Sample Goals for Data-Driven Action Plans

**DOMAIN 1: WHOLE SCHOOL SAFETY PLANNING**

1A. **Goal:** In order to increase school-wide capacity on trauma-informed approaches, practices, and interventions, PD and monthly grade-level meetings will focus on SEL. This will be measured through staff assessments, and decreased discipline referrals.
   
a. **Action steps:**
      i. Conduct a crisis workshop training for school leadership
      ii. Identify “hot spots” on campus that may require staff at the school-level.

1B. **Goal:** Align and clearly define processes to respond to school challenges and crisis
   
a. **Action steps:**
      i. Develop school response flowchart
      ii. Consult SLT to schedule a PD time to review flowchart with staff
      iii. Follow up with key stakeholders to determine if flowchart is working or needs further revision
      iv. Assess flowchart for shifts to be made for transition to in-person learning
      v. Schedule CPS Crisis Team to train BHT and counselors on Crisis Response
      vi. Schedule CPS Crisis Team to train whole staff on Crisis Response

**DOMAIN 2: WHOLE SCHOOL PREVENTION PLANNING**

2A. **Goal:** 100% of staff will participate in activities to build and maintain positive relationships with students
   
a. **Action step:**
      i. Assign each new student a staff mentor during the intake process to begin fostering staff/student relationships

**DOMAIN 3: WHOLE SCHOOL TRAUMA PROGRAMMING**

3A. **Goal:** Increase whole staff awareness of trauma and its impact (including symptoms and triggers) and apply the trauma lens to student behavior concerns by increasing supportive strategies
   
   **Action step:**
   i. Schedule monthly Principal-directed PLC around Creating Safe Classrooms, Building relationships.

**DOMAIN 4: CLASSROOM BASED STRATEGIES**

4A. **Goal:** Secure a trainer to facilitate a school-wide training around trauma responsiveness. After training, participants will be equipped with skills to: create a safe and predictable learning environment, anticipate student needs, respond to trauma incidents, and recognize and respond
to micro and macroaggressions.

a. **Action step:**
   i. Create and distribute a list of strategies for responding to trauma incidents in the classroom to faculty

**DOMAIN 5: EARLY INTERVENTION TRAUMA PROGRAMMING**

5A. **Goal:** To identify students who have a high number of ACEs and provide them with early interventions and supports

   a. **Action Step:**
      i. Menu of targeted supports for students with high ACE survey results (Tiers II and III)

**DOMAIN 6: TARGETED TRAUMA PROGRAMMING**

6A. **Goal:** Identify and Engage the 20% of students who need secondary PBIS supports for school attendance and work completion during the FY21 school year.

   a. **Action Item(s):** Organize Lunch Bunch Group for students in need of secondary PBIS supports for school attendance and work completion (5+ absences and little to no work completion)

**DOMAIN 7: STAFF SELF CARE FOR SECONDARY TRAUMATIC STRESS**

A. **Goal:** By the end of the 20-21SY, 50% of staff will have participated in at least one self-care group or self-care activity as reported on a survey.

   a. **Action Item(s):**
      i. Walking group for staff during planning times; introduce staff to Headspace (mindfulness app); seek/secure a counselor for virtual counseling sessions; bi-weekly admin/staff check-ins; massage day for staff; calm corner in faculty lounge with adult coloring books and other calmness-promoting décor

**DOMAIN 8: COMMUNITY CONTEXT (AP 18)**

8A. **Goal:** Building a supportive and collaborative community with parents/families.

   a. **Action Items(s):**
      i. Design and implement parent workshop in partnership with Greywood Health Center related to support during COVID-19, remote learning, self-care and stress, how to support your student with stress and anxiety, etc., provide resources to families, and consider a quarterly basis of workshops based on parent feedback

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