Trauma-Informed Schools Action Planning Tool

STEP 1. IDENTIFY POSSIBLE PRIORITIES BASED ON NEEDS ASSESSMENTS

Within each area of needs assessment (staff, organizational, and student/family), identify needs that emerged from the data. At this stage of action planning, maintain all needs with an eye toward identifying needs that arise across different sources of data. Brainstorm possible priority actions based on identified needs.

Identify the Need	Identify the Data Source (e.g., what data support the need exists?)	Brainstorm Possible Priority Actions
Example: Many of our students are struggling socially/emotionally, which impacts their ability to be successful in school.	*Example: Many of our school resources and staff time are used to support students with social-emotional needs. Staff make a lot of office referrals in response to these needs throughout the year, often making multiple office referrals for the same student.*	*Example: We need a universal SEL approach that meets the social-emotional needs of all students.*
Staff Needs Assessment		
Organizational Needs Assessment		
Student/Family Needs Assessment		

STEP 2. IDENTIFY PRIORITIES FOR ACTION

Adapted from Helping Traumatized Students Learn, Volume 2, pgs. 58 - 65:

It is likely that the needs assessment process will generate several possible priorities for action. The Leadership Team begins action planning by determining which of these priorities should be addressed first. Even though all priorities may seem critical, it is important to be realistic and choose one or two action steps to start the work. In selecting initial priorities, the Leadership Team should consider which ones seem most pressing and achievable in the short term. The goal is to leverage the greatest amount of improvement for students while ensuring that the staff will feel the satisfaction that comes from seeing short-term, concrete results.

Initial action steps should also be selected based on those most likely to lead the school furthest down the road toward becoming a trauma-informed school. To ensure that the action steps align with the long term vision of a trauma-informed school, the Leadership Team should consider each action step in the context of the Trauma-Sensitive Vision Questions, embedded into the table below. Using this process over time, schools will be able to address additional priorities through an iterative process.

Complete the table below for the top five possible action steps that emerged from the needs assessment data. Use the information in the table to decide on one or two action steps.

Possible Action	How Pressing/ Achievable? *(1 = lowest rating; 5 = highest rating)*	How will this action deepen our shared understanding of how to support students exposed to trauma and our shared responsibility for all students?	How will this action support all students to feel safe and help us adapt to the changing needs of our students?	How will this action address student needs in holistic ways and connect students to the school community?
	Pressing Rating: Achievability Rating:			
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STEP 3. FINALIZE TRAUMA-INFORMED ACTION PLAN

Use the Flexible Framework Questions to develop an action plan that takes into account all important elements of school operations and identifies strengths and barriers that may influence the achievement of goals.

2019-20 Priority Action:
Overall Goal (e.g., what will show that the "needle has moved" on this action?)**:**

Flexible Framework Questions	
What role does school/network/district leadership play in implementation?	What professional development and ongoing coaching will be necessary for implementation?
What academic and nonacademic classroom strategies will be necessary to support implementation? What schoolwide policies, procedures, and protocols will be necessary to support implementation?	What school-based services/resources are necessary to support implementation? What community partnerships are necessary to support implementation? How will collaboration with families shape and support implementation?

Planning					
Action Steps	**Timeline**	**School-based Lead & Key Partners**	**Available & Needed Resources**	**Milestones**	**Measures of Success**