e.g. Skyline Reading Curriculum, Wilson Foundations, IXL, and iReady, MyOn, etc.)
- Social Emotional Learning support through Second Step curriculum, Anti-Bullying Program, Restorative Practices, and Check In/Check Out system
- Increase Staff Professional Development Opportunities

Priorities For Prussing

Enrichment and Support Programs

- Continuation of Extended Day Academic and Extracurricular Programs for our after-school program
- Continuation of Sports Programs at Prussing
- Continuation of our after-care program

Questions and Comments

