

Brevard Public Schools School Improvement Plan 2017-2018

Superintendent:

Asst. Supt. of Leading and Learning

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Principal Supervisor:

Name of School:

Sherri Bowman

Hoover Middle School

Principal:

SAC Chairperson:

Bradley Merrill

Gayleigh McCune

School Grade History	2016-17: A	2015-16: A	2014-15: A
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Connections to District Strategic Plan

- Obj.L1. Protect instructional time
- Obj.L2 Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps
- Obj.L4: Provide equitable support for every student's social-emotional development
- Obj.L6. Build principal capacity to develop and spread highly effective instructional practices

Mission Statement:

Excellence is the standard.

Vision Statement:

The Hoover Middle School Community will develop well-rounded, lifelong learners.

Stakeholder Involvement in School Improvement Planning:

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

The School Improvement Plan process began in spring 2017. School administration, department chairs, teacher leaders, and School Advisory Council members met and discussed current practices, school successes, and areas for growth. The team also reviewed the school’s EDI Insight Survey results and the Hoover Middle School parent survey results to determine the needs of the school. The group agreed to continue focusing on the prior year’s initiatives. During pre-planning week, administration presented a preliminary goal to the faculty and staff and sought input. They adjusted the goal as needed. Administration then developed a draft of the SIP, and shared it with stakeholders. Once stakeholders approve the plan, administration will share the final version with faculty, staff, and SAC members and post the SIP to the school’s website.

Brevard Public Schools School Improvement Plan 2017-2018

Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: Please consider the priority indicators selected from your school BPIE and EDI Insight Survey results within the rationale of your SIP.

What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and what data shows evidence of opportunities for growth?

Last year, Hoover Middle School’s instructional focus was for all stakeholders to access, analyze, and understand qualitative and quantitative student performance data to improve lesson designs and instructional practices. Based on EDI Insight Survey data, Hoover experienced several areas of growth, which supported this goal. Instructional Planning for Student Growth increased from 7.1 to 7.4, based on responses to several questions. When asked about “access to questions, tasks, and assessments to measure students’ progress toward learning goals,” 79% of teachers responded positively. Sixty-two percent of teachers agreed that the school “had a dedicated time for teachers to analyze interim assessment data and/or student work and plan for future instruction and intervention,” which was a 10% increase from the previous year. Sixty-nine percent of teachers were “satisfied with the support they receive at school for instructional planning.” Increases in these elements were expected. Teachers had common planning periods and dedicated collaboration days each semester to identify power standards and align common assessments to instruction. Through these opportunities, they identified and analyzed data to shape their instruction.

Peer Culture also improved on the survey, moving from 7.4 to 7.9. This shift highlighted Hoover’s common vision of effective teaching; teachers believed that they shared a common vocabulary to discuss effective teaching practices and found collaborating with colleagues to be productive. While the Professional Development domain score decreased overall, two areas notably improved: “my school is committed to improving my instructional practice” increased by 6%, and “professional development opportunities are well planned and facilitated” increased 10%. These improvements were a result of targeted professional development opportunities offered during early release Wednesdays. Academic Expectations also increased slightly to 7.7, with 89% of teachers agreeing, “the school implements a rigorous academic curriculum.” Seventy-eight percent of teachers also believed that “school leaders had the content knowledge or resources to support instructional practices across disciplines,” compared to 57% the prior year. Administration and teacher leaders led professional development that supported teachers with standards-based instruction, relevant data, and instructional practices, and as teachers worked through this information in their departments, their confidence in these areas grew, evidenced in these responses.

Despite these positive changes, the EDI Insight Survey results highlighted areas for improvement, specifically with Academic Expectations. Two questions that focused on student tasks—students supporting their answers with evidence and explaining their thinking and responding to and building on peers’ thinking, ideas, and answers—both decreased by 4%. In this same domain, 70% of teachers agreed that all teachers at Hoover “take responsibility for developing students’ literacy skills.” This percentage remained the same from the previous year and was 9% below the Brevard average. Similarly, IPPAS evaluation data showed that higher order questioning and climate of inquiry were relatively low scores in comparison to other elements (75% proficient and 3% unsatisfactory and 78% proficient and 3% unsatisfactory, respectively). One alarming decrease was in Instructional Planning for Student Growth, despite an overall increase in this domain. Only 76% of teachers agreed that Hoover teachers “track the performance of their students toward measurable academic goals.” This percentage dropped 16% from the prior year. IPPAS evaluation data also suggested that progress monitoring is an area for growth. Fifty-nine percent of teachers were proficient in analyzing and applying student data to instruction and monitoring student progress. These shifts signaled that while teachers appreciated collaborative opportunities and found them beneficial, more time and focus were required with these initiatives to help impact student learning.

Finally, BPIE data indicated a need for short- and long-term efforts to implement and improve inclusive educational practices. School-level assessment data highlighted a need for data analysis and professional development to support inclusive best practices, particularly as they relate to electives and career/technical courses. To address these concerns, Hoover Middle School is increasingly moving toward support facilitation, which is in place for all of our eighth grade ESE students in Language Arts and math. We have added Learning Strategies to support our students with their other courses, and our ESE teachers use this course to work with the entire faculty to address any academic concerns they have with our ESE students. Quarterly, the school reviews student data (grades, Reading Plus, behavior) to determine students’ progress and identify if students or staff need extra support to ensure students’ success. Additionally, through the school’s growth mindset professional development, teacher leaders and administrators will review specific strategies to infuse growth mindset into our classrooms as an approach to social-emotional learning for all students.

What are the areas of successful student achievement and what data shows evidence of improvements?
What are the concerns with student achievement? Provide data to support concerns.

In 2016-2017, Hoover Middle School continued to perform above the state and district averages on FSA testing and end of course examinations. Hoover students demonstrated significant increases in several areas, including seventh grade English Language Arts and Civics proficiencies (both increased 9%). Both seventh grade math and eighth grade science experienced moderate increases in proficiency levels (4% and 6%, respectively). One hundred percent of Hoover students passed the Geometry EOC.

Additionally, 15 of Hoover’s science research students placed in the Brevard South science fair, and 4 students placed in the state fair. Many of these students also received financial awards, certificates, and recognition from local and state associations, companies, and organizations. Hoover’s music department also shined last year. At MPAs, Advanced Band Concert earned Overall Superior, and Jazz Band and Combined Orchestra Concert both earned Overall Excellent. Hoover’s chorus students received straight Superiors in competition.

Another area of excellence was our students’ success in earning industry certifications in our Digital Information Technology program. Hoover Middle School offers this high-school credit course, which provides students the opportunity to receive their Microsoft Office Specialist (MOS) bundle, which is three of five certifications representing industry acknowledgement of technical skills attainment of the competencies in the Office Administration Program (Microsoft Word, Excel, and PowerPoint). The MOS bundle will articulate three college credit hours to the AAS/AS Degree in Office Administration.

The largest area of concern in student achievement was a 10% drop in eighth grade math proficiency. This area has continuously declined over the last four years, but this shift was significant. Proficiency on the eighth grade ELA examination also decreased (5%), and Algebra 1 proficiency shifted from 91% to 88%. Overall, learning gains were moderate: 63% of students made learning gains in ELA (51% of the lowest 25% of students), and 63% of students made learning gains in math (55% of the lowest 25% of students). In comparison to middle schools with similar student demographics, these areas are opportunities for growth.

Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers and action steps.

Based on the data above, it is clear that Hoover Middle School increased collaboration and professional development opportunities targeting the access, analysis, and application of student data to improve instructional practices. With this foundation, student achievement improved in certain areas, but gaps and deficiencies still exist. As a result, Hoover Middle School will build on the success of dedicated collaboration time and professional development but will shift its focus to the timely application of high-effect, research-based literacy strategies in all content areas and growth mindset.

Describe how your school ensures standards-aligned instruction is occurring in ELA, math and content areas. Describe the processes in place to progress monitor instruction to ensure it is systematic, explicit and based on data. (Please limit to 250 words.)

During common department planning and collaboration days, teachers will continue to identify power standards and map curriculum, based on their discussions of what they expect students to learn. Teachers will also work with district resource teachers in this process and will continue developing progress-monitoring measures (formative and summative common assessments) to measure student learning. By reviewing this data, teachers will continue modifying their instructional practices, using appropriate interventions for remediation and enrichment. Through participation in these meetings and classroom observation and feedback, administrators will support the teachers' efforts and ensure that they align instruction to standards and use student progress monitors based on data.

School-Based Goal: What can be done to improve instructional effectiveness?

Hoover Middle School will implement research-based literacy strategies at appropriate times in the student learning cycle to increase student achievement. Fostering a growth mindset in students, faculty, and staff will complement this goal; students will learn to respond to challenges, setbacks, and mistakes as opportunities for growth.

Strategies: Small number of action oriented staff performance objectives.

Academic Goal:

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
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Time to map curriculum, plan lessons, analyze data, and discuss instruction	Common planning periods and collaboration days focused on this work	Administration, teachers, and resource teachers	Once a month for planning and twice a semester for collaboration	Master schedule and calendar; teacher tasks/evidence with maps, lessons, assessments; student progress data
Limited staff understanding and/or application of PD	See Lead and Learn Plans	See Lead and Learn Plans	See Lead and Learn Plans	See Lead and Learn Plans

EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.*

Qualitative and Quantitative Professional Practice Outcomes: Measures the level of implementation of professional practices throughout your school.

- Teachers will participate in department collaboration days each semester, focusing their work on expectations for student learning, methods for monitoring student learning, and adjustments to instructional practices (remediation, enrichment) to support continuous learning.
- Classroom walkthrough data will indicate that 60% of Hoover teachers implement research-based literacy strategies at appropriate times in the learning cycle to improve student achievement.
- Teacher survey data will illustrate a 70% increase in teacher understanding and use of growth mindset in their classrooms.
- Positive Behavior Support will continue to reduce the number of classroom discipline issues that result in an office discipline referral, lowering the number of referrals 5%.
- IPPAS evaluation results for Dimension 4, Element 1, analyzing and applying data to diagnose students’ learning needs, inform instruction, and monitor progress will improve to 75% distinguished.

Qualitative and Quantitative Student Achievement Outcomes:

- Seventh grade ELA proficiency will increase by 3% to 71%.
- Eighth grade ELA proficiency will increase by 3% to 71%
- ELA learning gains will increase by 5% to 68%, overall, and gains for the lowest 25% of students will improve 5% to 56%.
- Student survey data on literacy skills and growth mindset will increase to illustrate that 65% of students understand and utilize literacy skills and mindset philosophy.

Part 2: Support Systems for Student Achievement
(Federal, State, and District Mandates)

For the following areas, please write a brief narrative that includes the data from the year 2016-17 and a description of changes you intend to incorporate to improve the data for the year 2017-18. MTSS & EARLY WARNING SYSTEMS Please complete 1 – 4.

1. Describe your school’s data-based problem-solving process and school-based structures in place to address MTSS implementation.

Hoover Middle School’s MTSS team is comprised of administrators, the guidance counselor, the GSP, the staffing specialist, the school psychologist, the literacy coach, and teacher leaders. The group meets to discuss academic, behavioral and attendance concerns. Through Early Warning Indicators, teacher referrals, guidance referrals, and parent recommendation, the team identifies students in need of interventions. The team gathers data from Performance Matters and AS400, including EOCs, FSA data, district and teacher common assessments, Reading Plus benchmark testing, grades, attendance, and discipline. They also seek input from parents and teachers.

To address the social-emotional needs of our students at Hoover Middle School, we are continuing to develop three major initiatives. First, we are reviewing and improving our Positive Behavior Support program, which forms responses, recognizes good choices, and reinforces positive student behavior. By using a behavior matrix, Hawk tickets, Hawk of the Month, and Top Hawk, we are encouraging and supporting our students’ positive choices. Hoover’s faculty and staff also completed a book study on Dr. Carol Dweck’s *Mindset-The New Psychology of Success*. We are now shifting our focus to the application of growth mindset through how we handle praise, feedback, mistakes, and assessments in the classroom. Finally, Hoover now offers a student leadership course to support our student leadership council. Through these avenues, student leaders on campus discuss the needs of students, our campus, and the community and actively develop solutions to problems.

2. List below who monitors the Early Warning System and how often.
Our dean of students, the Individual Problem-Solving Team, and grade-level team leaders work to identify and contact students and parents in need of support. The team meets twice a month.

3. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2016-17 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school’s planning and problem solving for 2017-18:

Fill in BLANKS with data from 2016-17 School Year - Number of Students							
Grade Level	7	8	9	10	11	12	Total
Attendance <90	92	110					
1 or more ISS or OSS	5	6					
Level 1 in ELA OR Math	54	46					
Course Failure in ELA OR Math	0	3					
Students exhibiting 2 or more indicators	20	11					

4. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System (i.e., those exhibiting two or more early warning indicators).

The dean of students, the Individual Problem-Solving Team, and grade-level team leaders work to identify students who exhibit two or more early warning indicators. The team sends parents Early Warning concern letters, requesting conferences. At MTSS meetings, administrators, teachers, the guidance services professional, the guidance counselor, the literacy coach, and parents work together to provide support and strategies to meet the student's needs. Additionally, the dean monitors student attendance, and as students accumulate absences, the dean and guidance counselor notify parents and students with letters and phone calls and maintain records to share with truancy officers in case the need for a home visit arises.

PARENT AND FAMILY INVOLVEMENT: (Parent Survey Data must be referenced) Title I Schools may use the [Parent Involvement Plan](#) to meet the requirements of this section.

Consider the level of family and community involvement at your school and 2017 parent survey data collected. Respond to the following questions. What are strengths and how will they be sustained?

Hoover Middle School families are very involved in our school. We continue to have high attendance in PTO and SAC, and based on parent survey results, parents continuously praise our teachers and staff and feel welcome at our school. Almost all of our families have access to internet (97%) and prefer to communicate via email. Through online resources, parents keep apprised of school activities and their students' grades. Moreover, Hoover Middle School works with business partners in the community to support school events and activities.

What are areas of weaknesses and how will they be addressed?

Parent survey results did reveal some areas for improvement. Although parents indicate that they want to be more involved with the school, communication of opportunities is lacking. Forty percent of families stated that they were unaware of events or activities at the school, and 16% indicated that they did not receive adequate information. Majority of families selected evenings as the best time to attend events, and parents said that they were most interested in the following: providing their children with academic assistance, college and career planning, volunteer opportunities, and social media awareness.

To address these issues, Hoover has increased its methods of communication. We will continue to communicate through the school website, Peachjar flyers, Blackboard Connect, and Edline; however, administration has added more opportunity to share information. Our new administrators hosted a Meet and Greet evening for parents to get to know the school leaders, the principal shares weekly Hoover Happenings emails with parents, and we will be publishing a monthly newsletter on our website. These avenues will allow the school to communicate more effectively with families and community members to address some of the concerns and areas of interest presented in our parent survey. Additionally, administration has and will continue to forge relationships with community members so that our community is more aware of our students and school and to create opportunities for our students to become more involved in community outreach and volunteering.

STUDENT TRANSITION AND READINESS

1. PreK-12 TRANSITION This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).

Hoover Middle School hosts several events to support student transition from elementary school to middle school and from middle school to high school. The Saturday before school begins, we host a seventh grade orientation for both students and parents. In round-robin format, students and parents attend sessions that cover various information, including the daily routine of the school, rules and procedures, and school involvement. At the beginning of the year, Hoover hosts an open house so that parents can meet their student's teachers and hear about the expectations of the class and course. We also hold a registration night in the spring to provide information about the eighth grade and high school registration processes. Additionally, we host a curriculum fair in the spring for incoming seventh graders and students moving to eighth grade. Teachers share information about their classes, and elective teachers build interest in their programs so that their programs continue to grow.

2. COLLEGE AND CAREER READINESS This section is required for schools with 9, 10, 11 or 12. This section meets the requirements of Sections 20 U.S.C. § 6314(b).

Describe the strategies the school uses to support college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g. industrial biotechnology) to support student achievement.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report (<http://data.fldoe.org/readiness/>). As required by section 1008.37(4), FL Statutes.

Hoover Middle School

Administrator: **Brad Merrill**

Focus: What Works Best, When for Literacy. All sessions are based on the research of Dr. John Hattie and the books “Visible Learning” by John Hattie and “Visible Learning for Literacy” by Fisher, Frey, and Hattie.

	Month: August	Month: September	Month: October
Maintain our Focus		Focused Note Taking Guide- Faculty review and discussion on implementation	
Professional Development:	What Works Best, When Introduction- August 7 th Note Taking at A High Effect Size- August 30 th		Faculty Meeting- Feedback at a High Effect Size: Article by Dr. Brian Bullis and collaborative activity. Wednesday PD- Vocabulary Instruction: Comparing Hattie’s research with methods that work
Leadership Meetings/Focus Meetings	July 2017- Initial planning meeting August 2017- Design Note Taking PD	PD Team- Design Vocabulary Instruction PD	Admin Team- Create classroom observation monitoring document
Follow Up:			PD Survey following Vocabulary Instruction PD- consult sample survey in “Professional Development that Sticks” by Fred Ende
Notes	August 7 th PD included an activity in which each department identified their strengths and obstacles related to implementation of high effect size strategies at		Dr. Bullis Article- https://bbullis.edublogs.org/2016/02/13/john-hatties-top-ten-visible-learning-takeaways-number-ten-feedback/

	each level of the learning cycle. (See attached chart)		
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Hoover Middle School

Administrator: **Brad Merrill**

Focus: **What Works Best, When for Literacy. All sessions are based on the research of Dr. John Hattie and the books “Visible Learning” by John Hattie and “Visible Learning for Literacy” by Fisher, Frey, and Hattie.**

	Month: November	Month: December	Month: January
Maintaining our Focus:	6 techniques to reinforce strong vocabulary from “Teach Like a Champion” by Doug Lemov	“Feedback in Schools” by John Hattie	
Professional Development:	Faculty Meeting- Feedback follow up activity	Faculty Meeting- departments create feedback “look fors” for their content area Wednesday PD- Organizing and Transforming Notes: Building Upon Note Taking and Transitioning to Deep Learning	Faculty Meeting- Introduction to Teacher Clarity
Leadership Meetings/Focus Meetings	PD Team- Design Organizing and Transforming Notes PD	Admin Team- review and discuss feedback “look fors” with their departments	PD Team- Design Class Discussion PD
Follow Up:	Administrator data (monitoring document) from classroom observations	Feedback Survey for teachers regarding student response to “student to the teacher” feedback.	PD Survey following Organizing and Transforming Notes PD- consult sample survey in

			“Professional Development that Sticks” by Fred Ende
Notes:		Link for article- https://visible-learning.org/2013/10/john-hattie-article-about-feedback-in-schools/	

Hoover Middle School

Administrator: **Brad Merrill**

Focus: **What Works Best, When for Literacy. All sessions are based on the research of Dr. John Hattie and the books “Visible Learning” by John Hattie and “Visible Learning for Literacy” by Fisher, Frey, and Hattie.**

	Month: February	Month: March	Month: April
Maintaining our Focus:	Excerpt from “Collective Efficacy” by Jenni Donohoo	Dr. Brian Bullis Article on Class Discussion	“what works best, when” teacher implementation survey
Professional Development:	Wednesday PD- Class Discussion Faculty Meeting- Review of Teacher Clarity Collaborative Activity	Faculty Meeting- review and activity based on Dr. Bullis Article	Wednesday PD- Formal Discussion (Debates, Socratics, etc.)

Leadership Meetings/Focus Meetings	Admin Team- Create monitoring document for class discussion and formal discussion strategies	PD Team- Design Formal Discussion PD Admin Team- 2018-2019 PD focus planning meeting Create teacher “what works best, when” implementation survey	Admin Team- 2018-2019 PD focus 2nd meeting
Follow Up:	PD Survey following Class Discussion PD- consult sample survey in “Professional Development that Sticks” by Fred Ende	John Hattie Video- What methods have been successfully used to effect a paradigm shift at the campus and district level?	Admin and PD Teams- discuss results of “what works best, when” teacher implementation survey
Notes:		Link to Dr. Bullis Article- https://bbullis.edublogs.org/2016/02/25/john-hatties-top-ten-visible-learning-takeaways-number-seven-classroom-discussion/ Hattie Video- https://visible-learning.org/2016/07/ask-professor-john-hattie-a-question/	

Lead & Learn Plan – Hoover Middle School

Goal: Implement growth mindset in our faculty to cultivate a practice of grit in our students (Year 2 of implementing Mindset)

	Month: September	Month: October	Month: November
Maintaining our Focus	<ul style="list-style-type: none"> • Reflect and review fixed mindset and growth mindset • Understand impact of growth mindset has on students academic grit 	<ul style="list-style-type: none"> • Understand the importance of maintaining growth mindset in the classroom to support our students 	<ul style="list-style-type: none"> • Understand the important of using appropriate praise and verbal feedback to support our students
Professional Development	<p>Early Release PD</p> <ul style="list-style-type: none"> • Mindset survey for data about current understanding • Reflect on previous year of beginning growth mindset implementation • Review fixed mindset and growth mindset • Create goal and focus for personal teaching philosophy 		<p>Early Release PD</p> <ul style="list-style-type: none"> • Develop strategies for giving effective praise and verbal feedback to students • Create an understanding of praising the process of student’s work • Explain the benefits of praise using the knowledge of growth mindset
Leadership Meetings/Focus Meetings	<ul style="list-style-type: none"> • Create an outline for the year’s PD for Mindset 	<ul style="list-style-type: none"> • Preparation for next month’s PD about praise and verbal feedback 	<ul style="list-style-type: none"> • Create an outline of the PD for teachers • Discuss follow-up for this month’s PD
Follow-Up	<ul style="list-style-type: none"> • Review data from Mindset survey 	<ul style="list-style-type: none"> • Teacher communication of our mindset focus • Sharing of growth mindset article to teachers emphasizing focus 	<ul style="list-style-type: none"> • Reflect on implementation of PD • Research and review any necessary topics for next month

Notes	Books used: <ul style="list-style-type: none"> • “Mindset: The New Psychology of Success” by Carol Dweck • “The Growth Mindset Coach” by Annie Brock and Heather Hundley 	Books used: <ul style="list-style-type: none"> • “Mindset: The New Psychology of Success” by Carol Dweck • “The Growth Mindset Coach” by Annie Brock and Heather Hundley 	Books used: <ul style="list-style-type: none"> • “Mindset: The New Psychology of Success” by Carol Dweck • “The Growth Mindset Coach” by Annie Brock and Heather Hundley
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Lead & Learn Plan – Hoover Middle School

Goal: Implement growth mindset in our faculty to cultivate a practice of grit in our students (Year 2 of implementing Mindset)

	Month: December	Month: January	Month: February
Maintaining our Focus	<ul style="list-style-type: none"> • Understand the important of using appropriate praise and verbal feedback to support our students 	<ul style="list-style-type: none"> • Understand how to implement mistake-friends teaching strategies • Implementing coaching strategies for our students on handling mistakes in the classroom 	<ul style="list-style-type: none"> • Understand the importance of having a growth mindset with mistakes in the classroom
Professional Development		Early Release PD <ul style="list-style-type: none"> • Develop strategies for mistake-friendly strategies and providing feedback to students • Create an understanding of coaching students through mistakes • Explain the benefits of using mistakes as a learning opportunities 	
Leadership Meetings/Focus Meetings	<ul style="list-style-type: none"> • Preparation for next month’s PD about handling mistakes in the classroom 	<ul style="list-style-type: none"> • Create an outline of the PD for teachers • Discuss follow-up for this month’s PD 	<ul style="list-style-type: none"> • Preparation for next month’s PD about using a growth mindset to work through assessments

Follow-Up	<ul style="list-style-type: none"> Teacher communication of our mindset focus on praise and verbal feedback Sharing of praise and verbal article to teachers emphasizing focus 	<ul style="list-style-type: none"> Reflect on implementation of PD Research and review any necessary topics for next month 	<ul style="list-style-type: none"> Teacher communication of our mindset focus Sharing of working through mistakes video to teachers emphasizing focus
Notes	<p>Books used:</p> <ul style="list-style-type: none"> “Mindset: The New Psychology of Success” by Carol Dweck “The Growth Mindset Coach” by Annie Brock and Heather Hundley 	<p>Books used:</p> <ul style="list-style-type: none"> “Mindset: The New Psychology of Success” by Carol Dweck “The Growth Mindset Coach” by Annie Brock and Heather Hundley 	<p>Books used:</p> <ul style="list-style-type: none"> “Mindset: The New Psychology of Success” by Carol Dweck “The Growth Mindset Coach” by Annie Brock and Heather Hundley

Lead & Learn Plan – Hoover Middle School

Goal: Implement growth mindset in our faculty to cultivate a practice of grit in our students (Year 2 of implementing Mindset)

	Month: March	Month: April	Month: May
Maintaining our Focus	<ul style="list-style-type: none"> Understand how to maintain a growth mindset through assessments in the classroom Implement strategies to teach students a growth mindset regarding assessments 	<ul style="list-style-type: none"> Understand the importance of maintaining a growth mindset through appropriate use of assessments 	<ul style="list-style-type: none"> Follow up Mindset survey to review on PD and reflect on this year’s implementation of PD
Professional Development	<p>Early Release PD</p> <ul style="list-style-type: none"> Develop strategies for implementing appropriate assessments within the classroom 		

	<ul style="list-style-type: none"> • Create an understanding of coaching students through various assessment processes • Explain the benefits of using assessments as a learning opportunities 		
Leadership Meetings/Focus Meetings	<ul style="list-style-type: none"> • Create an outline of the PD for teachers • Discuss follow-up for this month's PD 	<ul style="list-style-type: none"> • Reflection and review of this year's PD 	<ul style="list-style-type: none"> • Prepare for next year's PD • Review follow-up Mindset survey
Follow-Up	<ul style="list-style-type: none"> • Reflect on implementation of PD 	<ul style="list-style-type: none"> • Teacher communication of our mindset focus • Sharing of working through mistakes video to teachers emphasizing focus 	
Notes	<p>Books used:</p> <ul style="list-style-type: none"> • "Mindset: The New Psychology of Success" by Carol Dweck • "The Growth Mindset Coach" by Annie Brock and Heather Hundley 	<p>Books used:</p> <ul style="list-style-type: none"> • "Mindset: The New Psychology of Success" by Carol Dweck • "The Growth Mindset Coach" by Annie Brock and Heather Hundley 	<p>Books used:</p> <ul style="list-style-type: none"> • "Mindset: The New Psychology of Success" by Carol Dweck • "The Growth Mindset Coach" by Annie Brock and Heather Hundley