



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	Understanding a wide range of student needs and how to support said needs is critical to fostering a responsive learning environment for all students – and is in alignment with Portrait of a Graduate developmental aims.
ACTION PLAN TITLE	Staff Development in Diverse Student Need Areas – Multi-tiered Systems of Support (MTSS)
ACTION PLAN STEPS	• Review and refine MTSS processes and procedures to maximize students being identified and supported through the framework • Develop and refine intervention materials to support identified gap areas (i.e., academic, social emotional, attendance) • Provide staff professional development and training regarding updated processes and procedures • Monitor efficacy of updated MTSS processes and procedures; make adjustments as necessary
TIMELINE	The anticipated date of completion is scheduled for Summer 2027.
PROGRESS MONITORING STEPS	• Exit Slip Data: Staff professional development exit slip data • Staff Feedback – <i>Intervention Structures & Procedures</i>: Feedback regarding revised MTSS processes and procedures to be collected and analyzed • Student & Staff Feedback – <i>Intervention Materials</i>: Feedback regarding revised MTSS intervention materials to be collected and analyzed • Student Outcome Data: Students exiting intervention at the conclusion of a cycle (academic focus)
INDICATORS OF SUCCESS	• Revised MTSS processes and procedures – secondary level • Development of intervention materials and related platform for centralized storage • Staff professional development materials/resources developed • Exit slips from staff professional development • Feedback data (staff and student) • Percentage of students exiting intervention or additional needs being identified for support

	Stakeholder Outcome Metric: <i>70% or higher of learners receiving tiered supports demonstrate individual expected growth targets on identified district progress monitoring tools - warranting exit from intervention (preliminary baseline estimate)</i>
POTENTIAL RESOURCES	• Building Administrative teams • Building MTSS teams • Reading specialist staff (secondary level), math coach staff (high school level), Teacher on Special Assignment (TOSA) staff • Assistant Superintendent for Student Services, Administrative Services, and Operations • Superintendent
POTENTIAL COSTS	There are currently no anticipated costs with this action plan; however, if there are recommendations for additional intervention materials, platforms, or other related items – there may be additional requests for funding to support those needs.