**DPI’s Trauma Sensitive Schools Action Planning Guide**

Adapted from Trauma Sensitive School Training Package: Leading Trauma Sensitive Schools Action Guide from the National Center on Safe Supportive Learning Environments, retrieved 8/8/2019 <https://safesupportivelearning.ed.gov/sites/default/files/TSS_Training_Package_Action_Guide_0.pdf>

**Start with a vision.**

The leadership team has meaningful discussions about why they are engaging in work towards becoming a more trauma sensitive school or district and where they hope the school or district will be in five years. A vision statement describes the desired future broadly and serves as a reminder of why the work is necessary. A vision statement can help the team message their work to all school staff and the community. Once a vision has been established that aligns with the school improvement plan or strategic plan, the vision can be further broken down into goals, objectives, and action items. When this approach to short and long-term planning is done in the beginning, it can help a school or district move from hope to reality.

**Current State**

Consider the current state of the school community environment as it relates to trauma sensitive philosophy and practices. What is the current level of understanding of school staff and the community? Is the school system functioning well? Do staff feel supported? How interested are staff in learning about trauma and how it impacts the learning environment? Have money and time been allocated for work in TSS? Have additional resources been identified to support the work? These types of questions can help a team understand a current picture of where the school or district is at that can serve as a benchmark for success and help to guide planning. A team could use the DPI Trauma Sensitive Schools Fidelity Tool to further assess the school or district prior to the implementation of TSS policies and practices. It is a tool that can help shape conversations about where to go and what is needed. A team that begins with the Fidelity Tool will be able to use the same tool at later times to assess growth. The DPI TSS Fidelity Tool can be found here: <https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/tsfidelitytool.pdf>.

**Consider the Reasons for the Current State**

Exploring the underlying reasons or contributing factors for why the current state exists as it is can better help a team in understanding where to start the work and how to remove barriers to that work. For example, if staff are not motivated to dive into this work, perhaps that it an indication that staff do not understand the basic concepts, how trauma affects learning, and their potential role in creating a trauma sensitive environment. More time could be spent teaching staff about trauma and its impact as well as helping staff to see the importance of trauma in their work and goals around teaching and learning.

Your team might consider questions such as

* How is a trauma-sensitive approach different from what is currently in place universally to support students?
* How will outcomes related to trauma sensitivity be visible to staff members (for example, improved student behavior, more support for staff members, decrease in crises)?
* To what extent is trauma sensitivity seen as a priority compared to other approaches being implemented?
* How supportive is the leadership of approaches currently used by the school?
* What structures are in place to support day-to-day school functioning (e.g., staff size and experience; opportunities for planning, training, and collaboration; communication channels)?

**Sample Trauma Sensitive Schools Action Plan - Year 1**

**Goal(s) of Year 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Goals are broad guidelines for what your team hopes to accomplish. Objectives explain strategies that are more specific for achieving the goal. Action steps are specific, measurable, attainable, relevant, timely (SMART). Action steps have a defined start and end, person (people) responsible, and a way to measure success. Teams should plan regular check-ins throughout the school year to follow up on their action plans. Once tasks have been completed, additional objectives could be added.

The following are sample ideas for items a team might add to the plan. This is not a complete plan. In a complete plan each box will be filled.

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| **Key Objective** | **Action Steps** | **Timeframe** | **Lead Person** | **Resources Have/Need** | **Benchmarks of Success** |
| Leaders have articulated a commitment to adopting a trauma-sensitive approach. | The school principal write an email to school staff introducing the work on TSS and a commitment to it. | Email sent by Sept. 5th | Principal | Can use language from DPI website | Email sent, staff overheard talking about it, staff asking questions |
| Principal writes a piece for the family enewsletter about the work towards TSS that is starting. | Enews sent in Sept. letter | Principal | Can use language from staff email | Piece in enews, parents asking questions |
| Principal talks with the school board about TSS and its importance. | Principal gets on agenda for October’s meeting | Principal | Can use language from letters sent, DPI resources | Time on agenda secured, board members talking about it and asking questions |
| Resources have been allocated to support the adoption of a trauma-sensitive approach. | Meeting times are scheduled for the entire year for the TSS leadership team |  |  |  |  |
| Time has been allocated on the agenda at all staff meetings to provide awareness building of TSS |  |  |  |  |
| Completion of the online modules is an option for completing PD hours |  |  |  |  |
| The leadership team has created a formal system for including students and families in a meaningful way to further TSS |  |  |  |  |  |
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| TSS Leadership team has increased understanding of TSS through the DPI online system | The team will individually work through modules 4-5 | Team will discuss at meeting October 20. | Each team member | DPI website | All members will indicate they have completed this, members are able to articulate key ideas from modules |
| Team will pick out key ideas and tools related to each module | Team will do activity together at meeting October 20. | Each team member | DPI website, external coach support | Team will make power point with key ideas and resources that could later be used in staff PD |
| Team will discuss scenarios and examples to which they can apply new learning | Team will do activity together at meeting October 20. | Each team member, led by internal coaches | DPI website, external coach support | Discussion at meeting as indicated in meeting minutes |

**Trauma Sensitive Schools Action Plan - Year 1 Template**

**Goal(s) of Year 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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