

# **2024 - 2026 Prussing School Continuous Improvement Work Plan (CIWP)**

**Dr. George Chipain, Principal**

**Ms. Hanna Kapica, Assistant Principal**

**Wednesday, September 6th, 2023  
at 6:00 p.m.**



# CPS Vision

## Academic Progress

In young people, a high-quality education develops not only strong academic skills, but also a love of learning, the ability to work with others, the motivation to take initiative, the experience to solve problems creatively, the knowledge to live healthy lives, and the desire to become active citizens in their communities. We will design instruction and learning environments that provide for individual needs and help prepare all of our students for a successful adulthood.

## Operational Excellence

Fulfilling our promise to provide a high-quality education requires that we remain on sound financial footing and serve as good stewards of public and philanthropic funds. We will advocate with the wider Chicago community for fair school funding from the state so all of Chicago's children receive the educational resources they need and deserve.

## Building Trust

We respect our students and families, and the diverse communities in which they live, and honor them as partners in our shared mission. We will earn their trust by communicating openly and consistently acting on community feedback.



# Strategic Alignment

CPS Mission: To provide a high-quality public education for every child, in every neighborhood, that prepares each for success in college, career, and civic life.

CPS Vision: Academic Progress, Operational Excellence, and Building Trust

## Instructional Core

Curriculum & Instruction

Inclusive & Supportive Learning

Connectedness & Wellbeing

Postsecondary Success

Partnerships & Engagement

The day to day work your school is engaged in will support, drive, and impact the priorities.



# CIWP 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 Programing
- Re-Entry Planning

### Postsecondary Success

All students graduate high school prepared to earn a living wage through a successful post-secondary 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

# Prussing School Mission & Vision

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.

# Agenda & Objectives

## 1. SY24-26 CIWP

School community will understand the SY24-26 CIWP process.

## 2. Prussing CIWP Process

School community will learn how Prussing School engaged in the CIWP process.

## 3. Prussing SY24-26 CIWP

School community will hear Prussing School's SY24-26 CIWP and provide feedback.

# What is the CIWP?

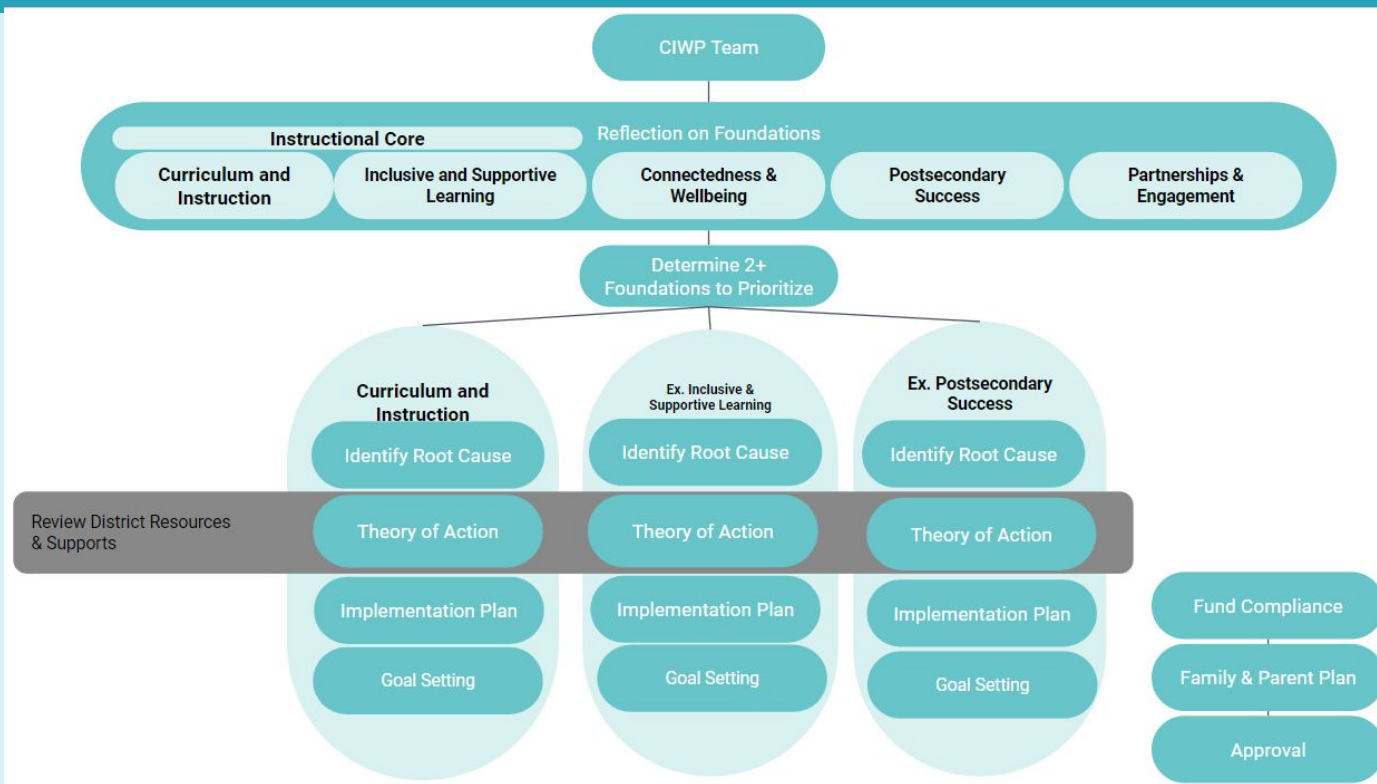
The Continuous Improvement Work Plan (CIWP) is a three-year strategic plan.

It outlines the school's big projects to improve student daily learning experiences and outcomes.

We developed it using evidence and data that shows our strengths and areas of improvement. It is constantly reviewed and adjusted so we can stay on track towards our goals.




# SY24-26 CIWP Process



# Prussing SY24-26 Process

- The school leadership first establishes a team and schedule. Then, the team reflects on the school's performance in each of the 5 Foundation areas (Curriculum & Instruction, Inclusive and Supportive Learning, Connectedness and Wellbeing, Postsecondary Success, and Partnerships and Engagement).
- Teams review test scores, feedback from students, parents, teachers, etc., and evidence of teacher practice to determine which 3 of these Foundations areas the school should focus on for the next 3 years.

# Prussing SY24-26 Process

- Once the CIWP team determines the priorities and pinpoints the core issue within that domain, they proceed to uncover the root cause of the problem and develops a systematic approach to resolution, referred to as a Theory of Action. Subsequently, teams formulate a comprehensive plan and define actionable steps to implement their problem-solving methodology, complete with set objectives. During the formulation of the Theory of Action and plans, teams conduct an assessment of district resources and support systems to ensure they are efficiently leveraging these assets.
- Since Prussing School receives Title 1 funds, we completed the Fund Compliance and Family and Parent Plan section.
-  Finally, Prussing receives approval on the CIWP from our LSC and Network 1

# CIWP Team

Dr. George Chipain

Xinjie Ding

Frank Kadri

Kristin Elouadrhiri

Verna Anthony

Mari Kelly

Rubicela Miranda-Lopez

Principal

Connectedness & Wellbeing Lead

Curriculum & Instruction Lead

Inclusive & Supportive Learning Lead

Inclusive & Supportive Learning Lead

Connectedness & Wellbeing Lead

Inclusive & Supportive Learning Lead

# CIWP Team

Maurenne Turenne

Jessica Chavez

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Connectedness and Wellbeing Lead

Curriculum & Instruction Lead

Curriculum & Instruction Lead

Inclusive & Supportive Learning Lead

Inclusive & Supportive Learning Lead

Assistant Principal

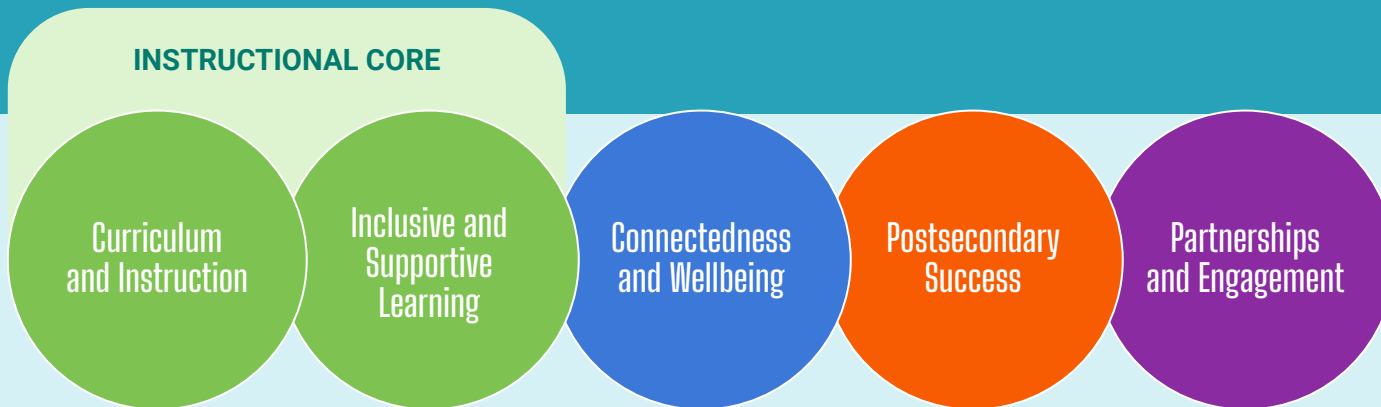
# CIWP Schedule

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	4/18/23	4/18/23
Reflection: Curriculum & Instruction (Instructional Core)	5/2/23	5/2/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/2/23	5/2/23
Reflection: Connectedness & Wellbeing	5/2/23	5/2/23
Reflection: Postsecondary Success	5/2/23	5/2/23

# CIWP Schedule

CIWP Components	Planned Start Date	Planned Completion Date
Reflection: Partnerships & Engagement		
	5/2/23	5/2/23
Priorities	5/16/23	5/16/23
Root Cause	5/16/23	5/16/23
Theory of Acton	6/6/23	6/6/23
Implementation Plans	7/31/23	8/11/23
Goals	8/1/23	8/11/23
Fund Compliance	8/16/23	8/28/23
Parent & Family Plan	8/16/23	8/28/23
Approval	9/6/23	9/6/23

# Reflection on Foundations



- As a CIWP team, we reflected on each of these 5 Foundations.
- We used different types of evidence in our reflections, including student assessment data, stakeholder feedback, and the impact of our current efforts.
- Examples of data examined include i-Ready assessment data, Star 360 assessment data, Five Essentials survey data, Cultivate student survey data, and Illinois Assessment of Readiness (IAR) data



# Priorities

After reflecting on each of those 5 Foundations, we determined 3 priorities we believe our school should prioritize improving for the next 3 years.

Our Priorities are:

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

# Priority 1: Curriculum and Instruction

- Prussing is beginning to establish 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 and we are working closely with both the bilingual team and the diverse learners team to ensure learning growth for all students.
- In our accelerated classes, teachers are providing enrichment with various strategies (novels, informational texts, programs, etc...) that are aligned with Skyline, as well.
- School committees are exploring various supplementary supports and programs to continue to close the learning gap from the pandemic and support all learners from various backgrounds.

# 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.

# Priority 1: Curriculum and Instruction

## Milestones

SY24: Teachers receive professional development for the Skyline curriculum in core content areas between August, 2023 and June, 2024. Teachers report on Skyline effectiveness with the principal on a bi-weekly basis throughout the school year.

SY25: All core Teachers incorporate the Skyline curriculum/standards into their lesson plans. Teachers share best practices and challenges at grade level meetings and on professional development days throughout the school year.

SY26: Teachers utilize Skyline curriculum expertise to accelerate student learning outcomes, with an school-wide average 75% growth achievement on Star 360 & I-Ready student assessments.

# 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.)
- We want to ensure that struggling students and diverse learner students have the support they need to be successful to meet their growth goals.

# Priority 2: Inclusive and Supportive Environment

- As a result, we have opened a position 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 enrichment.
- We have working partnerships with Northeastern Illinois University (NEIU) and North Park University where our staff trains & prepares future teachers. These student teachers provide another avenue of support for our students.

# 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)

# Priority 2: Inclusive and Supportive Environment

## Milestones

SY24: Teachers will use the Office of Language and Cultural Education (OLCE) created planning tools in their English as a Second Lesson Language (ESL) planning which will support best instructional practices for English Language Learners (ELLs).

SY25: Teachers will use the Skyline curriculum with Universal Design for Learning (UDL) strategies to make learning accessible for all students, including newcomers and Diverse Learner (DL) students.

SY26: Teachers will utilize skills learned in their professional development training to incorporate Multi-Tier System of Support (MTSS) and English as a Second Language (ESL) best practices to support student learning outcomes.



# Priority 3: Connectedness & 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
- Healing Centered Supports
- Enrichment and Engagement Programming
- Establishment of a Discipline Committee of teachers being trained by CPS

# Priority 3: Connectedness & 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.

# Priority 3: Connectedness & Well Being

## Strategies:

- Establish a Discipline Committee and provide professional development throughout the school year.
- Student Council meets weekly to address schoolwide student concerns / initiatives. Students in grades 6, 7 & 8 participate.
- Students in grades kindergarten through fourth will 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 will discuss school safety issues and concerns during their advisory periods on a weekly basis, and more frequently when schoolwide safety issues are identified.

# Priority 3: Connectedness & Well Being

## Strategies:

- The Out of School Time (OST) After-School Program provides a range of Social-Emotional Learning (SEL) programs designed to cater to students across different grade levels.
- Hired a second security officer
- SEL Chicago / Kristin Hovious provides monthly parent trainings on important parent topics. Dr. Ochoa-Gallindo provides parent trainings regarding social-emotional support and CPD Sergeant Baety offers parent trainings on student and family safety topics.
- The Network 1 SEL Specialist provides consultation and collaboration to the BHT and Culture and Climate Team throughout the school year. This support is offered on a bi-weekly basis, or more upon request by the school.

# Priority 3: Connectedness & Well Being

## Strategies:

- The 5 Essentials Survey will be given to all students in their homeroom classes instead of during their weekly computer specials class. The homeroom teacher will provide support throughout the school year and be present when the students complete the survey in their classroom.
- The school counselor meets with the 7th and 8th grade students on a bi-weekly basis. The topics addressed follow the ASCA National School Counselor Model of the three domains: 1. Academic 2. Social-Emotional 3. College/Career Readiness. This includes GoCPS, School Links, high school readiness and SEL lessons/curriculum.

# Priority 3: Connectedness & Well Being

## Strategies:

- Universal supports would include our Second Step social-emotional learning curriculum, Calm Classroom and an anti-bullying program that is provided across the school.
- We have a school counselor and school social worker to provide support during the school day.
- We have also staffed a professional counselor from LSSI to help our students with emotional and social supports here at school!

# Priority 3: Connectedness & Well Being

## Strategies:

- We have also created a Communications Team to help facilitate all messages via our school website and Facebook page.
- A parent newsletter is sent out bi-weekly to our families.
- Our Parent Advisory Committee (PAC) and our Bilingual Advisory Committee (BAC) meets monthly.
- We have monthly parent workshops.
- In addition, we have invited members from our community to help support our families (e.g. Alderman's Office, Chicago Police Department, SEL Chicago, etc.).

# Priority 3: Connectedness & Well Being

## Milestones

SY24: The Discipline Team undergoes continuous professional development training throughout the academic year. They actively exchange best practices during dedicated professional development days and also during grade-level meetings among teachers.

SY25: The Behavioral Health Team (BHT) convenes bi-weekly to collaborate on student support efforts. The Network 1 Social-Emotional Learning Specialist will attend all meetings. The BHT plays a pivotal role in delivering both Tier 2 and Tier 3 support levels (Tier 2 support targets specific groups, while Tier 3 support is tailored to meet the individual needs of students). We anticipate improvements in all Connectedness categories as evidenced by the 5-Essentials Scores, compared to the previous school year (SY 24).

SY26: The Culture and Climate Team convenes bi-weekly with a focus on increased monitoring / supporting of Tier 1 Interventions schoolwide: Second Step, Anti-Bullying, Calm Classroom. Tier 1 support encompasses universal, whole school, support that helps build a culture of wellness.



# Fund Compliance & Family and Parent Plan

Prussing School does receive Title 1 funding, so we developed specific strategies for our students and parents.

- Parent Advisory Committee (PAC)
- Bilingual Advisory Committee (BAC)
- Prussing Parent-Teacher Organization (PTO)
- Parent Workshops - monthly throughout the school year
- The Parent Advisory Committee decides what kinds of workshops are appropriate for parents at Prussing School.
- Teachers send home student reports on standardized assessments during the school year, as well as district-wide and state assessments.

# Fund Compliance & Family and Parent Plan

- The goals, timeline of activities, and training topics are designed to assist parents and families with increasing students' academic achievement and social-emotional well-being through parental and family engagement involvement. This is determined every year by collaborative discussions and voting through the Parent Advisory Committee (PAC) and the Bilingual Advisory Committee (BAC).
- The Principal informs the school community about dates of any upcoming events (e.g. LSC, PAC, BAC, PTO, workshops, etc.) in his bi-weekly letter to parents and also on the school website, [prussing.cps.edu](http://prussing.cps.edu), as well as the school marquee

# Fund Compliance & Family and Parent Plan

- Annual ESSA Title I Meeting - During the school's Open House to be held in September, the principal will conduct the Annual ESSA Title I Meeting, in order to announce to the school community about the budget for the current school year.
- During the October PAC meeting, the committee sets the calendar for PAC meetings and workshops for the upcoming year.
- The Parent Advisory Committee (PAC) president will attend the LSC meetings in order to provide reports to the Local School Council (LSC) of PAC tasks.
- The Parent Advisory Committee (PAC) meets monthly in order to inform the school community about important initiatives from Prussing School, Network 1 and CPS District.

# Approval

- Principal submits the Continuous Improvement Work Plan (CIWP) for LSC review & approval

Then...

- Principal submits the Continuous Improvement Work Plan (CIWP) for Chief review & approval

# Questions and Comments

