School Trauma Responsiveness Progress Report
IL MATHEMATICS & SCIENCE ACADEMY

Understanding this Summary

This report is generated based on the information you provided for the trauma survey. The composite score for each domain is the average of your ratings for every item within the domain.

Composite scores of 1.0-1.9 are classified as **"Emerging"** areas, 2.0-2.9 are classified as **"Progressing"** areas, and 3.0-4.0 are classified as areas of **"Mastery."**

TRAUMA RESPONSIVENESS DOMAINS

MASTERY
Composite Score

PROGRESSING
Composite Score

2.4	Whole School Safety Planning
2.9	Whole School Prevention Planning
2	Prevention/ Early Intervention Trauma Programming
2.4	Targeted Trauma-Informed Programming
2.1	Family and Community Engagement

EMERGING
Composite Score

1.5	Whole School Trauma Programming
1.6	Classroom Strategies
1.6	Staff Self Care

Whole School Safety Planning
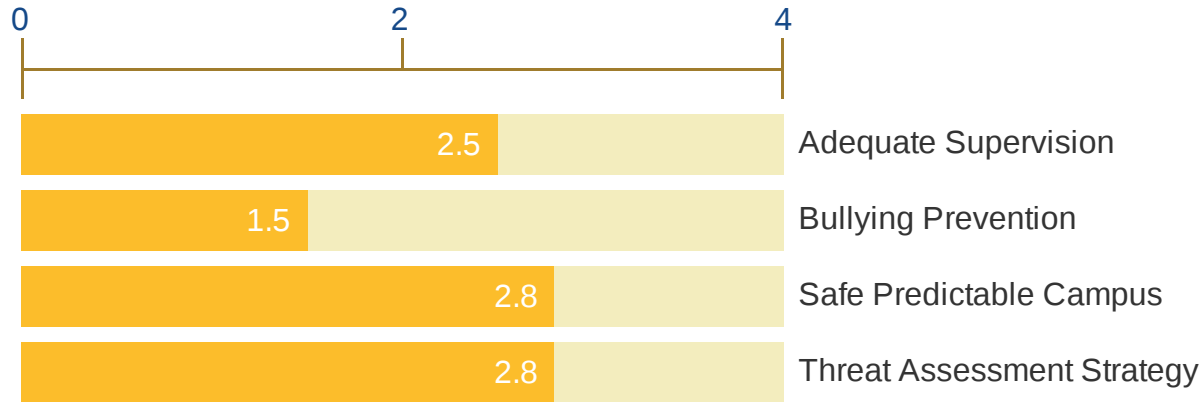
About Whole School Safety Planning

Whole School Safety Planning includes procedures and activities for monitoring and maintaining physical safety on a school campus. Your school's Whole School Safety Planning score comprises your ratings on four indicators: (1) your assessment of the safety and predictability of your school campus; (2) implementing a standardized approach for adequate staff supervision of students across public spaces; (3) establishing and following a clearly defined process to determine when a student represents a harm to other students or staff; and (4) staff training in bullying prevention.

OVERALL COMPOSITE SCORE: 2.4

	Score	
0	2	4

Score	Indicator
2.5	Adequate Supervision
1.5	Bullying Prevention
2.8	Safe Predictable Campus
2.8	Threat Assessment Strategy

Based on your responses, this is a *progressing domain* for your school. Because your score indicates you have many of the building blocks/foundational steps for this domain in place, there are a number of next steps you can take to further enhance your school's programming in this area. Please refer to the *Whole School Safety Planning Guide*, which will allow you to determine which next steps are appropriate for your school and will provide you with resources to take these next steps.

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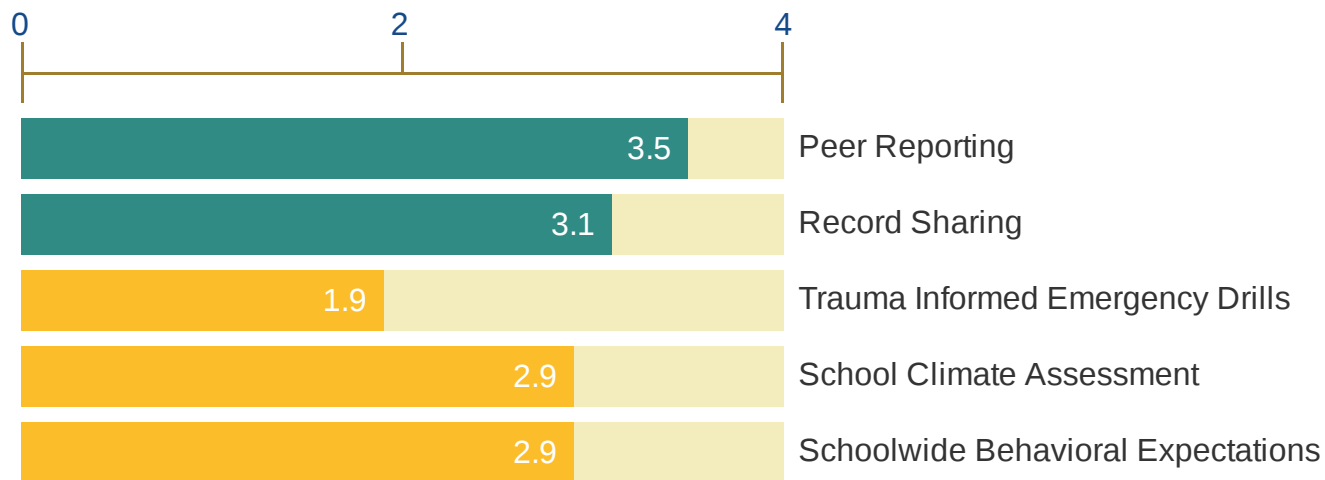NATIONAL CENTER FOR
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Whole School Prevention Planning

About Whole School Prevention Planning

Whole School Prevention Planning is a comprehensive approach to preventing the occurrence of a traumatic event on a school campus. Your school's Whole School Prevention Planning score is a composite of five indicators: 1) establishing and utilizing a clearly defined process for students to share concerns about their fellow peers; 2) establishing and following a clearly defined process for sharing academic, legal, and mental health records across relevant school staff, mental health professionals, and law enforcement; 3) conducting a comprehensive assessment of school climate, 4) educating staff so that any emergency drills are conducted in a trauma-sensitive manner; and 5) clearly defined and articulated behavioral expectations for students that staff are trained to reinforce.

OVERALL COMPOSITE SCORE: 2.9

0	2	4

Score	Indicator
3.5	Peer Reporting
3.1	Record Sharing
1.9	Trauma Informed Emergency Drills
2.9	School Climate Assessment
2.9	Schoolwide Behavioral Expectations

Based on your responses, this is a *progressing domain* for your school. Because your score indicates you have many of the building blocks/foundational steps for this domain in place, there are a number of next steps you can take to further enhance your school's programming in this area. Please refer to the *Whole School Prevention Planning Guide*, which will allow you to determine which next steps are appropriate for your school and will provide you with resources to take these next steps.
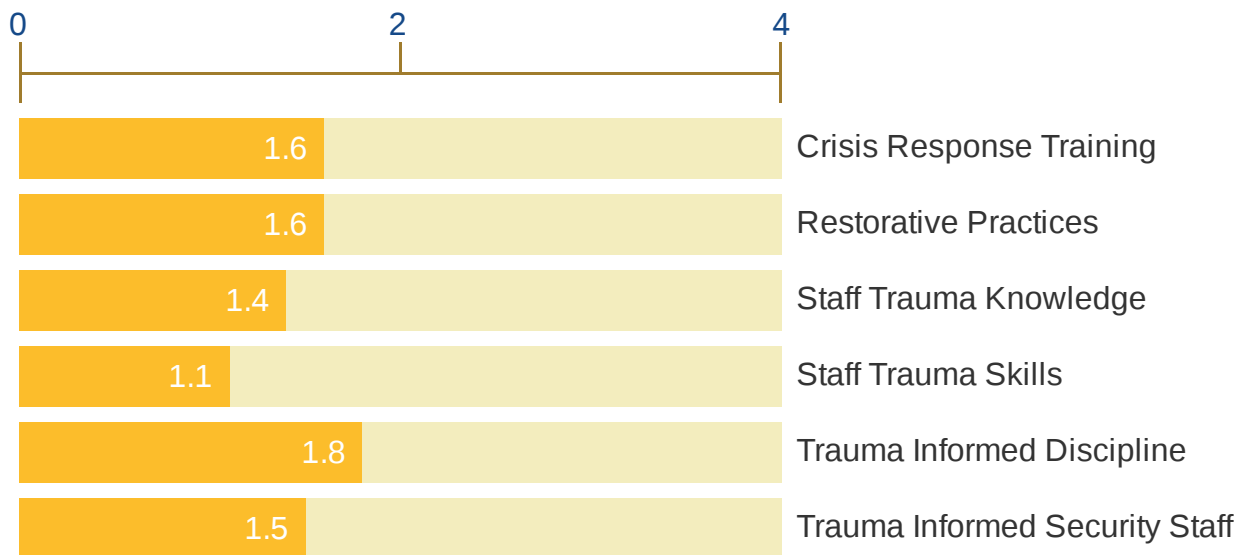
About Whole School Trauma Programming

Whole School Trauma Programming includes programming and policies to support students affected by trauma, regardless of if the trauma was experienced at the school or elsewhere. Your school's Whole School Trauma Programming score is a composite of six indicators: 1) training staff to provide emotional support to students following a traumatic event; 2) developing and utilizing clearly defined discipline policies that are sensitive to trauma-exposed students; 3) training school security personnel to identify symptoms of trauma and respond using tactics to avoid re-traumatization; 4) establishing and following a restorative approach to resolving conflicts that arise on campus; 5) educating all staff about trauma and its effect on students; and 6) training all staff in skills for working with trauma-affected students.

OVERALL COMPOSITE SCORE: 1.5

Score	Indicator
1.6	Crisis Response Training
1.6	Restorative Practices
1.4	Staff Trauma Knowledge
1.1	Staff Trauma Skills
1.8	Trauma Informed Discipline
1.5	Trauma Informed Security Staff

Based on your responses, this is an *emerging domain* for your school. Initial actions schools often take to begin improving their whole school trauma programming include:

- Convene a schoolwide training to enhance the trauma knowledge and skills of all school staff.
- Develop a multidisciplinary team to assess current discipline policies and adopt new trauma-informed strategies.

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Classroom Strategies
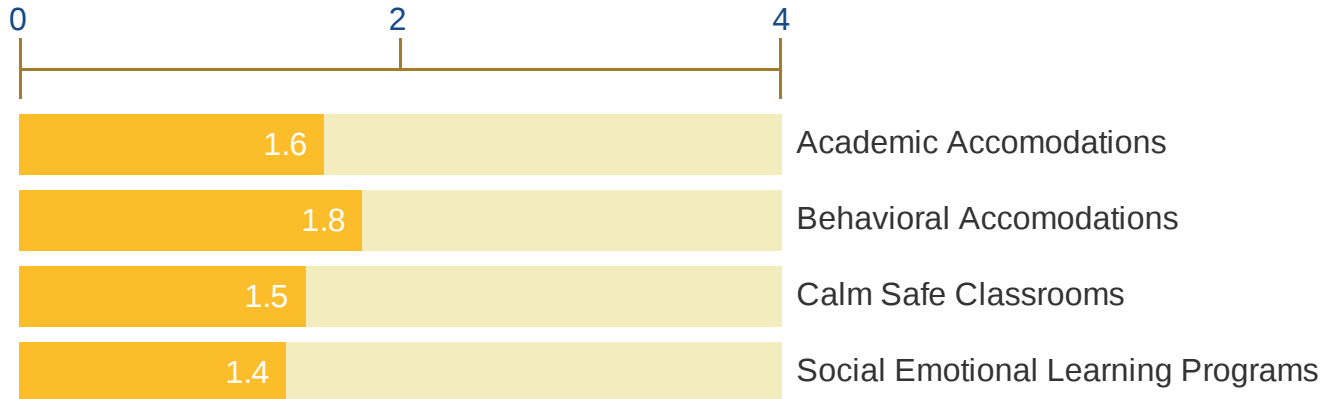
About Classroom Strategies

Classroom Strategies are in-class procedures designed to better accommodate students dealing with trauma. These involve physical safety as well as behavioral and academic support. Your Classroom Strategies self-assessment score comprises your ratings on four indicators: (1) incorporation of socio-emotional learning principles; (2) calm and safe classroom climates; (3) your school's approach toward classroom-based behavioral supports for students affected by trauma; and (4) your school's policies on special academic accommodations for traumatized students.

OVERALL COMPOSITE SCORE: 1.6

1.6	Academic Accomodations
1.8	Behavioral Accomodations
1.5	Calm Safe Classrooms
1.4	Social Emotional Learning Programs

Based on your responses, this is an *emerging domain* for your school. Initial actions schools often take to begin improving their classroom strategies include:

- Select a schoolwide approach to creating a safe and calm classroom climate.
- Select an evidence-based social-emotional learning (SEL) curriculum and provide professional development training in this curriculum.
- Train RTI teams in understanding trauma and considering trauma history when developing student support and/or intervention plans.

For more in-depth guidance on these actions and next steps, please refer to the Classroom Strategies Guide.

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Prevention/ Early Intervention Trauma Programming

About Prevention/ Early Intervention Trauma Programming

Prevention and Early Intervention Trauma Programming includes clinical strategies to identify and treat students affected by trauma. These policies and strategies are critical for connecting students with social and clinical resources. Your team's Prevention and Early Intervention Trauma Programming score comprises your ratings on two indicators: (1) the routine incorporation of trauma exposure into mental health assessments, and (2) implementing evidence-based early interventions (ex. CBITS, SSET, Bounce Back).

OVERALL COMPOSITE SCORE: 2
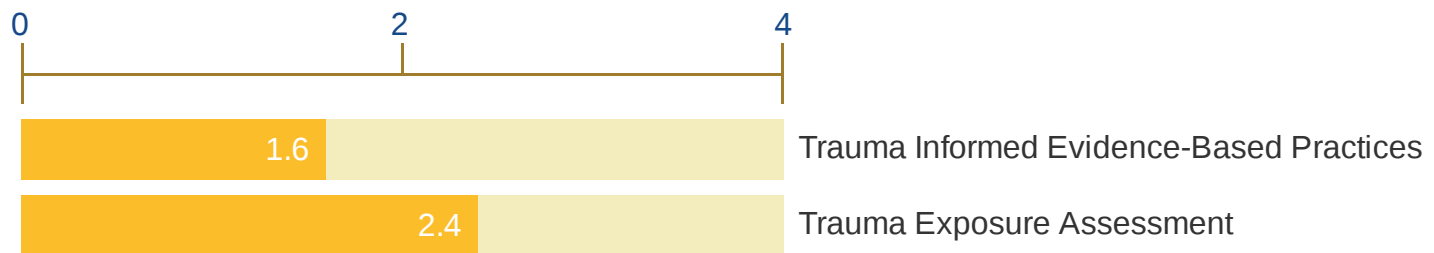
0	2	4	
1.6			Trauma Informed Evidence-Based Practices
2.4			Trauma Exposure Assessment

Based on your responses, this is a *progressing domain* for your school. Because your score indicates you have many of the building blocks/foundational steps for this domain in place, there are a number of next steps you can take to further enhance your school's programming in this area. Please refer to the *Prevention and Early Intervention Trauma Programming Guide*, which will allow you to determine which next steps are appropriate for your school and will provide you with resources to take these next steps.

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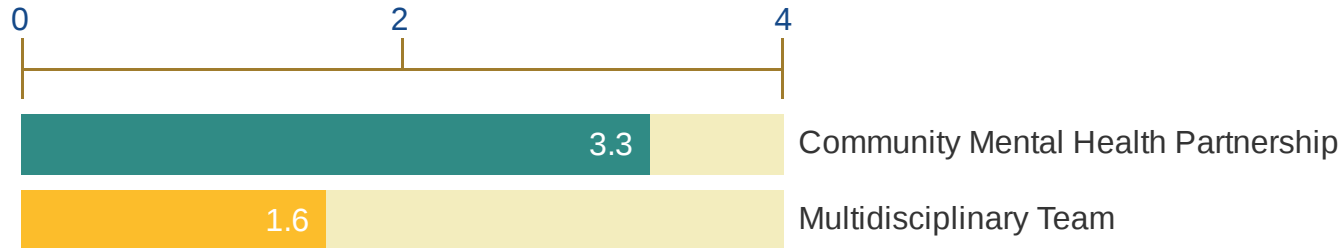NATIONAL CENTER FOR
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Targeted Trauma-Informed Programming

About Targeted Trauma-Informed Programming

Targeted Trauma-Informed Programming includes specific school and community programming targeting students experiencing significant symptoms related to trauma exposure. Your team's Targeted Trauma-Informed Programming self-assessment score comprises your ratings on two indicators: (1) holding routine multidisciplinary meetings that incorporate understanding of student trauma exposure; and (2) forming relationships with community health agencies skilled in providing mental health services to students with trauma histories.

OVERALL COMPOSITE SCORE: 2.4

0	2	4

3.3 — Community Mental Health Partnership

1.6 — Multidisciplinary Team

Based on your responses, this is a *progressing domain* for your school. Because your score indicates you have many of the building blocks/foundational steps for this domain in place, there are a number of next steps you can take to further enhance your school's programming in this area. Please refer to the *Targeted Trauma-Informed Programming Guide*, which will allow you to determine which next steps are appropriate for your school and will provide you with resources to take these next steps.

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Staff Self Care
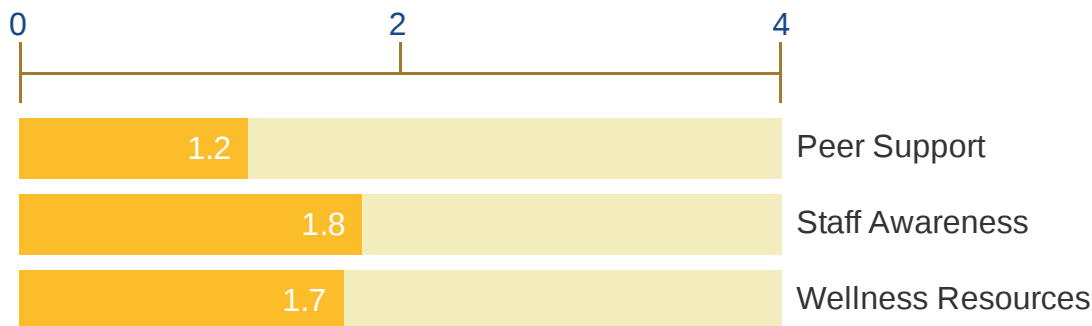
About Staff Self Care

Staff Self Care includes schoolwide policies and strategies that encourage staff self care and promote management of secondary traumatic stress and compassion fatigue. Self care is an often overlooked component of a trauma informed school that has been gaining increasing recognition and promotes wellness and peer support among staff. Your team's Staff Self Care self-assessment score comprises your ratings on three indicators: (1) utilizing a standard approach for building staff awareness of compassion fatigue and STS which include providing tools for self-monitoring and building self care strategies; (2) facilitating peer support among staff working with trauma exposed students; and (3) availability of resources for staff working with trauma exposed students.

OVERALL COMPOSITE SCORE: 1.6

1.2	Peer Support
1.8	Staff Awareness
1.7	Wellness Resources

Based on your responses, this is an *emerging domain* for your school. Initial actions schools often take to begin improving their staff self care include:

- Provide a staff training or professional development on compassion fatigue, secondary traumatic stress, and self care.
- Assess relationships among staff and opportunities for collaboration regarding students.
- Assess resources available to staff at the school level.

For more in-depth guidance on these actions and next steps, please refer to the *Staff Self Care Guide.*

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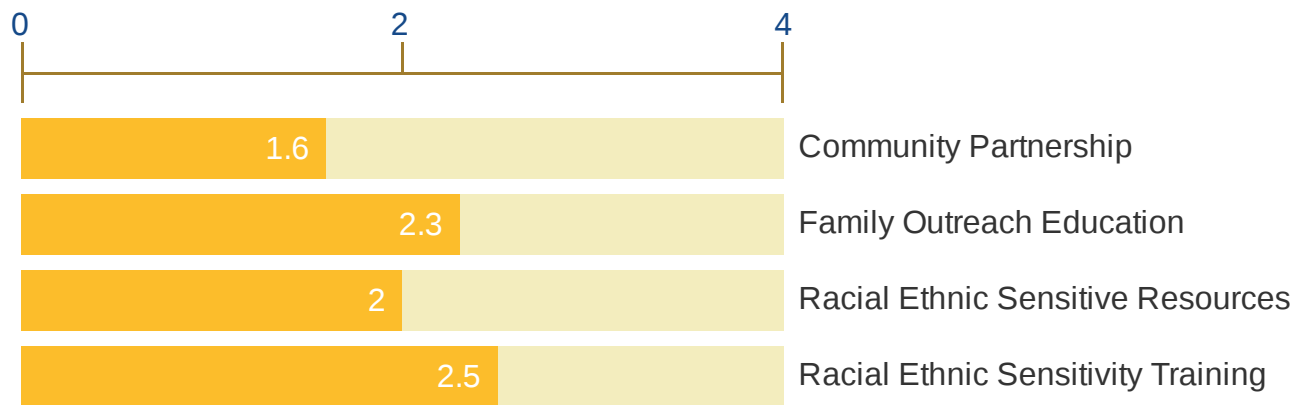NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Family and Community Engagement

About Family and Community Engagement

The Family and Community Engagement domain includes your school's policies, procedures, and activities for understanding racial/ethnic sensitivities and incorporating community priorities and resources into support services. Your team's Community Context score comprises your ratings on four indicators: 1) staff are trained to be aware and considerate of racial and ethnic sensitivities (i.e. language barriers, immigration status); 2) racially and ethnically sensitive resources and services are made available to the families of students receiving tier 2 and 3 interventions; 3) school maintains partnerships with community organizations serving racial and ethnically diverse groups (i.e. churches, health centers) to further support the families in need; and 4) school identifies opportunities to engage families and the broader community about trauma and its impact.

OVERALL COMPOSITE SCORE: 2.1

1.6	Community Partnership
2.3	Family Outreach Education
2	Racial Ethnic Sensitive Resources
2.5	Racial Ethnic Sensitivity Training

Based on your responses, this is a *progressing domain* for your school. Because your score indicates you have many of the building blocks/foundational steps for this domain in place, there are a number of next steps you can take to further enhance your school's programming in this area. Please refer to the *Family and Community Engagement Guide*, which will allow you to determine which next steps are appropriate for your school and will provide you with resources to take these next steps.

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Thank you for completing the Trauma Responsive Schools Implementation Assessment. We encourage you to meet with your school mental health team, review your scores on each performance domain provided in this report, and engage in a strategic planning process to improve your trauma responsiveness.

Trauma Responsive Schools Guides are available in the Resource Center for each performance domain with action steps and resources to guide improvement. Consider using these materials and this Strategic Planning Guide to create a strategic plan for improving your team's performance in one or more areas.

List the domain(s) on which you scored the lowest (Emerging and Progressing) and evaluate your system's capacity and motivation to implement change in each domain.

Domain	Need for change (1-10) 1=no need 10=great need	Desire for change (1-10) 1=no desire 10=great desire	Resources to achieve change (1-10) 1=no resources 10=many resources	Barriers to change (1-10) 1=no barriers 10=many barriers
1.				
2.				
3.				

Select one domain from the list above that your team wants to improve.

DOMAIN: _____

The following pages can be used as tool to plan your next steps for this domain. We encourage you to complete this with your team.

Please state a specific goal within this domain. *(For example, if you selected the Family and Community Engagement domain, one goal might be to create school partnerships with diverse community organizations.)*

GOAL: _____

_____

How will you know if you've achieved success within this goal? *(For example, if you selected the Family and Community Engagement domain and your goal is to create school partnerships with diverse community organizations, one way of measuring success might be that by the next academic school year, the school mental health team will develop a Memorandum of Understanding (MOU) with one community organization.)*

INDICATOR OF SUCCESS: _____

_____

What opportunities exist related to this goal?

- What have been our past successes?

- What current work is taking place related to this goal?

- What are our available resources (leadership, infrastructure, staffing, partnerships)?

What barriers exist related to this goal?

- What would prevent us from moving forward with this goal?

- What would we need to overcome this/these barrier(s)?

Who will be involved: List the individuals who will help move this goal forward and their role. Consider multidisciplinary stakeholders from the district, school, community, and family levels.

Individual	Role
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Identify 3-5 action steps that can be taken toward achieving this goal.

1.

2.

3.

4.

5.

Timeline for improvement

Short term: 0-6 months

Action Step	Individual(s) Responsible	Data to Evaluate Change	Date

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Timeline for improvement

Long term: 7-24 months

Action Step	Individual(s) Responsible	Data to Evaluate Change	Date