



Equity Committee S.W.O.T. Analysis



August 7th, 2020

Strengths



- Our teachers are not only highly educated, but also extremely competent in the classroom, caring, empathetic, well-trained and provide many services for our students.
- Most teachers and administrators appear dedicated to working for equity within their communities, with a strong desire to learn.
- Teachers have access to a variety of materials to aid student growth, both inside and outside of the classroom, including technology, Responsive Classroom and the Toolbox program.
- We are academically rigorous, yet still capable of maintaining appropriate “levelling” for students to achieve success.
- The community largely supports public education.
- The community has access to diverse resources and perspectives through the schools and public libraries, strong teams and clubs, the PTO, and the HEF.
- We have the METCO program and Carols, who does an excellent job engaging the community through her actions and willingness to teach.
- Special Education educators consistently achieve success with their students.

Weaknesses



- Our personal and institutional biases.
- Our lack of diversity among staff and in the community.
- Our lack of teaching resources and training to address diversity.
- Our lack of time to engage and collaborate around issues of diversity.
- Our lack of effective responses to emotional, linguistic, and socioeconomic issues.
- We have trouble communicating about students socioeconomic and emotional needs.
- Our paraeducators and support staff need more training and constructive feedback from evaluators.
- A lack of communication and partnerships between the schools and the community-at-large around issues of equity.
- The METCO program needs to be better supported and expanded.
- Our special education programs are inadequate to meet our students' needs.

Opportunities



- We can transform our strengths and weaknesses into opportunities by working on our professional development programs, professional culture and professional practices.
- We can improve our curriculum and curriculum materials.
- We can adjust our programming and scheduling.
- We can enhance our METCO program.
- We can increase the diversity of our staff.
- We can tap into the energy, experience, and perspectives of our community, parents and students.

Threats



- Infrequent and inconsistent messaging leads to inaction and undermines efforts at achieving equity/justice.
- Tradition, inertia, and hesitancy towards change appear frequently in our community.
- Our homogeneously white faculty is a challenge to overcome as we strive for equitable representation.
- Budgetary restrictions limit students' access to resources necessary for equitable outcomes, especially for Special Education students.
- Social Media consistently reinforces problematic cultural norms and is more prevalent in our students' lives than credible information.
- Parent involvement is a threat to our process as we frequently cater to the loud minority rather than the so-called "silent majority".
- Avoiding difficult discussions perpetuates bias and makes us less effective.

CONNECTIONS - Professional Development

Most teachers and administrators appear dedicated to working for equity within their communities.

Our lack of teaching resources and training to address diversity.

Our lack of time to engage with issues around diversity.

We can transform our strengths and weaknesses into opportunities by working on our professional development programs, professional culture and professional practices.

Tradition, inertia, and hesitancy towards change appear frequently in our community

Avoiding difficult discussions perpetuates bias and makes us less effective.

STRENGTHS

WEAKNESSES

OPPORTUNITIES

THREATS

CONNECTIONS - Curriculum

Teachers have access to a variety of materials to aid student growth, both inside and outside of the classroom, including technology, Responsive Classroom and the Toolbox program.

Our lack of teaching resources and training to address diversity.

Our lack of time to engage and collaborate around issues of diversity.

We can improve our curriculum and curriculum materials.

We can tap into the energy, experience, and perspectives of our community, parents and students.

Tradition, inertia, and hesitancy towards change appear frequently in our community.

Avoiding difficult discussions perpetuates bias and makes us less effective.

STRENGTHS

WEAKNESSES

OPPORTUNITIES

THREATS

CONNECTIONS - Increasing Diversity

Most teachers and administrators appear dedicated to working for equity within their communities, with a strong desire to learn.

We have the METCO program and Carols, who does an excellent job engaging the community through her actions and willingness to teach.

Our lack of diversity among staff and in the community.

The METCO program needs to be better supported and expanded.

We can increase the diversity of our staff.

We can enhance our METCO program.

Our homogeneously white faculty is a challenge to overcome as we strive for equitable representation.

STRENGTHS

WEAKNESSES

OPPORTUNITIES

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CONNECTIONS - Community Partnership

The community largely supports public education.

The community has access to diverse resources and perspectives through the schools and public libraries, strong teams and clubs, the PTO, and the HEF.

A lack of communication and partnerships between the schools and the community-at-large around issues of equity.

Our lack of diversity among staff and in the community.

We can tap into the energy, experience, and perspectives of our community, parents and students.

Tradition, inertia, and hesitancy towards change appear frequently in our community.

Parent involvement is a threat to our process as we frequently cater to the loud minority.

STRENGTHS

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CONNECTIONS - Programing and Scheduling

We are academically rigorous while still capable of maintaining appropriate “levelling” for students to achieve success.

Our lack of time to engage and collaborate around issues of diversity.

Our lack of effective responses to emotional, linguistic, and socioeconomic issues.

We have trouble communicating about students socioeconomic and emotional needs.

We can adjust our programming and scheduling.

Budgetary restrictions limit students’ access to resources necessary for equitable outcomes, especially for Special Education students. Tradition, inertia, and hesitancy towards change appear frequently in our community.

STRENGTHS

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