

# School Performance Plan

School Name  
 Jacobson, Walter ES

Address (City, State, Zip Code, Telephone):  
 8400 Boseck Dr  
 Las Vegas, NV 89145-4529, 7027994320

Superintendent/Region Superintendent: Jesus Jara /

For Implementation During The Following Years: 2019-2020

**The Following MUST Be Completed:**

**Title I Status:** Served

**Designation:** NA

**Grade Level Served:** Elementary

**Classification:** 2 Star

**NCCAT-S:** Initial

**\*1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request  Use of Core Instructional Materials  Scheduling  Model School Visits

**Members of Planning Team \* ALL Title I schools must have a parent on their planning team that is NOT a district employee.**

Name of Member	Position	Name of Member	Position
Barbara Magnione	Parent	Teresa Wilson	Teacher
Petra Bozarth	Teacher	Carla Buchanan	Assistant Principal
Jessica Callender	Learning Strategist	Amber Singleton	Principal
Najla Collins	Teacher	Lisa Harrison	Teacher
Ronetra Satisfield	Teacher	Marcos Bianculli	Teacher
Cristina Mercado	Teacher	Ericka Gonzalez	Teacher

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Keith Furin	Teacher		
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## COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Achievement Gap Data	Achievement Gap Data
Summative Assessments	AMAOs/ELPA Analysis	NA
NA	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

**Summary Statement:** Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

2018-2019 SBAC Results

School-Wide:

ELA- 49% proficient 51% non-proficient  
Math- 39% proficient 61% non-proficient

3rd Grade:

ELA- 63% proficient 37% non-proficient  
Math- 73% proficient 27% non-proficient

4th Grade:

ELA- 43% proficient 57% non-proficient  
Math- 22% proficient 78% non-proficient

5th Grade:

ELA- 45% proficient 55% non-proficient  
Math- 27% proficient 73% non-proficient  
Science- 25% proficient 75% non-proficient

Although we increased our proficiency in all areas, we are continuing to work towards increasing student proficiency. We plan to achieve this through our stated goals developed in this plan.

According to the 2018-2019 Nevada School Rating Report, we increased our score in the Academic Achievement and Student Engagement indicators, however we decreased in the remaining categories. Most significantly, we scored 3.5/35 points in Growth Indicator and 2/20 points for Closing Opportunity Gaps. We will specifically target 4th and 5th grade students in the areas of academic growth and closing opportunity gaps.

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

<b>Based on the CNA, identify all that apply:</b>	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 1:**

All students will increase proficiency in Math as measured by the 2019- 2020 SBAC assessment. Increase percentage of proficient 3rd grade students in Math from 73% to 75% as measured by the 2019-2020 SBAC assessments. Increase percentage of proficient 4th grade students in Math from 22% to 32% as measured by the 2019-2020 SBAC assessments. Increase percentage of proficient 5th grade students in Math from 27% to 37% as measured by the 2019-2020 SBAC assessments.

**Root Causes:**

Lack of consistent implementation of the following: Higher level instruction activities/questioning, specific skill interventions, effective Tier 1 instruction aligned with NVACS, rigorous student tasks aligned with the NVACS, lack of conceptual understanding of mathematics.

**Measurable Objective 1:**

Increase percentage of proficient 3rd grade students in Math from 73% to 75% as measured by the 2019-2020 SBAC assessments.

**Measurable Objective 2:**

Increase percentage of proficient 4th grade students in Math from 22% to 32% as measured by the 2019-2020 SBAC assessments.

**Measurable Objective 3:**

Increase percentage of proficient 5th grade students in Math from 27% to 37% as measured by the 2019-2020 SBAC assessments.

<b>Monitoring Status</b>
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for <b>Implementation</b> <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of <b>Progress:</b> <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, <b>and Position Responsible</b>	Monitoring <b>Status</b>
<b>1.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	

Based upon the results of mathematical audit, teachers will participate in specifically designed professional development opportunities in the area of Math during SBCT, including incorporation of the mathematical practices into daily practice and deeper knowledge and understanding of math standardsFamily Engagement: .	People: Learning Strategist, RPDP Math Cadre,CPD, Instructional Leadership Team, special and general education teachers. Materials: Varied, depending on the topic. Funding Resources: Title 1 and General Budget.	Sign-in sheets, classroom observations, lesson plans, common assessments, MAP data, Data Team meetings.	Timeline: September 2019- May 2020. People Responsible: Administration, Learning Strategists, special and general education teachers.	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>1.2 Family Engagement (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
Teachers will facilitate collaborative parent meetings at least 3 times a year (Title 1 Parent Meeting, Math Night, PSTAPT, FACES classes, SOT meetings etc.) in order to introduce parents to specific skill strategies and activities in order to increase student achievement.	People: Administration, Classroom teachers, Learning Strategists, Title 1 Liaison. Time: September 2019- May 2020. Materials; Varied, depending on topic. Funding Sources: Title 1 and General Budget	Sign-in sheets, Parent survey/feedback forms, administrative observations.	Timeline: September 2019- May 2020. People responsible: Administration, Learning Strategists, classroom teachers.	N/A

Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
Teachers will participate in weekly Data Team meetings focused on pre-mid-post test common assessment data (teacher created, MAP, i-Ready etc.), effective instructional strategies and student outcomes in math.	People: Administration, classroom teachers, learning strategists, Instructional Leadership Team. Time: August 2019- May 2020. Materials: None. Funding Sources: General Budget.	Classroom observations, data sheets, MAP data, SBAC data and collaborative/grade level planning data.	Timeline: August 2019- May 2020. People responsible: Administration, Learning Strategists, classroom teachers.	N/A

Comments:

Students will also utilize i-Ready Math and Map Accelerator for 45 minutes per week.

<b>1.4 Other (Optional)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
				N/A

Comments:

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

<b>Based on the CNA, identify all that apply:</b>	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 2:**

Increase the percent of students meeting Adequate Growth Percentile in both Math and ELA as measured by the SBAC assessment and reported on the Nevada School Performance Framework. Increase the percent of students meeting Adequate Growth Percentile in Math from 16.6% to 25% as measured by the 2019-2020 SBAC assessment and reported on the Nevada School Performance Framework. Increase the percent of students meeting Adequate Growth Percentile in ELA from 37.5% to 43% as measured by the 2019-2020 SBAC assessment and reported on the Nevada School Performance Framework.

**Root Causes:**

Lack of consistent implementation of the following: Higher level instruction activities/questioning, specific skill interventions, effective Tier 1 instruction aligned with NVACS, rigorous student tasks aligned with the NVACS, lack of conceptual understanding of mathematics.

**Measurable Objective 1:**

Increase the percent of students meeting Adequate Growth Percentile in Math from 16.6% to 25% as measured by the 2019-2020 SBAC assessment and reported on the Nevada School Performance Framework.

**Measurable Objective 2:**

Increase the percent of students meeting Adequate Growth Percentile in ELA from 37.5% to 43% as measured by the 2019-2020 SBAC assessment and reported on the Nevada School Performance Framework.

<b>Monitoring Status</b>
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>2.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	

Teachers will participate in weekly SBCT focused on effective reading and math strategies including but not limited to skill-specific interventions and differentiated instructional strategies.	People: Learning Strategist, RPDP, SSSD, special and general education teachers. Time: Weekly from Sept. 2019- May 2020. Materials: Varied, depending on the topic. Funding Resources: Title 1 and General Budget.	Sign-in sheets, classroom observations, lesson plans, AIMSWeb Plus, common assessments, PLC data.	Timeline: September 2019- May 2020. People Responsible: Administration, Learning Strategists, special and general education teachers.	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>2.2 Family Engagement (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
Teachers will facilitate collaborative parent meetings at least 3 times a year (Title 1 Parent Meeting, Math and Literacy Nights, PSTAPT, etc.) in order to introduce parents to specific skill strategies and activities in order to increase student achievement.	People: Administration, Classroom teachers, Learning Strategists, Title 1 Liaison. Time: September 2019- May 2020. Materials: Varied, depending on the topic. Funding Sources: General Budget and Title 1 Budget.	Sign-in sheets, Parent survey/feedback forms, administrative observations.	People: Administration, Classroom teachers, Learning Strategists, Title 1 Liaison.	N/A

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
Students will utilize the i-Ready computer system, (minimally 40 minutes per week) to address academic gaps and deficiencies.	People: Administration, classroom teachers, learning strategists. Time: October 2019- May 2020. Materials: i-Ready computer program. Funding Sources: General Budget.	i-Ready reports, classroom observations, Data Binders, MAP data, SBAC data.	Timeline: October 2019- May 2020. People responsible: Administration, Learning Strategists, classroom teachers.	N/A

Comments:

<b>2.4 Other (Optional)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
Based upon data results, a Certified Temporary Tutor will provide instruction to selected students during a 4 day per week intervention reading block for 40 minutes focused on phonemic awareness, phonics, reading fluency and comprehension.	People: CTT, classroom teachers, Learning Strategists, administration. Time: October 2019- April 2020. Materials: i-Ready and Motivation Reading. Funding Source: Title 1 and General Budget.	Classroom observations, MAP data, Star report, CORE Phonics, common assessments.	Timeline: October 2019- April 2020. People Responsible: Administration, Learning Strategists.	N/A

Comments:

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

<b>Based on the CNA, identify all that apply:</b>	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 3:**

Increase the percentage of school-based personnel participating in professional development sessions focused on the Growth Mindset and goal setting for students. 100% of Jacobson ES staff will participate in at least 2 mandatory on-site Growth Mindset and goal setting trainings during the 2019-2020 school year.

**Root Causes:**

Lack of knowledge regarding the impact and implementation of Growth Mindset.

**Measurable Objective 1:**

100% of Jacobson ES staff will participate in at least 2 mandatory on-site Growth Mindset and goal setting trainings during the 2019-2020 school year.

### Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
Staff will participate in at least 1 professional development opportunity each semester facilitated by qualified personnel focused on Growth Mindset and goal setting for students.	People: Various staff members. Time: August 2019-May 2020. Materials: Varied, depending on topic. Funding Sources: General Budget.	Sign-in sheets, classroom observations	Timeline: August 2019- May 2020. People Responsible: Administration, Equity and Diversity Department, site liaison.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
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3.2 Family Engagement (Required)	Continuation From Last Year:	NCCAT-S Indicators:	
			N/A

Comments:

3.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year:	NCCAT-S Indicators:	
			N/A

Comments:

3.4 Other (Optional)	Continuation From Last Year:	NCCAT-S Indicators:	
			N/A

Comments:

## COMPONENT III: Budget Plan

**COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS:** Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title 1	\$123, 090	Additional teacher, instructional software, CTT and family engagement activities.	Goals 1 and 2
General Budget	\$3,181,211	Instructional and professional development session supplies.	Goals 1, 2 and 3
SB178	69,600	Additional Teacher, Chromebooks, mice, headphone, power adapters	Goals 1 and 2

## COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

**1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.**

Jacobson ES attracts highly qualified teachers by maintaining a collegial atmosphere and high expectations for student achievement and professionalism. We also foster teacher leadership through collaboration and administrative support.

**2. Describe the school's strategies to increase family engagement in accordance with Section 1116 of ESSA (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.**

Grade level parent meetings, Math and Literacy Nights, conferences, Class DoJo, Infinite Campus, monthly progress reports, FACES Trainings, school marquee, site-based social worker, and school website to inform parents of various ways in which to strengthen the home-school connection in order to foster student success. Various school correspondence and curriculum overviews are communicated in both English and Spanish. On-site Spanish translation is available when necessary.

**3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).**

Our Pre-Kinder students interact with the Kindergarten students and visit the classrooms in order to ease the transition. Fifth grade students attend an orientation at Johnson JHS to tour the campus, meet the staff members, pre-register for classes, and learn about the middle school experience. Our counselor also facilitates transitional lessons at each grade level.

**4. Identify the measures that include teachers in decisions regarding the use of academic assessments.**

All teachers participate in Response To Instruction (RTI), weekly Data Team meetings and collaborate with administration in which we analyze common assessment data results and make decisions that drive instruction.

**5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts**

We utilize Three Square, FACES, Title 1 Hope, and School Bell services in order to meet the academic, physical, and emotional needs of our students. The Josh Stevens "Be Kind" Foundation has been adopted by Jacobson ES to encourage our students to learn positive social skills. We also have a full time social worker who assists our families with services specific to their needs.

## Plan for improving the school climate

**Goal:**

Increase the percentage of parents attending trainings and academic nights from 35% in 2018-2019 to 45% in 2019-2020 2 FACES classes during the 2019-2020 school year in order to meet the diverse needs of our community.

**Action Plan:** How will this plan improve the school climate?

FACES will facilitate, minimally, 2 parent sessions in order to provide resources and ideas to assist with academic progression, attendance and behavioral strategies. We will also host Math and Literacy Nights, as well as Title 1 parent meetings which will help foster student achievement at school.

**Monitoring Plan:** How will you track the implementation of this plan?

Artifacts and Evidence of Progress: Attendance sheets and parent evaluations. Timelines: November 2019-May 2020. People Responsible: FACES staff, administration, Learning Strategist

**Evaluation Plan:** What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

We will utilize attendance, academic and behavior data and parent feedback in order to determine the effectiveness of our plan.

## APPENDIX A - Professional Development Plan

### 1.1

Based upon the results of mathematical audit, teachers will participate in specifically designed professional development opportunities in the area of Math during SBCT, including incorporation of the mathematical practices into daily practice and deeper knowledge and understanding of math standardsFamily Engagement: .

#### Goal 1 Additional PD Action Step (Optional)

### 2.1

Teachers will participate in weekly SBCT focused on effective reading and math strategies including but not limited to skill-specific interventions and differentiated instructional strategies.

#### Goal 2 Additional PD Action Step (Optional)

### 3.1

Staff will participate in at least 1 professional development opportunity each semester facilitated by qualified personnel focused on Growth Mindset and goal setting for students.

#### Goal 3 Additional PD Action Step (Optional)

## APPENDIX B - Family Engagement Plan

### 1.2

Teachers will facilitate collaborative parent meetings at least 3 times a year (Title 1 Parent Meeting, Math Night, PSTAPT, FACES classes, SOT meetings etc.) in order to introduce parents to specific skill strategies and activities in order to increase student achievement.

#### Goal 1 Additional Family Engagement Action Step (Optional)

### 2.2

Teachers will facilitate collaborative parent meetings at least 3 times a year (Title 1 Parent Meeting, Math and Literacy Nights, PSTAPT, etc.) in order to introduce parents to specific skill strategies and activities in order to increase student achievement.

#### Goal 2 Additional Family Engagement Action Step (Optional)

### 3.2

#### Goal 3 Additional Family Engagement Action Step (Optional)

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 1

**Priority Need/Goal 1:**

All students will increase proficiency in Math as measured by the 2019- 2020 SBAC assessment. Increase percentage of proficient 3rd grade students in Math from 73% to 75% as measured by the 2019-2020 SBAC assessments. Increase percentage of proficient 4th grade students in Math from 22% to 32% as measured by the 2019-2020 SBAC assessments. Increase percentage of proficient 5th grade students in Math from 27% to 37% as measured by the 2019-2020 SBAC assessments.

**Measurable Objective(s):**

- Increase percentage of proficient 3rd grade students in Math from 73% to 75% as measured by the 2019-2020 SBAC assessments.
- Increase percentage of proficient 4th grade students in Math from 22% to 32% as measured by the 2019-2020 SBAC assessments.
- Increase percentage of proficient 5th grade students in Math from 27% to 37% as measured by the 2019-2020 SBAC assessments.

Status
N/A

**Comments:**

**1.1 Professional Development:**

**1.2 Family Engagement:**

**1.3 Curriculum/Instruction/Assessment:** Students will also utilize i-Ready Math and Map Accelerator for 45 minutes per week.

**1.4 Other:**

	Mid-Year	End-of-Year
1.1	Based upon the results of mathematical audit, teachers will participate in specifically designed professional development opportunities in the area of Math during SBCT, including incorporation of the mathematical practices into daily practice and deeper knowledge and understanding of math standardsFamily Engagement: .	
Progress		
Barriers		
Next Steps		
1.2	Teachers will facilitate collaborative parent meetings at least 3 times a year (Title 1 Parent Meeting, Math Night, PSTAPT, FACES classes, SOT meetings etc.) in order to introduce parents to specific skill strategies and activities in order to increase student achievement.	

Progress		
Barriers		
Next Steps		
1.3	Teachers will participate in weekly Data Team meetings focused on pre-mid-post test common assessment data (teacher created, MAP, i-Ready etc.), effective instructional strategies and student outcomes in math.	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 2

**Priority Need/Goal 2:**

Increase the percent of students meeting Adequate Growth Percentile in both Math and ELA as measured by the SBAC assessment and reported on the Nevada School Performance Framework. Increase the percent of students meeting Adequate Growth Percentile in Math from 16.6% to 25% as measured by the 2019-2020 SBAC assessment and reported on the Nevada School Performance Framework. Increase the percent of students meeting Adequate Growth Percentile in ELA from 37.5% to 43% as measured by the 2019-2020 SBAC assessment and reported on the Nevada School Performance Framework.

**Measurable Objective(s):**

- Increase the percent of students meeting Adequate Growth Percentile in Math from 16.6% to 25% as measured by the 2019-2020 SBAC assessment and reported on the Nevada School Performance Framework.
- Increase the percent of students meeting Adequate Growth Percentile in ELA from 37.5% to 43% as measured by the 2019-2020 SBAC assessment and reported on the Nevada School Performance Framework.

Status
N/A

**Comments:**

**2.1 Professional Development:**

**2.2 Family Engagement:**

**2.3 Curriculum/Instruction/Assessment:**

**2.4 Other:**

	Mid-Year	End-of-Year
2.1	Teachers will participate in weekly SBCT focused on effective reading and math strategies including but not limited to skill-specific interventions and differentiated instructional strategies.	
Progress		
Barriers		
Next Steps		

2.2	Teachers will facilitate collaborative parent meetings at least 3 times a year (Title 1 Parent Meeting, Math and Literacy Nights, PSTAPT, etc.)in order to introduce parents to specific skill strategies and activities in order to increase student achievement.	
Progress		
Barriers		
Next Steps		
2.3	Students will utilize the i-Ready computer system, (minimally 40 minutes per week) to address academic gaps and deficiencies.	
Progress		
Barriers		
Next Steps		
2.4	Based upon data results, a Certified Temporary Tutor will provide instruction to selected students during a 4 day per week intervention reading block for 40 minutes focused on phonemic awareness, phonics, reading fluency and comprehension.	
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 3

**Priority Need/Goal 3:**

Increase the percentage of school-based personnel participating in professional development sessions focused on the Growth Mindset and goal setting for students. 100% of Jacobson ES staff will participate in at least 2 mandatory on-site Growth Mindset and goal setting trainings during the 2019-2020 school year.

**Measurable Objective(s):**

- 100% of Jacobson ES staff will participate in at least 2 mandatory on-site Growth Mindset and goal setting trainings during the 2019-2020 school year.

Status
N/A

**Comments:**

**3.1 Professional Development:**

**3.2 Family Engagement:**

**3.3 Curriculum/Instruction/Assessment:**

**3.4 Other:**

	Mid-Year	End-of-Year
3.1	Staff will participate in at least 1 professional development opportunity each semester facilitated by qualified personnel focused on Growth Mindset and goal setting for students.	
Progress		
Barriers		
Next Steps		
3.2		
Progress		

Barriers		
Next Steps		
3.3		
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		