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| **Strengths** | **Weaknesses** |
| High School   * Many strong teachers * Common Time at Foran   Middle School   * Grade level partners and department work time   Intermediate   * Math Investigations * Providing teachers with CCSS strategies * Problem of the week   Elementary   * Math investigations * Conceptual instruction * Math coaches using cycles for consistency * CCSS aligned for math | High School   * Time to prepare * Proper implementation of intervention * Gaps caused by implementation (students)   Middle School   * No staff to support struggling students, or time * Resources * Unfamiliarity with how units are written (process/concepts)   Intermediate   * Intervention time/enrichment * Lack of resources   Elementary   * Not being “less helpful” * Mindset is that they can’t self start * Lack of technology to go along with our program * Lack of resources to work with needs (para support) * Huge span of needs from low🡪advanced |
| **Opportunities** | **Threats (& Obstacles)** |
| High School   * A lot of PD time * Data from CAPT and SBAC for same group of kids * PLCs * Grading   Middle School   * ACES workshops * PLCs * Grading   Intermediate   * Wednesday time/Election Day PD * Monthly PD * Use districts PTs * PLCs   Elementary   * Wednesday meetings * Coaching cycle to build teacher capacity (modeling, collaboration) * PLCs | High School   * Teachers that won’t buy in * Budget limitations * Common Core coinciding with new evaluation process * CAPT * Grading   Middle School   * Staff (need more) * Resources * Staff buy-in * CMT * Grading   Intermediate   * Teachers with many new initiatives/programs * Lack of materials for deep problems * CMT   Elementary   * Time * Teacher schedules * Negativity that they have to do it all and can’t just focus on math * Always something new in Milford (programs, CSSS, teacher evaluation)   Response to gaps in learning  Pacing: response to “ahead/behind the pack” (critical areas of focus) |