



# WSCC Practice Blueprint Session 8

**Purpose:** To confirm your setting's readiness to engage in each potential practice change and narrow down to 1-5 practice changes to pursue

## Review

- Step 3: Establishing Actions
- Congruence activity, case study, & reflection questions

## Do Together

- Activity 8 – Confirming Congruence

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## STEP 3: Establishing Actions



### Establishing Actions

Planning for success by identifying action steps, addressing anticipated barriers, and creating plans for monitoring implementation

Goal: to define specific goals, consider potential barriers, plan action steps, and measure progress

Whole child systems implementation blueprinting concludes with **establishing actions** for implementation. You have:

- formed a Whole Child Team to drive this work,
- explored your context by completing a resource inventory, and reflecting on alignment with whole child practices,
- and evaluated directions in WSCC practices by analyzing strengths, weaknesses, opportunities, and tensions in your setting, and gathered information to make decisions about priority next steps.



#### Activity 8 - Confirming Congruence

Anticipated time needed to complete this activity: 20-30 minutes

Establishing actions for whole child systems implementation begins with confirming the potential for the *congruence* and *sustainability* of identified strategies, or practices. Let's confirm that you are set up for success with each practice under consideration. In this activity, you will rate your readiness to engage in each practice change you are considering. We suggest limiting to 3-5 practices. You will land on whether to pursue, pursue with modifications (e.g., make tweaks, shift), wait to implement, or reject each potential practice.

Then, we will assess what resources you would need to implement this new or revised practice. The goal here is to plan for success by anticipating resources and action steps you'll need to implement this practice. You may discover that one or more of your potential practices are going to be more difficult to implement than initially anticipated or that another practice is going to be well supported by existing resources and policies.

Potential barriers do not mean that you should abandon the practice; instead, between this and the next activity, you will proactively plan to address any identified barriers.

A completed example of [Activity 8 – Confirming Congruence](#) is shown below.

Potential Direction: Inviting Financial Planner to Provide Staff PD	High (5 points)	Med (3 points)	Low (1 point)
<b>CONTEXT: NEED</b> Do we have data indicating need? For example: Is this a substantial issue for students? Do families, the community, and staff also perceive need?	4		
<b>CONTEXT: FIT</b> Is this a priority for our setting? How does it align with our district's priorities or strategic plans? Is it aligned with community values?	5		
<b>STRUCTURE: RESOURCES</b> Do we have the necessary resources? For example: data systems, curriculum, space, staff	4		
<b>STRUCTURE: READINESS FOR USE</b> Is there qualified professional learning available (staffing, supervision, coaching, training)? For example: Can leadership and staff gain clear knowledge, skills, and attitudes about the need, rationale, and intended outcomes?	4		
<b>WORK: EVIDENCE</b> Is there evidence supporting match to our intended setting? For example: Is there support for effectiveness, fidelity, cost? Are demonstrated outcomes matched to our intended population?		3	
<b>CULTURE: WILLINGNESS TO IMPLEMENT</b> Are there positive attitudes about the strategy? For example: Do the majority staff perceive value to the strategy? Are intended implementers willing to change current practice to do it?	5		
<b>PEOPLE: ABLE TO IMPLEMENT</b> Do we have appropriate knowledge & skills to implement with fidelity? For example: Do intended implementers have minimum required skills and know how to access support? Do other staff have foundational knowledge to facilitate success?	5		
<b>TOTAL SCORE</b>	27	3	
<b>Action Decision</b> (pursue, modify, wait, reject)	<b>Pursue</b>		

This tool was created based on adaptations from the following sources: (1) Nadler, D., and Michael Tushman. A Model for Diagnosing Organizational Behavior. *Organizational Dynamics* 9, no. 2 (autumn 1980): 35–51. (2) Blase, K., Kiser, L., and Van Dyke, M. (2013). *The Hexagon Tool: Exploring Context*. Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill.

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## School Team Case Study:

### Confirming Congruence at Hillside

Using the information they gathered in Activity 7, the Whole Child Team works to complete Activity 8 – Confirming Congruence worksheet for four potential practice changes:

- (1) **Soliciting staff input** about desired employee wellness initiatives.
- (2) Sponsoring an **employee wellness fair** during PD time.
- (3) Providing **childcare for staff** during evening parent-teacher conferences.
- (4) **Forming a committee** dedicated to monitoring employee wellness.

First, the team considers the idea of soliciting staff input about desired employee wellness initiatives. The team considers their recent Google Form survey to staff as a “trial run” of this idea. Using Activity 8 – Confirming Congruence, they find that this practice meets a staff need and aligns with school and district priorities to focus on employee wellness. They agree it requires very little time and resources on the part of administration. Thus, their ratings of “ready and able” across categories are all in the Medium to High range. They ultimately decide to **PURSUE** this practice.

The Team then contemplates the potential congruence of sponsoring an employee wellness fair during PD time. This proposal aligns with school and district emphasis on employee wellness, but as learned in Activity 7 – Gathering Information, administrators wonder if it should be offered at the district level rather than the school level. Ms. Wilcox reminds the team of a staff suggestion to share information from human resources in a PD session rather than emails and wonders if bringing a financial planner to the school might be well received. The team decides to rate this idea instead, as it would be responsive to staff feedback and show interest in staff’s financial well-being. Everyone on the Whole Child Team is enthusiastic about the idea. They give Medium to High ratings for “ready and able” to implement across categories. The team ends up deciding to:

**PURSUE WITH MODIFICATIONS** - the initial idea for an employee wellness fair is better suited as a district event, but instead, the team will bring in a financial advisor to advise staff on options related to retirement savings, college planning, and other related financial topics.

Then, the team analyzes the logistics of providing childcare coverage for teachers during evening parent-teacher conferences. Dr. Greenberg has confirmed with the National Honor Society advisor that the students would be interested and available to provide childcare for the two evenings of fall and spring conferences. Ratings fall in the Medium-to-High range for “ready and able” across categories. The team decides to **PURSUE** this practice.

Finally, the team assesses the idea of forming an Employee Wellness Committee. When they get to the ‘Culture: Willingness to Implement’ section, team members reiterate that most staff will not be willing or able to serve on the committee. Further, the staff most willing and able to form the committee are already members of the Whole Child Team, so

a separate committee would be redundant. Thus, they provide ratings in the “Low” column for the team’s readiness and ability to take this on, and they decide to:

**REJECT** the practice – The Whole Child Team exists now, and it would be redundant to add a committee given representation across staff roles.

After completing the activities, the Whole Child Team determines that they have the need, resources, and support to successfully solicit staff input regarding employee wellness initiatives (PURSUE) and provide childcare to staff during evening parent-teacher conferences (PURSUE). Although they are going to suggest an employee wellness fair to district leadership, they decide they are well-positioned to bring a financial advisor to school during a staff professional development session (PURSUE WITH MODIFICATION). They decide to REJECT plans to form a separate Employee Wellness committee. The team expresses how helpful it was to complete the Confirming Congruence worksheet, as it allowed them to narrow their focus to practices that are feasible to implement at this time and to modify others to increase opportunities for success.

## District Team Case Study:

### Confirming Congruence in Elmwood

Using the information gathered in Activity 7 – Gathering Information to Prioritize Potential Directions, Elmwood’s executive council works in their next monthly meeting to complete Activity 8 – Confirming Congruence worksheet for three potential practice changes:

1. Adding an **additional physical education class** for students, beginning with students in grades K-2.
2. Bringing back **intramural sports** for students in grades 3-12 to increase opportunities for after-school physical activity.
3. Hosting an annual **district-wide fun run** to increase family engagement and raise funds for physical education and physical activity equipment (e.g., recess equipment).

First, the executive council assesses the idea of adding an additional physical education class for students, beginning with students in grades K-2. Using Activity 8 – Confirming Congruence, the group gives high scores in the areas of “Context: Need” and “Context: Fit” - the idea is aligned with best practices and district priorities. Yet, they give much lower scores in the area of “Structure: Resources.” As identified in Activity 7 – Gathering Information, the district lacks adequate staffing and space to implement the initiative as intended. Because of these resource limitations, the group is also concerned that “Culture: Willingness to Implement” will be low as staff will not have the necessary resources to implement as intended. Thus, the council decides to:

**WAIT** on the practice – the District is not currently in the position to hire additional physical education teachers that would be needed to enact this practice.

Next, the executive council considers the idea of bringing back **intramural sports** for students in grades 3-12 to increase opportunities for after-school physical activity. The group gives high ratings in the areas of “Context: Need,” with a note about specific need identified at the elementary and middle school levels. They wonder if high school students might be interested in paid or volunteer opportunities as assistant coaches. Next, the group gives a high score to “Context: Fit” because of its high alignment with the district’s 5-year strategic plan to increase opportunities for student physical activity. Next, they give a medium score to “Structure: Resources” because of the Facilities Director’s concern about limited indoor space and the need to onboard coaches across grades and sports. The group gives high scores to “Culture: Willingness to Implement” and “People: Able to Implement” given high buy-in across the district and Mr. Thomas’ and Ms. Adams’ interest in co-leading the relaunch of the intramural program. Mr. Thomas and Ms. Adams suggest beginning with a pilot year, introducing two sports in the fall and spring seasons, at the elementary and middle school levels, to allow time to fully build the program back. As such, the executive council decides to:

**PURSUE WITH MODIFICATION** – the group is well-positioned to bring intramurals back to the district. It is highly aligned with district priorities, and starting with a pilot version (3 sports at the elementary and middle schools) will allow for a planful rollout. High school students will be invited to participate as assistant coaches.

Lastly, the executive council contemplates hosting an annual **district-wide fun run**. The group gives medium scores to “Context: Need” as there is a need for more opportunities to engage families in physical activity opportunities, but one annual event is not going to completely fill this need. The group gives a medium score to “Context: Fit,” balancing high alignment with district priorities but redundancy with the community event being planned for the following spring. They give a medium score to “Structure: Resources” and “People: Able to Implement” as this initiative would likely require a lot of the same people as would be involved in launching the intramurals program. In addition, the group gives a low score to “Structure: Readiness for Use” as they have not previously held an event like this and would need to engage in a good amount of planning to host it. The executive council decides to:

**REJECT** the practice – the group has learned that it would be redundant with another community event. They also anticipate that investing their time and energy into rebuilding the intramurals program will generate more benefit for students and families.

After completing the activities, the executive council of Elmwood’s district wellness team determines that they have the need, resources, and support to successfully rebuild their district-wide intramurals program for elementary and middle school students, with opportunities for high school students to serve as assistant coaches (**PURSUE WITH MODIFICATION**). They decide to **WAIT** on their idea to increase physical education offerings in the early elementary grades and to **REJECT** their idea of hosting an annual district-wide fun run. The team is excited about how the information from Activities 6, 7, and 8 came together to help them make informed decisions about their next steps.

Before you move onto Action Planning, consider the following reflection questions.

## REFLECT



1. Did Confirming Congruence confirm that you are well positioned to implement each potential practice? Are there any steps you can take to strengthen congruence as you plan for implementation?
2. Did Confirming Congruence reveal any practices that you are not currently well positioned to implement? Will you revisit these in the future? If so, how could you strengthen congruence?

## Planning for Sustained Implementation

You are almost there! You have explored your context, evaluated your current practices, and identified next steps with strong congruence (“readiness” for implementation). Your next step is to action plan for thoughtful implementation. Before doing so, we want to reinforce a couple of key points:

- Alignment with school and district priorities is a key facilitator to successful implementation and sustainment of whole child initiatives.
- Measuring the process and outcomes of your action plan implementation can help to (1) confirm progress, (2) justify invested resources, (3) inform necessary modifications, and (4) verify if desired results are being achieved.
- Proactively determining the people, resources, and milestones needed for implementation helps to identify potential barriers to success – and to address these ahead of time!
- Progress monitoring implementation helps to ensure milestones are met, any necessary modifications are made, and sustainable implementation occurs!

Next, we share more about creating SMART goals and measuring process and outcomes of action plan implementation. Then, it will be time to action plan!