

Trauma-Informed Schools Action Plan

School Name: **SMART ACTION PLAN EXAMPLE** Date:

Goal 1: To increase racial equity among students through enhanced awareness, relationships, practices and the physical environment.					
Goal Alignment with Trauma Responsive Schools Implementation Assessment (TRS-IA) Key Domains (check all that apply): <input type="checkbox"/> Whole School Safety Planning <input checked="" type="checkbox"/> Whole School Prevention Planning <input checked="" type="checkbox"/> Whole School Trauma Programming <input type="checkbox"/> Classroom-Based Strategies <input type="checkbox"/> Early Intervention Trauma Programming <input type="checkbox"/> Targeted Trauma Programming <input type="checkbox"/> Staff Self Care <input type="checkbox"/> Community Context <input type="checkbox"/> Other Data: _____					
			Resource and Budgetary Needs		
Action Item	Owner(s)	Timeline	CCR	Other	Total
1. Engage in staff book study on the importance of addressing race within the classroom on a monthly basis with a minimum of 10 staff members	Ms. Johnson	Decide book by 8/30/20; complete study by 2/1/21	Books \$200; Ext. day pay \$400		\$600
2. Add bilingual signage in key areas, including main office, lunchroom, gyms, and classroom spaces to increase cultural representation.	Mr. James Mrs. Smith	10/30/20 to 5/30/21	Paper \$100 Laminat or \$100		\$200
3. Create school-wide art project to decorate building with multicultural representation.	Mr. Juarez	1/4/21 to 3/31/21	Art materials \$400		\$400
4. Seek and secure a consultant to deliver a two-part series of all-staff trainings on cultural responsiveness and implicit bias at BOY and MOY	AP Miller	March 2021	Consulta nt \$1200	Extended Day Pay	\$1200
Data Collection for Progress Monitoring					
Information Needed to Monitor Progress and Outcome	Owner	Frequency of Collection:	Source(s) of Information/Data:		
1. Progress: attendance Outcomes: knowledge gain; satisfaction	Mr. Barik	Monthly	Sign-in sheets; Knowledge Survey; Satisfaction Survey		

2. & 3. Progress: Number and placement of signage throughout building Outcome: Student and family perception	Ms. Johnson	Monthly	Observational
3. Placement of art throughout building	Principal Miner	EOY	Observational
4. Progress: attendance Outcomes: changes in bias; changes in practice	AP Miller	BOY; MOY; EOY	ODRs; in-school suspension reports; focus groups; School Climate Survey (student; staff; family)

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School Name: **NON-SMART ACTION PLAN EXAMPLE** Date:

Goal 1: To increase racial equity among students through enhanced awareness, relationships, practices and the physical environment.					
Goal Alignment with Trauma Responsive Schools Implementation Assessment (TRS-IA) Key Domains (check all that apply): <input type="checkbox"/> Whole School Safety Planning <input checked="" type="checkbox"/> Whole School Prevention Planning <input type="checkbox"/> Whole School Trauma Programming <input type="checkbox"/> Classroom-Based Strategies <input type="checkbox"/> Early Intervention Trauma Programming <input type="checkbox"/> Targeted Trauma Programming <input type="checkbox"/> Staff Self Care <input type="checkbox"/> Community Context <input type="checkbox"/> Other Data: <u>ODRs; student surveys</u>					
			Resource and Budgetary Needs		
Action Item	Owner(s)	Timeline	CCR	Other	Total
1. Complete staff book study	Ms. Johnson	Decide book by 8/30/20; complete study by 2/1/21	Books \$200; Ext. day pay \$400		\$600
2. Increase cultural representation throughout building; add bilingual signage in key areas	Mr. James Mrs. Smith	10/30/20 to 5/30/21	Paper \$100 Laminator \$100		\$200

3. Create school-wide art project to decorate building with multi-cultural representation in	Mr. Juarez	1/4/21 to 3/31/21	Art materials \$400		\$400
4. Professional Development on implicit bias	AP Miller	March 2021	Consultant \$1200	Extended Day Pay	\$1200
Data Collection for Progress Monitoring					
Information Needed to Monitor Progress and Outcome	Owner	Frequency of Collection:	Source(s) of Information/Data:		
5. Staff who report reading the book	Mr. Brown	Monthly	Sign-in sheets		
6. Number and placement of signage throughout building	Ms. Johnson	Monthly	Observational		
7. Placement of art throughout building	Principal Miner	EOY	Observational		
8. Attendance	AP Miller	MOY	Sign-in sheets		

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Specific	<ul style="list-style-type: none"> • Well-defined, outcome is clear • Clear to anyone who has a basic knowledge of project • Provides enough detail so there is no indecisiveness as to what is to be done
Measurable	<ul style="list-style-type: none"> • Know if the goal is obtainable and how far away the completion is • Know when it has been achieved • Identify the measurement instrument • Able to determine when complete because can count or see it

Attainable	<ul style="list-style-type: none"> • Agreement with all stakeholders what the goals should be • Achievable, a goal may be a stretch but is possible with the current team and resources • Clearly defined steps
Relevant	<ul style="list-style-type: none"> • Who is the main person responsible? • Who are the support people? • What are the urgent needs?
Time-Bound	<ul style="list-style-type: none"> • A specific date has been set for achieving • Time is appropriate for keeping goal performance focused and on target

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Non-SMART Action Step	Critique	SMART Action Step
Complete staff book study	This action step could be improved by specifying the type of book, the frequency of meetings and the number of participating staff members	Engage in a staff book study on the importance of addressing race within a classroom on a monthly basis with a minimum of 10 school staff members

<p>Increase cultural representation throughout the building</p> <p>Add bilingual signage and key areas</p>	<p>This action step could be improved by specifying key areas of the building in which bilingual signage is needed</p>	<p>Add bilingual signage in key areas, including the office, lunchroom, gym and classroom spaces to increase cultural representation</p>
<p>Professional development on implicit bias</p>	<p>This action step does not indicate an action. Action steps should begin with a verb and include specificity related to persons involved and time required</p>	<p>Secure a consultant to deliver a two-part series of all staff training on cultural responsiveness and implicit bias at BOY and EOY</p>