

Needs Assessment Planning

Wisconsin School Mental Health Initiative

Step 1: Complete the Team School Mental Health Needs Assessment

* If a parent is not present, assign a team member to represent the parent responses during the process. If parent responses are not available, assign a team member to represent the parent perspective for each item in addition to that person's individual responses.*

Step 2: Identify "next steps" for achieving the priorities you selected

Step 3: Identify alignment with your school's improvement plan

- a. For each item select the response that best represents the consensus of the team
 - b. Select two items within the Foundations section (items 1-20) to include in your list of priorities for the school year
 - c. Select two items from the entire Needs Assessment rated as "Partially in Place" that could be "In Place" by the school year's end and add them to your list of priorities
 - d. Select one item from the entire Needs Assessment that represents a high priority for your school based on your unique needs/interests and add it to your list of priorities
- a. For each priority selected, generate steps needed to achieve the next level of implementation for that item ("Partially in Place" or "In Place")
 - b. For each step generated, identify who will take the lead and the target date for completion
- a. For each priority selected, identify areas of alignment with your school's strategic or school improvement plan for the school year
 - b. Identify who else in your school needs to be aware of the priority areas identified including who will communicate this information, how and by when
 - c. If the priorities selected are not in alignment with the school's strategic or improvement plan, determine if alternate priorities will be considered that are better aligned or the team will advocate to have the selected priorities included, including who will communicate this information, how and by when

Guiding Questions – Below are inquiries that may support your team in reaching consensus on items, determining priority items for focus during the school year and/or identifying next steps toward achieving the next level of implementation for that item.

- What additional data sources can/should we examine to reach consensus on this item (climate survey, office referrals, attendance, etc.)?
- Are there items marked as "Not Sure" that need to be explored further before we can identify our priorities for the coming year?
- What additional information is needed for us to be able to move off of "Not Sure" on this item?
- Who else needs to be included in the process of prioritizing areas of focus for our school this year?
- Who else needs to approve of or be willing to provide support to us in achieving our identified priorities?
- How will we ensure that student voice is present in our decision-making and next steps?
- Which "Partially in Place" items will can be most easily addressed to move them to "In Place" to provide us with "quick wins" toward meeting our priorities?
- To what degree should we consider selecting priorities aligned with our school strategic or improvement plan versus advocating to have priorities we select included/added?
- If we don't complete steps 1-3 today, when and where will we convene again to complete the process?

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School and District: _____

SMH Facilitator: _____

Step 1	Item Description	Current Rating	Desired Rating	Notes
Item # Foundation				
Item # Foundation				
Item # Partially in Place				
Item # Partially in Place				
Item # School Specific				

Step 2	Next Steps	Lead Person	Due Date	Notes
Item # Foundation	1. 2.			
Item # Foundation	1. 2.			
Item # Partially in Place	1. 2.			
Item # Partially in Place	1. 2.			
Item # School Specific	1. 2.			

Step 3	Aligned to SIP?	Who else needs to know about this priority?	Who will be the lead person to communicate this?	How will it be communicated?
Item # Foundation	Yes No			
Item # Foundation	Yes No			
Item # Partially in Place	Yes No			
Item # Partially in Place	Yes No			
Item # School Specific	Yes No			