



EMPOWER95

GOAL AREA	STAFF
STRATEGY	Develop and implement plans for professional development for all staff for supporting a diverse range of student social emotional needs
RATIONALE	Staff must be able to support a wide range of student needs as it is critical to students being available to learn during the school day
ACTION PLAN TITLE	Staff Professional Learning, Diverse Student Needs
ACTION PLAN STEPS	<ul style="list-style-type: none"> • Implement training for all staff on how to implement calming centers in all elementary classrooms/learning spaces to support with student regulation • Implement training for all staff across all levels on how to implement classroom “toolkits” for supporting student regulation: <ul style="list-style-type: none"> ○ Examples of student supports that might be included in toolkits include the following: relationship/community building activities; sensory regulation tools/activities; student checkpoint/self-monitoring tools; self-management tools/activities (i.e., breathing exercises, progressive muscle relaxation exercises, refocusing activities) • Implement training for all staff regarding trauma and how it impacts student functioning/learning, as well as how staff may support student needs <ul style="list-style-type: none"> • Provide additional staff resources as it relates to highly individualized student needs (to include more broad communication regarding resources available to all staff) <ul style="list-style-type: none"> ○ Additional resources may include (but are not limited to) teaming support to develop a Tier 3 support plan, consultation on a student case, 1:1 or team coaching on supporting student behavioral needs (from district staff), and 1:1 or team coaching on supporting student behavioral needs (contract staff) • Conduct a review related to existing training materials for staff related to how their personal backgrounds/experiences and perspectives impact their instructional practices, and determine any additional training needs (aligned with ILSC 105 5/10-20.7(a)) • Convene a Student Success Council – with an emphasis on identifying different areas of diversity in the learning community (i.e., disability status, religious backgrounds, second language status) and determining additional action steps needed for making all stakeholders feel a sense

	<p>of inclusion and belonging (related to stakeholder social-emotional functioning)</p> <ul style="list-style-type: none"> • Provide staff with any needed professional learning/development in relationship to council action steps • Implement systematic supports for staff to provide universal behavioral instruction and support for all students
TIMELINE	The anticipated date of completion is scheduled for Spring 2025
PROGRESS MONITORING STEPS	<ul style="list-style-type: none"> • Exit Slip Data Collection – conducted at the conclusion of scheduled trainings; data used to inform further trainings/questions to be answered • Use of Calming Centers/Spaces Data – data collected regarding student access of regulation spaces across levels following student teaching/training • Classroom Support Calls/Office Referral Data Review – data collected regarding how often students require support outside of the classroom due to regulation needs • Regular updates to the Superintendent regarding all data collected and responses to that data
INDICATORS OF SUCCESS	<ul style="list-style-type: none"> • Professional development plans/agendas • Professional development materials • Exit slips from staff professional development experiences to be used to inform future learning/needs • Stakeholder feedback data (i.e., 5Essentials, other survey data) in relationship to stakeholder feelings of inclusion and belonging • Reduction in classroom calls for support, office discipline referrals, ISS/OSS data
POTENTIAL RESOURCES	<ul style="list-style-type: none"> • District Behavior Committee Representatives • Director of Student Services - Elementary • Director of Student Services - Secondary • Building Principals/Assistant Principals • Assistant Superintendent for Student Services • Superintendent • District Consultant
POTENTIAL COSTS	<p>There are costs associated with securing substitute teachers to release staff for District Behavior Committee meetings; the costs will fluctuate from meeting to meeting, based on substitute availability. Additionally, there is cost associated with using a District consultant to provide additional professional learning to the District Behavior Committee; estimated costs are below:</p> <p>Substitute Costs – District Behavior Committee (\$135/day; \$67.50/half day)</p> <ul style="list-style-type: none"> • Approximately 15 teaching staff members per meeting that require a substitute • Half day meetings (half day substitute pay) • 9 meetings/year; 18 meetings total • Estimated cost = \$18,225 <p>Consultant costs (estimated) = \$10,000</p>

