



Prussing School  
Continuous Improvement Work  
Plan (CIWP) Presentation

FY 2021 - 2022



# Prussing CIWP Areas of Focus

## CIWP Areas of Focus Priorities:

- Instruction
- Multi-Tier System of Supports (MTSS)
- Supportive and Equitable Approaches to Discipline

# Prussing CIWP Strategies

## CIWP Strategies:

- **Instruction** - 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
- **Multi-Tier System of Supports (MTSS)** - Provide tiered supports across all grade levels to students needing additional instruction, monitor and document the interventions
- **Supportive and Equitable Approaches to Discipline** - Employ a positive climate, culture, and social-emotional curriculum, utilize effective positive behavioral expectations and discipline, assess the root causes of student behaviors, utilize a trauma-informed approach guiding students to take ownership of their actions to resolve conflicts.

# Instruction

## Action Steps:

- School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices
- Shared Leadership: Multi-Tier System of Supports (MTSS) Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3
- Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which Social-Emotional Learning (SEL) instruction is embedded into core content

# Instruction

## Action Steps:

- Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students
- Utilize culturally relevant classroom libraries
- Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions

# Multi-Tier System of Supports (MTSS)

## Action Steps:

- Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.
- Monitor progress and check for understanding for individual students
- Implement professional development to develop and integrate a culturally responsive curriculum.

# Multi-Tier System of Supports (MTSS)

## Action Steps:

- Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
- Provide targeted professional development on data-informed instructional practices.
- Develop curriculum scope and sequence for all content areas.

# Supportive and Equitable Approaches to Discipline

## Action Steps:

- The school uses a standardized process for documenting and monitoring misconduct and disciplinary responses and accurately reports misconducts through official district reporting systems
- When planning a disciplinary response, engage staff members in professional development on root cause analysis, and consider whether adult behavior and/or trauma may be contributing to student behavior
- Providing learning opportunities for families to work in partnership with the school through the Parent Advisory Committee and Bilingual Advisory Committee



# Supportive and Equitable Approaches to Discipline

## Action Steps:

- Develop and implement a menu of interventions across multiple tiers of support in response to behavioral incidents
- Support staff through professional development in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline

# Supportive and Equitable Approaches to Discipline

## Action Steps:

- Develop and utilize disciplinary response procedures which include consideration of whether the student requires additional supports to be successful (e.g. reentry plan, referral to a behavioral health team, referral to community resource)
- Utilize Positive Behavior Interventions & Supports (PBIS) to ensure that students will maximize the amount of learning time spent in the classroom.
- Communicate with and engage families as partners through school-wide events, the school website, digital communication platforms, and consistent informational letters.

# Priorities For Prussing

- Focus on delivering the Core Curriculum aligned with Illinois Learning Standards that accelerate learning for ALL students (e.g. Diverse Learners, English Language Learners, etc.)
- Improve Multi-Tier System of Supports (MTSS) to support struggling learners
- Focus on improving Teaching & Learning strategies with professional development support
- Promote Teacher Collaboration around student learning and performance
- Incorporate social-emotional learning support and equity with instructional strategies.

# Questions and Comments

