WSCC **Policy** Blueprint

Session 6

Purpose: To identify WSCC domains that are areas of strengths, weakness, opportunity, and tension in your policies

Review

❑ Intro to Evaluating Directions

❑ SWOT Analysis activity, case study, & reflection questions

Do Together

❑ Activity 6: Big Picture WSCC SWOT Analysis

STEP 2: Evaluating Directions

Evaluating Directions

Examining opportunities to strengthen whole child initiatives by implementing, refining, or de-implementing

Goal: to prioritize areas of focus and identify potential directions

Now that you have taken stock of the WSCC-related policies in your setting, it's time to evaluate potential next steps in your adoption, updating, or de-implementation of policy. In this section, you will first have an opportunity to process your WellSAT WSCC results by identifying strengths, weaknesses, opportunities, and tensions in establishing WSCC-aligned policies in your setting. We will approach this work with a lens towards equity, considering how our policies facilitate access, diversity, and inclusion of school community members.

> The goal in this section is to narrow in on one WSCC domain as an area of focus and then evaluate potential directions with your policies in this area.

Considering how policies promote equity across elements of identity (e.g., race, gender identity) as well as learning needs (e.g., instruction or support at universal, select, or targeted levels) can be a first step to identifying opportunities to strengthen attention to equity in your policies. Next, you will zero in on one WSCC domain as an area of focus for the remainder of your blueprinting work. This is not intended to limit your efforts or discourage integration across domains; instead, it is intended to serve as a manageable starting place for exploring potential directions to strengthen your policy.

Access – connecting to personalized resources (i.e., all invited to the room)

Diversity – supporting presence of differences (i.e., all welcomed and represented)

Inclusion – participating meaningfully (i.e., all experience belonging and feel valued)

Activity 6 – Big Picture WSCC SWOT Analysis

Anticipated time needed to complete this activity: 15 minutes

If you have experience in the corporate world, you may have conducted SWOT analyses. A SWOT analysis allows us to identify **s**trengths, **w**eaknesses, **o**pportunities, and **t**ensions. This is used to identify priority areas for improvement, and in the context of WSCC blueprinting, we specifically center on policies related to the whole child.

In this SWOT analysis, using your WellSAT WSCC 2.0 results, we suggest that you identify **WSCC domains** that are areas of policy **strength**, **weakness**, **opportunity**, and **tension** in your setting.

After completing your Big Picture WSCC SWOT Analysis, you'll want to seek feedback from others in your setting. Determine whether their perceptions of strengths, weaknesses, opportunities, and tensions related to WSCC policy in your setting align with those that you have identified.

> After completing your SWOT Analysis is an excellent time to seek input and feedback from various groups (e.g., staff, families, students) in your setting!

Activity 6 – Big Picture WSCC SWOT Analysis is available in Appendix B. The example below shows Mrs. Washington's completed SWOT analysis.

SWOT Analysis: Strengths, Weaknesses, Opportunities, and Tensions

Strengths
- Nutrition Environment and Services
- Safe Environment
- Behavioral Supports

Weaknesses
- Social and Emotional Climate
  - School Climate Policy, Discipline Policy
- Health Services
  - Send preventative health resources home?

Opportunities
- Social and Emotional Climate
  - School Climate Policy, Discipline Policy
- Health Services
  - Send preventative health resources home?

Tensions
- Can't ask staff to do more
- Minimal PD time available to support new initiatives

SWOT Analysis | csch.uconn.edu

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Case Study:

Mrs. Washington's SWOT Analysis

Strengths

Based on her WellSAT WSCC results, Mrs. Washington identified the following domains as strengths in their current policies: *Nutrition Environment and Services*; *Safe Environment*; and *Behavioral Supports*. She was excited to see that they currently address many of the WellSAT WSCC items within their policies.

Weakness and Opportunity: Social and Emotional Climate

Mrs. Washington first recognized areas of weakness and opportunity in the domain of *Social and Emotional Climate*. For example, Mrs. Washington realized that her recent efforts to improve the administration and sharing of the school climate survey should be recorded in policy. Over the past two years, Mrs. Washington has administered the school climate survey to students, families, and staff and held listening sessions in which she shared the survey results and listens to feedback from the respective groups. In addition to translating the survey into multiple languages, Mrs. Washington has also paid the school's per diem translators, who have strong relationships with many of the school's families, to work as liaisons to encourage widespread family participation in the survey. In completing the WellSAT WSCC, Mrs. Washington realized that these practices are not reflected in the school's policies.

The *Social and Emotional Climate* section of the WellSAT WSCC also asked about the minimization of exclusionary disciple practices. This led Mrs. Washington to realize that the school's Discipline Policy still contains "zero tolerance" language that is no longer enforced. Instead, the school has adopted the practice of not suspending or expelling any K-2 students and working to minimize exclusionary discipline in grades 3-5. Mrs. Washington meets monthly with her assistant principal and school psychologist to review the school's discipline data (i.e., office referrals and subsequent actions taken) to identify students and staff members that may be in need of further support. They also disaggregate this information by race, ethnicity, sex, and disability status to assess for disproportionality. Mrs. Washington had introduced these practices in her school and realizes that they are not recorded in policy. Mrs. Washington has been interested in adopting a more universal approach to restorative practices, which could also be recorded in policy, but she has not yet taken steps to select an approach or identify potential trainers for staff professional learning. This could be a potential opportunity for growth.

Weakness and Opportunity: *Health Services*

Mrs. Washington also identifies an area of opportunity in the *Health Services* domain. Completing the *Health Services* domain of the WellSAT WSCC reminded Mrs. Washington of her interview with the new school nurse, Mrs. Tobin. In her interview, Mrs. Tobin had relayed many examples of how she previously shared preventative health information with families. She expressed interest in adapting these resources for this

school's community. Mrs. Washington wonders if she might follow up with Mrs. Tobin to gauge her continued interest in this work. If Mrs. Tobin agreed, Mrs. Washington considers how she could add language to the school's Health Services Policy, specifying that the school nurse will provide preventative health resources (e.g., pamphlets, flyers) to students and families at least three times per year.

Mrs. Washington noted that scores on the *Family Engagement* domain were also low, but wonders how they would improve if she were to incorporate her work on the school climate survey and the dissemination of preventative health information into policy.

Tensions

Lastly, Mrs. Washington noted that tensions related to this work are not wanting to ask her staff to do more than they already are – she knows that they are working very hard to manage their current responsibilities and does not want to ask more of them without replacing or streamlining responsibilities. In an effort to support staff, the district has also decided that some professional development time will be used for staff to complete existing responsibilities (e.g., completing report cards), so Mrs. Washington recognizes that she has less professional development time available for new learning this school year.

Mrs. Washington recognizes that she should confirm these observations and reflections with others. She decides to first share a summary of her work so far and completed SWOT Analysis with her grade level leaders – which includes representation from each grade level, special education, related arts, and student support personnel. She often utilizes this team to share information and seek feedback from the broader staff. She decides to follow up afterwards by briefly sharing her work at the next staff meeting to ensure that all have an opportunity to learn about and provide feedback. Lastly, she makes plans to share the work at the next PTO meeting as well. Together, she hopes that these efforts will provide her ample and representative feedback on potential areas of focus and anything she has missed.

Before proceeding, we encourage you to consider the following questions:

REFLECT

1. Do you see opportunities for strengthening policy in the WSCC domains that you identified as current areas of weakness? How would these support practices at the universal, targeted, or select levels?

2. Do local, state, or federal priorities align with any of your areas of weakness or opportunity?

3. As you complete your blueprinting work, what do you need to keep in mind in relation to the tensions that you identified?

Transitioning from Considering WSCC Domains to Considering Individual Policies within these Domains

Choosing a WSCC Domain of Focus

Thus far, we have organized our thinking by WSCC domains. Next, we are going to transition to thinking about individual policies within these domains.

After completing your Big Picture WSCC SWOT analysis, we recommend identifying WSCC domains for follow up (e.g., those identified as weaknesses or opportunities). Then, share these areas with others to gain insight and feedback on which are the greatest priorities in your setting.

> To maximize the potential for success, consider choosing a WSCC domain of focus that aligns with current school and district goals. Then, confirm this choice with others!

We recommend choosing **one WSCC domain of focus** for the remainder of your blueprinting work. We hope that you will complete the blueprinting activities multiple times; for this first pass, we suggest choosing one WSCC domain as a manageable starting place. Then, you can return to blueprint for additional domains that are areas of weakness and opportunity.

To streamline your work and optimize the potential for successful implementation, you might consider choosing a domain that is aligned with current school, district, or state areas of focus.

ACTIVITY 6 - BIG PICTURE WSCC SWOT ANALYSIS

Time to Complete: 15 minutes

Goal of Activity: Identify WSCC domains that are areas of strength, weakness, opportunity, and tension and identify opportunities to strengthen equity through attention to access, diversity, and inclusion.

Instructions

1. Identify areas of **strength**. Which WSCC domains have you covered well in policy (i.e., higher scores in strength and comprehensiveness on the WellSAT WSCC)? Which policies or WSCC domains include explicit attention to equity?

2. Next, identify areas of **weakness**. Which WSCC domains are less present in your policies (i.e., lower scores in strength and comprehensiveness on the WellSAT WSCC)? In which domains do you have gaps in requiring explicit attention to equity (access, diversity, and inclusion)? In reviewing your policies to complete the WellSAT WSCC, did you identify any policies that are not well implemented in practice?

3. Then, identify areas of **opportunity**. Can any of your weaknesses be areas of opportunity to improve? Are there opportunities to strengthen your attention to equity within your policies? Are there any internal or external initiatives that could support this work?

4. Identify **tensions**. What tensions exist to integrating policy focused on the whole child in your setting? What complicates your ability to revise or implement policies?

SWOT Analysis: Strengths, Weaknesses, Opportunities, and Tensions

Strengths

Weaknesses

Opportunities

Tensions