
DORAL ACADEMY OF NEVADA

Great Teaching and Leading Fund Final Annual Report

OCTOBER 31, 2016

**Doral Academy of Nevada
Great Teaching and Leading Fund Final Annual Report
Table of Contents**

I.	Summary	1
	a. Program Name & Overall Goals/Objectives of Program	1
	b. Abstract and Results Overview	1
	c. Next Steps	4
II.	Grant Funded Activities	5
	a. Name of Activity and Overview	5
	b. Participant Information (who, roles, how many, demographics, etc.)	5
	c. Area(s) of Effectiveness Measured	11
	i. Improving Student Achievement	11
	ii. Improving Recruitment/Selection/Retention of Effective Teachers/Principals	11
	iii. Assisting Teachers/Administrators/Other Licensed Personnel	11
	d. Effectiveness Measure for Each Area, Including Rationale for Chosen Measure	11
	e. Implications for Future Implementation	11
III.	Budget Summary	30
	a. Narrative Overview of Use of GTL Funds Awarded	30
	b. Brief Description of Expenditure Categories and Description	30
	c. Awarded Funds vs. Unexpended Funds, Including Narrative of All Unexpended Funds	31

Great Teaching and Leading Fund Final Annual Report

Doral Academy of Nevada

I. Summary

a. Program Name & Overall Goals/Objectives of Program

- i. JAM'N to the Next Level
- ii. Program Management Plan Goals

*By June 2016, 80 percent of Doral K-8 students will demonstrate mastery of the grade level Next Generation Science Standards (NGSS) as measured by the utilization of the FOSS and eScience3000 pre and post-tests to track student progress; student log sheets; and response sheets.

*By June 2016, 90 percent of the Doral staff will have participated in a year-long training focusing on NGSS as measured by pre and post NGSS surveys; attendance logs for identified trainings; lesson plans and classroom observations; and completion of an individual NGSS Professional Development Plan.

Leadership Training and Development Goals

*By June 2016, 85 percent of Doral K-8 grade students will demonstrate at least one year expected growth from fall to spring in Math and Literacy as measured by the TenMarks math and the STAR Literacy formative assessments. Students scoring below grade level in the fall will be expected to make more than one year's growth by spring.

*By June 2016, 90 percent of the Doral staff will have participated in a year-long training focusing on Charlotte Danielson's Framework for Teaching as measured by completion of pre and post teacher surveys; administrator beginning of the year observations for base line data; training attendance logs; classroom observations and lesson plans; completion of individual Professional Growth Plans; and teacher portfolio artifacts demonstrating domain evidence.

Recruitment, Selection, and Retention of Effective Teachers and Principals

*An individual salary compensation system will be implemented uniformly in Doral Academy of Nevada to increase retention of effective and exceptional teachers by using the Framework for Performance Based Compensation that objectively quantifies data collected regarding teaching performance and student achievement outcomes.

*By June 2016, 90 percent of the teachers will have participated in training focused on Teacher Development and Pay for Performance as evidenced by pre and post teacher surveys; defined rubric explaining calculation, ranking and monetary distribution; completed teacher evaluations; completion of individual Professional Growth Plans; and formative and summative student test results included in NGSS Professional Development Plan.

b. Abstract and Results Overview

i. Abstract

Doral Academy of Nevada is a unique arts integration school which integrates content and skills from the arts-dance, music, theater, and visual arts with other academic concepts/skills and content area standards. The success of the unique arts integration with academic content standards is a result of a developing professional learning community environment through which school personnel continuously engage in professional inquiry and a strong commitment to accountability for increasing student achievement. The engagement in professional inquiry and accountability systems found Doral Academy Elementary School being designated by the Nevada Department of Education as a Five Star School following their first year of operation. The Doral Academy Upper School was designated a Three Star School with strong growth noted in reading and opportunities for growth noted in math. The

opportunities for math growth were evidenced the following year with an average growth for 6th: 1.4 yrs; 7th: 2.0 yrs., and 8th: 1.9 yrs., recorded by STAR Math interim assessments. Additionally, in the second year of operation, Doral Academy engaged and successfully completed an in depth school accreditation process with Doral Florida Affiliated, a high achieving school in Doral, Florida consistently listed in US News and World Report as a top school in America.

With a clear focus on student success and accountability in an environment consistently working to improve upon current practice to increase student achievement, Doral Academy has structured a grant program, JAM'N to the Next Level, (JNL) to enhance teacher and administrator professional development in providing quality instruction in the Next Generation Science Standards (NGSS), to strengthen leadership training and development in implementing effective teaching practices that increase student achievement, and realize effective, dynamic recruitment, selection and retention of teachers and administrators. The JAM'N grant program begins with the "Jubilation" of established systems, a data based recognition of "Actions Needed", the "Movement" to well thought out plans to achieve data driven actions, and "Next Steps" to accomplish rigorous, measurable outcomes.

JNL engages 142 teachers and 7 administrators in comprehensive research-based, action steps to increase knowledge of and effective practices in implementing NGSS, K-8, by "unwrapping" the standards pre-requisite concepts/skills; matching research supported, curriculum resources by grade level with NGSS; identifying best practices for NGSS implementation; focusing professional development on best practices and engaging staff in outcome based individual Professional Development and Growth Plans. JNL, is designed to increase teacher/administrator leadership in a comprehensive, data driven Framework for Teaching (FFT) that is a force for guiding professional development and also a clearly defined evidenced based structure for teacher evaluation and accountability. The research supported FFT serves as the basis for a unique Pay for Performance Based Compensation Framework (PCF) used to annually attract, recruit and select teachers by increasing salaries differentiated for Effective, Highly Effective, and Exceptional Teachers. The evaluation of accomplishments and progress achieved in JNL actions is grounded firmly in scheduled formative and summative assessments, compared to national student growth averages, i.e., STAR Math and DIBELS Literacy, and embedded in the instructional process, pre and post unit instruction in K-5 Full Option Science and 6-8 eScience making grant outcomes observable and measurable.

ii. Results Overview

Program Management Plan Results

The 2015-16 JNL grant data revealed the impact and significance of administrator as well as teacher leader influence on student achievement and improved instructional practices. Administrator leadership focus on science instruction and effective FFT implementation contributed to more engagement of teachers in thinking about the effectiveness of their classroom instruction and the use of pre and post assessments to guide instruction. 73% of Doral students achieved 80% or greater on post-tests overall. A 63% growth average was evidenced from the pre-test to the post-test. Administrator reflections of teacher pre and post observation conferences indicated higher levels of understanding of FFT and greater calibration among administrators as to what comprises effective as well as quality instruction. Doral system-wide staff year-long NGSS training averaged 93 percent.

Leadership Training and Development Goals

Doral Academy of Nevada
 2015/16 School Average
 STAR Reading Assessments
 Student Growth Percentile Ranking (SGP)*

GRADE	SGP	Rating
1	61	Highly Effective
2	62	Highly Effective

GRADE	SGP	Rating
3	48	Effective
4	50	Effective
5	62	Highly Effective
6	50	Effective
7	54	Effective
8	61	Highly Effective

DIBELS Data
National Percentile Ranking/Composite Score**

GRADE	Average Composite Score	Rating
K	167.6	Highly Effective
1	231.3	Effective

STAR Data
National Growth Percentile Ranking (NGPR)*

GRADE	NGPR	Rating
K	3.39	Effective
1	3.06	Effective

*A Student Growth Percentile, or SGP, compares a student's growth to that of his or her academic peers nationwide. *Academic peers are students in the same grade with similar achievement history on STAR assessments.* SGP is reported on a 1–99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher relative growth.

**Based on national norms level of growth compared to like peers.

**Doral Academy of Nevada 2015/16 School Average
TenMark Assessments/Comparison to 2014/15 SBAC
TenMarks Math Data***

Grade Level	Fall	Winter	Spring	Growth	2014/15 Doral SBAC	2014/15 State SBAC
1 st	39.42%	65.53%	78.20%	38.78%	N/A	N/A
2 nd	46.88%	63.44%	77.05%	30.17%	N/A	N/A
3 rd	48.42%	53.46%	67.79%	19.37%	70%	46%
4 th	40.30%	54.17%	65.13%	24.83%	62%	41%
5 th	28.4%	42.6%	60.1%	31.7%	45%	36%
6 th	27.13%	41.1%	54%	26.87%	49%	37%
7 th	23.2%	31.7%	47.4%	24.2%	35%	34%
8 ^{th**}	37.6%	46.7%	59.7%	22.1%	34%	21%

*TenMarks is aligned to Common Core Standards and should show a direct correlation to SBAC results.

*Contributing factors:

Fire Mesa – 5th grade had three first year teachers

Cactus – 5th grade had one first year teacher

Saddle – 5th grade had one first year teacher, 91 behavior referrals, with 47 incidents coded as confrontational behavior

System-wide – 86% increase in Special Education students since the 2013-14 school year (Saddle with the highest increase percentage)

Doral system-wide staff attendance at training focusing on year-long Charlotte Danielson's Framework for Teaching averaged 93 percent.

Recruitment, Selection, and Retention of Effective Teachers and Principals

A **Doral Academy Framework for Performance Based Compensation (FPBC)** serves as the basis for objectively quantifying evidence collected regarding teaching performance and student achievement outcomes. The quantified data obtained through this framework is used to award bonus and salary compensation to teachers who demonstrate overall effective, highly effective, and exceptional performance. Overall performance is configured based on teaching performance accounting for 80% and student achievement accounting for 20%. Individual performance ratings are calculated annually using a uniform scoring rubric that is applied fairly, consistently and equitably. Differentiated compensation is awarded according to individual performance ratings based on defined standards that increase in rigor as performance levels escalate. An individual Overall Performance Score is determined reflecting a weighted Total Teaching Performance Score and a weighted Total Achievement Score. Overall Performance Scores in the Exceptional, Highly Effective, and Effective score ranges receive salary increases with the Exceptional performance level receiving the highest salary increases and Highly Effective receiving higher salary increases than Effective. Marginal and Ineffective performance levels receive no salary increases.

Doral system-wide staff attendance at training focusing on year-long training on Pay for Performance averaged 95 percent.

c. Next Steps

First priority is given to increasing teacher/teacher leader effectiveness in providing quality instruction in Nevada Academic Content Standards for Science (NVACSS) through research-based professional development focused on teaching and leadership practices which are results-driven and produce evidence-supported outcomes that demonstrate enhanced science instruction and gains in student achievement. *AJNL* engages 214 teachers and 12 administrators in the second year of a three-year plan to accomplish the following:

- “Unwrap” NVACSS K-8 standards identifying pre-requisite concepts/skills.
- Increase teacher’s knowledge of and implementation of best instructional practices which integrate real-world applications.
- Match research-supported curriculum resources by grade level with NVACSS.
- Use formative and summative assessments on a monthly/end-of-unit basis to measure and track student learning progress.
- Engage teachers and teacher leaders in outcome-based individual Professional Growth Plans.
- Establish a well-defined mentoring and peer coaching program to support school improvement instructional efforts.
- Develop and begin implementation of a shared leadership/evaluation structure within Doral Academy and individual schools for sustaining achievement growth realized in the implementation of the 2015-16 Teaching and Leading Grant and accelerating future growth affecting quality science instruction and increased student achievement.

Lessons learned and preliminary data outcomes assessed in the 2015-16 *JNL* grant have informed the work and evaluation plan outlined for the 2016-17 *AJNL* grant. A three-year roll out plan for unwrapping Performance Expectations of the NVACSS will continue focusing on the three dimensions (Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts). Specific learning targets, essential questions and vocabulary will also be identified. K-

5 Full Option Science (FOSS) grade level investigations, 6-8 eScience 3000 and IQWST curriculum will be aligned with NVACSS. FOSS, eScience, and IQWST formative and summative assessments will be used to track student learning progress.

The Danielson Framework for Teaching (FfT) will be used as a rigorous foundation to plan professional development and implement effective science lessons/units. Teachers will develop individual Professional Growth Plans for strengthening understanding and implementation of NVACSS. The individual growth plans will be used to plan peer coaching and teaming of teachers to work on like goals and also to guide professional development activities to strengthen teaching and learning practices related to NVACSS.

Teacher leaders will engage in accelerated FfT training to guide novice teachers in the improvement of instructional practices through mentoring, peer coaching and self-reflection. Administrators/teacher leaders will be engaged in developing a research-based Framework for Leading (FfL), an evidenced-based evaluation system that will structure and drive school improvement instructional efforts through shared leadership.

The grant activities will be evaluated by quantitative and qualitative data including student achievement outcomes, teacher surveys, Professional Growth Plan outcomes, administrator/teacher leader observations, and grant artifacts evidencing changes/growth in instruction and leadership practices.

ALL TRAININGS
***Charlotte Danielson**
***PFP**
***Science**
***ConFAB / NFL**

II. Grant Funded Activities

- a. Name of Activity and Overview
- b. Participant Information

Date	Name of Activity / Location	Type of Training	Attendance Numbers	Ethnicity	Female/Male
09/25/2015	Framework for Teaching Understanding/Supporting Presenter – Karyn Wright	Principals, APs, Leads, Coaches	19	Asian Pacific Islander (1) Hispanic/Latino (1) White (17)	18 F – 1 M
10/09/2015	Administrative Training Charlotte Danielson Presenter – Karyn Wright	Principals, APs, Leads, Coaches	12	White (12)	11 F – 1 M
10/12/2015	System-wide Training Charlotte Danielson Presenter – Karyn Wright	Administrators & All Teaching Staff	140	American or Alaskan Native (1) Asian Pacific Islander (2) Hispanic/Latino (5) Black/African American (4) White (127) Native Hawaiian/Pacific Islander (1) Multiracial/Multiethnic (3)	127 F – 13 M
10/13/2016	Assessment Training Presenter – Carla Steinforth	All Doral Specialists	26	Asian Pacific Islander (1) Hispanic/Latino (1) White (24)	20 F – 6 M
10/13/2015	NGSS Overview Cactus	All Teaching Staff	26	Asian Pacific Islander (1) Hispanic/Latino (1) White (24)	25 F – 1 M

Date	Name of Activity / Location	Type of Training	Attendance Numbers	Ethnicity	Female/Male
10/13/2015	NGSS Overview Saddle	All Teaching Staff	26	White (26)	25 F – 1 M
10/19/2015	NGSS Overview Fire Mesa	1 st Gr.	2	White (2)	2 F
10/20/2015	NGSS Overview Fire Mesa	3 rd Gr.	4	Hispanic/Latino (1) White (3)	4 F
10/21/2015	FOSS Overview Saddle	3 rd Gr.	4	White (4)	4 F
10/23/2015	Administrative Collaborative Observation Presenter – Karyn Wright	Principals, APs, Leads, Coaches	11	American or Alaskan Native (1) White (10)	10 F – 1 M
10/28/2015	NGSS Overview Fire Mesa	2 nd & 4 th Gr.	9	White (9)	9 F
10/29/2015	FOSS Overview Saddle	5 th Gr.	4	White (4)	4 F
11/04/2015	FOSS Overview Saddle	1 st Gr.	4	White (4)	4 F
11/05/2015	NGSS Overview Fire Mesa	5 th Grade	4	White (4)	4 F
11/10/2015	Assessment Overview and Google Docs Cactus	Kinder, 1 st , 5 th Gr.	11	Hispanic/Latino (1) White (10)	11 F
11/12/2015	Saddle: FOSS Overview Fire Mesa: NGSS Overview	Kinder-Fire Mesa, 2 nd Gr. Saddle	6	Hispanic/Latino (1) White (4) Multiracial/Multiethnic (1)	6 F
11/12/2015	Pay for Performance Presenter – Carla Steinforth	Identified Specialists	7	Asian Pacific Islander (1) White (6)	5 F – 2 M
11/13/2015	FOSS Overview/Peer Coaching Saddle	4 th Gr., Upper School Science	4	White (4)	4 F
11/23/2015	FOSS Overview Saddle	Kinder	3	White (3)	3 F
11/24/2015	FOSS Overview & Scavenger Hunt/ Assessment and Google Docs Cactus	Kinder – 5 th , Upper Science	23	American or Alaskan Native (1) White (21) Other (1)	21 F – 2 M
12/01/2015	Assessment and Google Docs Fire Mesa & Saddle	1 st Gr.	8	White (7) Native Hawaiian/Pacific Islander (1)	8 F
12/02/2015	Assessment and Google Docs Saddle	2 nd Gr.	3	Asian Pacific Islander (1) White (2)	3 F
12/03/2015	Assessment and Google Docs Fire Mesa	Kinder & 5 th Gr., Upper Science	6	Hispanic/Latino (1) Black/African American (1) White (4)	6 F
12/08/2015	5e Instructional Framework Cactus	Kinder – 5 th , & Upper Science	23	White (21) Other (1) Multiracial/Multiethnic (1)	21 F – 2 M
12/09/2015	Cactus: 5e Instructional Framework	Cactus-5 th , Saddle-K,	10	White (10)	10 F

Date	Name of Activity / Location	Type of Training	Attendance Numbers	Ethnicity	Female/Male
	Saddle: Assessment and Google Docs Fire Mesa: Assessment and Google Docs	Fire Mesa 3 rd			
12/10/2015	Assessment and Google Docs Saddle	3 rd Gr.	2	White (2)	2 F
12/15/2015	Assessment and Google Docs/Peer Coaching Saddle	4 th Gr. & Upper Science	7	White (7)	6 F – 1 M
12/16/2015	Assessment and Google Docs Fire Mesa	2 nd & 4 th Gr.	8	White (8)	8 F
01/06/2016	Peer Coaching Cactus	2 nd Gr.	4	White (4)	4 F
01/11/2016	5e Instructional Framework Saddle	2 nd & 5 th Gr.	6	Asian Pacific Islander (1) Hispanic/Latino (1) White (4)	5 F – 1 M
01/12/2016	FOSS Overview and Scavenger Hunt Fire Mesa	3 rd Gr.	4	White (4)	4 F
01/14/2016	5e Instructional Framework Saddle	Kinder & 3 rd Gr.	9	White (9)	9 F
01/19/2016	Formative Work Samples and Professional Growth Plans Cactus	Kinder – 5 th , & Upper Science	21	White (20) Other (1)	19 F – 2 M
01/20/2016	Saddle: 5e Instructional Framework Cactus: Formative Work Samples and Professional Growth Plans Saddle & Cactus	1 st & 5 th Gr.	7	White (7)	7 F
01/21/2016	FOSS Overview and Scavenger Hunt/Peer Coaching Fire Mesa	Kinder, 5 th Gr. & Upper Science	9	Hispanic/Latino (1) Black/African American (1) White (6) Multiracial/Multiethnic (1)	9 F
01/21/2016	Pay for Performance Presenter – Carla Steinforth	Identified Specialists	9	Asian Pacific Islander (1) White (8)	7 F – 2 M
01/23/2016	Framework for Teaching Presenter – Karyn Wright	System-wide Administrators & Teaching Staff	84	Hispanic/Latino (3) Black/African American (2) White (74) Other (1) Multiracial/Multiethnic (4)	76 F – 8 M
01/25/2016	FOSS Overview and Scavenger Hunt Fire Mesa	4 th Gr.	4	White (4)	4 F
01/26/2016	FOSS Overview and Scavenger Hunt Fire Mesa	1 st & 2 nd Gr.	8	Black/African American (1) White (6) Native Hawaiian/Pacific Islander (1)	8 F

Date	Name of Activity / Location	Type of Training	Attendance Numbers	Ethnicity	Female/Male
01/29/2016	Assessment and Google Docs Saddle	Upper Science	2	White (2)	2 F
02/02/2016	Peer Coaching: Lesson Planning/JAM'N with Data Cactus	Kinder – 4 th , & Upper Science	21	Hispanic/Latino (1) White (19) Other (1)	20 F – 1 M
02/03/2016	Peer Coaching: Lesson Planning Cactus	5 th Gr.	4	White (4)	4 F
02/08/2016	Peer Coaching: Lesson Observation and Post Conference Fire Mesa	5 th Gr.	4	White (4)	4 F
02/11/2016	Professional Growth Plans Saddle	Kinder – 5 th Gr.	21	Asian Pacific Islander (1) Hispanic/Latino (1) White (17) Multiracial/Multiethnic (2)	20 F – 1 M
02/16/2016	Peer Coaching: Observation and Debrief./Peer Coaching: Lesson Planning Cactus	Kinder, 2 nd , 3 rd , 4 th , & Upper Science	16	White (15) Other (1)	13 F – 3 M
02/16/2016	Charlotte Danielson Calibration Walks Presenter – Karyn Wright	System-wide Administrative	10	American or Alaskan Native (1) White (9)	9 F – 1 M
02/17/2016	Charlotte Danielson Calibration Walks Presenter – Karyn Wright	System-wide Administrative	9	American or Alaskan Native (1) White (8)	8 F – 1 M
02/17/2016	Peer Coaching: Observation and Debrief Cactus	5 th Gr.	4	White (4)	4 F
02/19/2016	5e Instructional Framework Fire Mesa	Kinder – 5 th Gr.	23	Hispanic/Latino (1) Black/African American (2) White (18) Native Hawaiian/Pacific Islander (1) Multiracial/Multiethnic (1)	22 F
02/22/2016	Peer Coaching: Observation and Debrief Cactus	1 st Gr.	3	White (3)	3 F
02/23/2016	Peer Coaching: Lesson Planning Saddle	2 nd & 5 th Gr.	7	Asian Pacific Islander (1) Hispanic/Latino (1) White (5)	6 F – 1 M
02/24/2016	Peer Coaching: Lesson Planning Saddle	Kinder, 1 st , 3 rd , 4 th	11	White (10) Multiracial/Multiethnic (1)	11 F
02/27/2016	Teaching the NVACS in Science through the NGSS Saddle, Cactus, Fire Mesa	Upper School Science Saddle-2 Cactus-2 Fire Mesa-1	5	White (5)	3 F- 2 M
02/29/2016	Charlotte Danielson Training	AM - System-wide	16	Asian Pacific Islander (1) Hispanic/Latino (1)	16 F

Date	Name of Activity / Location	Type of Training	Attendance Numbers	Ethnicity	Female/Male
	Presenter – Karyn Wright	Mentor/Novice		White (14)	
02/29/2016	Charlotte Danielson Training Presenter – Karyn Wright	PM - System-wide Mentor/Novice	25	Asian Pacific Islander (1) Hispanic/Latino (1) Black/African American (1) White (20) Multiracial/Multiethnic (2)	25 F
03/02/2016	Professional Growth Plans Fire Mesa	Kinder, 2 nd , 3 rd , 4 th , 5 th	13	White (12) Multiracial/Multiethnic (1)	13 F
03/08/2016	Peer Coaching: Observation and Debrief Saddle	2 nd & 5 th Gr.	7	Asian Pacific Islander (1) Hispanic/Latino (1) White (5)	6 F – 1 M
03/09/2016	Pay for Performance Presenter – Carla Steinforth	Identified Specialists	9	White (9)	8 F – 1 M
03/09/2016	Peer Coaching: Observation and Debrief Saddle	Kinder, 1 st , 3 rd , 4 th	16	White (14) Multiracial/Multiethnic (2)	16 F
03/14/2016	Peer Coaching: Observation and Post Conference Fire Mesa	1 st Gr.	4	Black/African American (1) White (2) Native Hawaiian/Pacific Islander (1)	4 F
03/15/2016	Looking at Student Work and JAM'N with Data Cactus	Kinder, 1 st , 2 nd , 4 th , & Upper Science	18	White (17) Other (1)	16 F 2 M
03/16/2016	Looking at Student Work and JAM'N with Data Cactus	3 rd & 5 th Gr.	8	White (8)	8 F
03/18/2016	Peer Coaching and Observation Fire Mesa	2 nd Gr.	3	White (3)	3 F
03/28/2016	Peer Coaching and Post Conference Fire Mesa	4 th Gr.	3	White (3)	3 F
03/29/2016	Formative Work Samples and JAM'N with Data Saddle	2 nd & 5 th Gr.	7	Asian Pacific Islander (1) Hispanic/Latino (1) White (5)	7 F
03/30/2016	Formative Work Samples and JAM'N with Data Saddle	Kinder, 1 st 3 rd , 4 th	13	White (12) Multiracial/Multiethnic (1)	13 F
03/31/2016	Fire Mesa: Peer Coaching- Observation and Post Conference Saddle: Peer Coaching #2-Observation and Post Conference	Saddle-Upper Science Fire Mesa- Kinder & 3 rd	9	Hispanic/Latino (1) Black/African American (1) White (6) Multiracial/Multiethnic (1)	13 F
04/11, 12, 21/2016	Pay for Performance Specialists Meeting Presenter – Carla Steinforth	All Specialists Campus Specific	24	Asian Pacific Islander (1) Hispanic/Latino (1) White (22)	18 F – 6 M
04/07/2016	Assessment and Google Docs Fire Mesa	Upper Science	1	White (1)	1 M

Date	Name of Activity / Location	Type of Training	Attendance Numbers	Ethnicity	Female/Male
04/18/2016	Unwrapping the Standards/JAM'N with Data Cactus	Kinder, 1 st , 2 nd , 3 rd , 4 th , Upper Science	20	White (20)	18 F – 2 M
04/19/2016	Unwrapping the Standards Cactus	5th Gr.	4	White (4)	4 F
04/19/2016	JAM'N with Data and Peer Coaching #2-Observation and Post Conference Fire Mesa	1 st Gr.	4	White (4)	4 F
04/20/2016	JAM'N with Data and Peer Coaching #2-Observation and Post Conference Fire Mesa	2 nd & 3 rd Gr.	8	White (8)	8 F
04/21/2016	JAM'N with Data and Peer Coaching #2-Observation and Post Conference Fire Mesa	Kinder	3	Hispanic/Latino (1) Black/African American (1) Multiracial/Multiethnic (1)	3 F
04/22/2016	JAM'N with Data and Peer Coaching #2-Observation and Post Conference Fire Mesa	5 th Gr.	4	White (4)	4 F
04/25/2016	JAM'N with Data and Peer Coaching #2-Observation and Post Conference Fire Mesa	4 th Gr.	3	White (3)	3 F
04/26/2016	Looking at Student Work and Peer Coaching #2-Observation and Post Conference Saddle	2 nd & 5 th Gr.	8	Asian Pacific Islander (1) White (7)	7 F – 1 M
04/27/2016	Looking at Student Work and Peer Coaching #2-Observation and Post Conference Saddle	Kinder, 1 st , 3 rd , 4 th	14	White (13) Multiracial/Multiethnic (1)	14 F
05/02/2016	Supervision Process Presenter – Karyn Wright	Principals	3	White (3)	3 F
05/10/2016	Formative Work Samples & Unwrapping the Standards Fire Mesa	2 nd Gr.	4	White (4)	4 F
05/11/2016	JAM'N with Data Saddle	Upper Science	2	White (2)	2 F
05/12/2016	Formative Work Samples & Unwrapping the Standards Fire Mesa	Kinder & 5 th Gr.	8	Hispanic/Latino (1) Black/African American (1) White (5) Multiracial/Multiethnic (1)	8 F
05/13/2016	Unwrapping the Standards Saddle	Kinder – 5 th & Upper Science	13	Asian Pacific Islander (1) White (11) Multiracial/Multiethnic (1)	13 F

Date	Name of Activity / Location	Type of Training	Attendance Numbers	Ethnicity	Female/Male
05/16/2016	Unwrapping the Standards/Peer Coaching #2-Observation and Debrief Cactus	Kinder – 4 th	17	White (16) Other (1)	16 F – 1 M
05/17/2016	Peer Coaching #2 – Observation and Debrief Cactus	5 th Gr.	4	White (4)	4 F
05/17/2016	Formative Work Samples & Unwrapping the Standards Fire Mesa	1 st Gr.	4	Black/African American (1) White (2) Native Hawaiian/Pacific Islander (1)	4 F
05/18/2016	Formative Work Samples & Unwrapping the Standards Fire Mesa	3 rd Gr.	4	White (4)	4 F
05/20/2016	Peer Coaching Fire Mesa	Upper Science	1	White (1)	1 M
05/25/2016	Formative Work Samples & Unwrapping the Standards Fire Mesa	4 th Gr.	3	White (3)	3 F
05/26/2016	Standards and Assessment Saddle & Cactus	Upper Science	5	White (5)	4 F – 1 M
06/06 & 07/2016	ConFABulation Arts Integration Training	System-wide All Staff	54	American or Alaskan Native (1) Hispanic/Latino (1) Black/African American (1) White (45) Multiracial/Multiethnic (6)	48 F – 6 M
06/08/2016	Network for Learning N.F.L.	System-wide Lead Teams	64	American or Alaskan Native (1) Asian Pacific Islander (1) White (58) Multiracial/Multiethnic (4)	59 F – 5 M
06/17/2016	Administrative Work Session Presenter – Carla Steinforth	Principals & Asst. Principals	6	White (6)	5 F – 1 M
06/21/2016	Administrative Work Session Presenter – Carla Steinforth	Principals & Asst. Principals	8	American or Alaskan Native (1) White (7)	7 F – 1 M

c. Area(s) of Effectiveness Measured

- i. Improving Student Achievement
- ii. Improving Recruitment/Selection/Retention of Effective Teachers/Principals
- iii. Assisting Teachers/Administrators/Other Licensed Personnel

d. Effectiveness Measure for Each Area, Including Rationale for Chosen Measure

e. Implications for Future Implementation

Date	Name of Activity / Location	Type of Training	Areas(s) of Effectiveness Measured	Effectiveness Measure and Rational	Implications for Future Implementation
09/25/2015	Framework for Teaching Understanding/Supporting Presenter – Karyn Wright	Principals, APs, Leads, Coaches	Improving: Student Achievement, Recruitment, Assisting Teachers	Formative Assessment, Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations, Teacher Portfolios /Impact on Student Achievement	Establish and Implement a Well-Defined Mentoring/Peer Coaching Program and a Shared Leadership/ Evaluation Structure
10/09/2015	Administrative Training Charlotte Danielson Presenter – Karyn Wright	Principals, APs, Leads, Coaches	Improving: Student Achievement, Recruitment, Assisting Teachers	Formative Assessment, Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations, Teacher Portfolios /Impact on Student Achievement	Establish and Implement a Well-Defined Mentoring/Peer Coaching Program and a Shared Leadership/ Evaluation Structure
10/12/2015	System-wide Training Charlotte Danielson Presenter – Karyn Wright	Administrators & All Teaching Staff	Improving: Student Achievement, Recruitment, Assisting Teachers	Formative Assessment, Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations, Teacher Portfolios /Impact on Student Achievement	Establish and Implement a Well-Defined Mentoring/Peer Coaching Program and a Shared Leadership/ Evaluation Structure
10/13/2016	Assessment Training Presenter – Carla Steinforth	All Doral Specialists	Improving: Student Achievement, Recruitment, Assisting Teachers	Formative Assessment, Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations, Teacher Portfolios /Impact on Student Achievement	Establish and Implement a Well-Defined Mentoring/Peer Coaching Program and a Shared Leadership/ Evaluation Structure
10/13/2015	NGSS Overview Cactus	All Teaching Staff	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments

Date	Name of Activity / Location	Type of Training	Areas(s) of Effectiveness Measured	Effectiveness Measure and Rational	Implications for Future Implementation
10/13/2015	NGSS Overview Saddle	All Teaching Staff	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
10/19/2015	NGSS Overview Fire Mesa	1 st Gr.	Improving: Student Achievement, Recruitment, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
10/20/2015	NGSS Overview Fire Mesa	3 rd Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
10/21/2015	FOSS Overview Saddle	3 rd Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
10/23/2015	Administrative Collaborative Observation Presenter – Karyn Wright	Principals, APs, Leads, Coaches	Improving: Student Achievement, Recruitment, Assisting Teachers	Formative Assessment, Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations, Teacher Portfolios /Impact on Student Achievement	Establish and Implement a Well-Defined Mentoring/Peer Coaching Program and a Shared Leadership/ Evaluation Structure

Date	Name of Activity / Location	Type of Training	Areas(s) of Effectiveness Measured	Effectiveness Measure and Rational	Implications for Future Implementation
10/28/2015	NGSS Overview Fire Mesa	2 nd & 4 th Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
10/29/2015	FOSS Overview Saddle	5 th Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
11/04/2015	FOSS Overview Saddle	1 st Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
11/05/2015	NGSS Overview Fire Mesa	5 th Grade	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
11/10/2015	Assessment Overview and Google Docs Cactus	Kinder, 1 st , 5 th Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
11/12/2015	Saddle: FOSS Overview Fire Mesa: NGSS Overview	Kinder-Fire Mesa, 2 nd Gr. Saddle	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans,	“Unwrap” NVACSS K-8 Standards, Implement Best

Date	Name of Activity / Location	Type of Training	Areas(s) of Effectiveness Measured	Effectiveness Measure and Rational	Implications for Future Implementation
				Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
11/12/2015	Pay for Performance Presenter – Carla Steinforth	Identified Specialists	Improving: Student Achievement, Recruitment, Assisting Teachers	Formative Assessment, Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations, Teacher Portfolios /Impact on Student Achievement	Establish and Implement a Well-Defined Mentoring/Peer Coaching Program and a Shared Leadership/ Evaluation Structure
11/13/2015	FOSS Overview/Peer Coaching Saddle	4 th Gr., Upper School Science	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
11/23/2015	FOSS Overview Saddle	Kinder	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
11/24/2015	FOSS Overview & Scavenger Hunt/ Assessment and Google Docs Cactus	Kinder – 5 th , Upper Science	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
12/01/2015	Assessment and Google Docs Fire Mesa & Saddle	1 st Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD

Date	Name of Activity / Location	Type of Training	Areas(s) of Effectiveness Measured	Effectiveness Measure and Rational	Implications for Future Implementation
				Observations/Impact on Student Achievement	Plans, Utilize Formative and Summative Assessments
12/02/2015	Assessment and Google Docs Saddle	2 nd Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
12/03/2015	Assessment and Google Docs Fire Mesa	Kinder & 5 th Gr., Upper Science	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
12/08/2015	5e Instructional Framework Cactus	Kinder – 5 th , & Upper Science	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
12/09/2015	Cactus: 5e Instructional Framework Saddle: Assessment and Google Docs Fire Mesa: Assessment and Google Docs	Cactus-5 th , Saddle-K, Fire Mesa 3 rd	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
12/10/2015	Assessment and Google Docs Saddle	3 rd Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments

Date	Name of Activity / Location	Type of Training	Areas(s) of Effectiveness Measured	Effectiveness Measure and Rational	Implications for Future Implementation
					Summative Assessments
12/15/2015	Assessment and Google Docs/Peer Coaching Saddle	4 th Gr. & Upper Science	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
12/16/2015	Assessment and Google Docs Fire Mesa	2 nd & 4 th Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
01/06/2016	Peer Coaching Cactus	2 nd Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
01/11/2016	5e Instructional Framework Saddle	2 nd & 5 th Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
01/12/2016	FOSS Overview and Scavenger Hunt Fire Mesa	3 rd Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments

Date	Name of Activity / Location	Type of Training	Areas(s) of Effectiveness Measured	Effectiveness Measure and Rational	Implications for Future Implementation
01/14/2016	5e Instructional Framework Saddle	Kinder & 3 rd Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
01/19/2016	Formative Work Samples and Professional Growth Plans Cactus	Kinder – 5 th , & Upper Science	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
01/20/2016	Saddle: 5e Instructional Framework Cactus: Formative Work Samples and Professional Growth Plans Saddle & Cactus	1 st & 5 th Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
01/21/2016	FOSS Overview and Scavenger Hunt/Peer Coaching Fire Mesa	Kinder, 5 th Gr. & Upper Science	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
01/21/2016	Pay for Performance Presenter – Carla Steinforth	Identified Specialists	Improving: Student Achievement, Recruitment, Assisting Teachers	Formative Assessment, Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations, Teacher Portfolios /Impact on Student Achievement	Establish and Implement a Well-Defined Mentoring/Peer Coaching Program and a Shared Leadership/ Evaluation Structure
01/23/2016	Framework for Teaching Presenter – Karyn Wright	System-wide Administrators & Teaching Staff	Improving: Student Achievement,	Formative Assessment, Surveys and PD	Establish and Implement a Well-Defined

Date	Name of Activity / Location	Type of Training	Areas(s) of Effectiveness Measured	Effectiveness Measure and Rational	Implications for Future Implementation
			Recruitment, Assisting Teachers	Plans, Attendance Logs, Lesson Plans, Classroom Observations, Teacher Portfolios /Impact on Student Achievement	Mentoring/Peer Coaching Program and a Shared Leadership/ Evaluation Structure
01/25/2016	FOSS Overview and Scavenger Hunt Fire Mesa	4 th Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
01/26/2016	FOSS Overview and Scavenger Hunt Fire Mesa	1 st & 2 nd Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
01/29/2016	Assessment and Google Docs Saddle	Upper Science	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
02/02/2016	Peer Coaching: Lesson Planning/JAM’N with Data Cactus	Kinder – 4 th , & Upper Science	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
02/03/2016	Peer Coaching: Lesson Planning Cactus	5 th Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD

Date	Name of Activity / Location	Type of Training	Areas(s) of Effectiveness Measured	Effectiveness Measure and Rational	Implications for Future Implementation
				Observations/Impact on Student Achievement	Plans, Utilize Formative and Summative Assessments
02/08/2016	Peer Coaching: Lesson Observation and Post Conference Fire Mesa	5 th Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
02/11/2016	Professional Growth Plans Saddle	Kinder – 5 th Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
02/16/2016	Peer Coaching: Observation and Debrief./Peer Coaching: Lesson Planning Cactus	Kinder, 2 nd , 3 rd , 4 th , & Upper Science	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
02/16/2016	Charlotte Danielson Calibration Walks Presenter – Karyn Wright	System-wide Administrative	Improving: Student Achievement, Recruitment, Assisting Teachers	Formative Assessment, Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations, Teacher Portfolios /Impact on Student Achievement	Establish and Implement a Well-Defined Mentoring/Peer Coaching Program and a Shared Leadership/ Evaluation Structure
02/17/2016	Charlotte Danielson Calibration Walks Presenter – Karyn Wright	System-wide Administrative	Improving: Student Achievement, Recruitment, Assisting Teachers	Formative Assessment, Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations, Teacher Portfolios	Establish and Implement a Well-Defined Mentoring/Peer Coaching Program and a Shared Leadership/ Evaluation Structure

Date	Name of Activity / Location	Type of Training	Areas(s) of Effectiveness Measured	Effectiveness Measure and Rational	Implications for Future Implementation
				/Impact on Student Achievement	
02/17/2016	Peer Coaching: Observation and Debrief Cactus	5 th Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
02/19/2016	5e Instructional Framework Fire Mesa	Kinder – 5 th Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
02/22/2016	Peer Coaching: Observation and Debrief Cactus	1 st Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
02/23/2016	Peer Coaching: Lesson Planning Saddle	2 nd & 5 th Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
02/24/2016	Peer Coaching: Lesson Planning Saddle	Kinder, 1 st , 3 rd , 4 th	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments

Date	Name of Activity / Location	Type of Training	Areas(s) of Effectiveness Measured	Effectiveness Measure and Rational	Implications for Future Implementation
02/27/2016	Teaching the NVACS in Science through the NGSS Saddle, Cactus, Fire Mesa	Upper School Science Saddle-2 Cactus-2 Fire Mesa-1	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
02/29/2016	Charlotte Danielson Training Presenter – Karyn Wright	AM - System-wide Mentor/Novice	Improving: Student Achievement, Recruitment, Assisting Teachers	Formative Assessment, Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations, Teacher Portfolios /Impact on Student Achievement	Establish and Implement a Well-Defined Mentoring/Peer Coaching Program and a Shared Leadership/ Evaluation Structure
02/29/2016	Charlotte Danielson Training Presenter – Karyn Wright	PM - System-wide Mentor/Novice	Improving: Student Achievement, Recruitment, Assisting Teachers	Formative Assessment, Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations, Teacher Portfolios /Impact on Student Achievement	Establish and Implement a Well-Defined Mentoring/Peer Coaching Program and a Shared Leadership/ Evaluation Structure
03/02/2016	Professional Growth Plans Fire Mesa	Kinder, 2 nd , 3 rd , 4 th , 5 th	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
03/08/2016	Peer Coaching: Observation and Debrief Saddle	2 nd & 5 th Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
03/09/2016	Pay for Performance Presenter – Carla Steinforth	Identified Specialists	Improving: Student Achievement,	Formative Assessment, Surveys and PD	Establish and Implement a Well-Defined

Date	Name of Activity / Location	Type of Training	Areas(s) of Effectiveness Measured	Effectiveness Measure and Rational	Implications for Future Implementation
			Recruitment, Assisting Teachers	Plans, Attendance Logs, Lesson Plans, Classroom Observations, Teacher Portfolios /Impact on Student Achievement	Mentoring/Peer Coaching Program and a Shared Leadership/ Evaluation Structure
03/09/2016	Peer Coaching: Observation and Debrief Saddle	Kinder, 1 st , 3 rd , 4 th	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
03/14/2016	Peer Coaching: Observation and Post Conference Fire Mesa	1 st Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
03/15/2016	Looking at Student Work and JAM'N with Data Cactus	Kinder, 1 st , 2 nd , 4 th , & Upper Science	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
03/16/2016	Looking at Student Work and JAM'N with Data Cactus	3 rd & 5 th Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
03/18/2016	Peer Coaching and Observation Fire Mesa	2 nd Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD

Date	Name of Activity / Location	Type of Training	Areas(s) of Effectiveness Measured	Effectiveness Measure and Rational	Implications for Future Implementation
				Observations/Impact on Student Achievement	Plans, Utilize Formative and Summative Assessments
03/28/2016	Peer Coaching and Post Conference Fire Mesa	4 th Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
03/29/2016	Formative Work Samples and JAM'N with Data Saddle	2 nd & 5 th Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
03/30/2016	Formative Work Samples and JAM'N with Data Saddle	Kinder, 1 st 3 rd , 4 th	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
03/31/2016	Fire Mesa: Peer Coaching- Observation and Post Conference Saddle: Peer Coaching #2-Observation and Post Conference	Saddle-Upper Science Fire Mesa-Kinder & 3 rd	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
04/11,12, 21/2016	Pay for Performance Specialists Meeting Presenter – Carla Steinfeld	All Specialists Campus Specific	Improving: Student Achievement, Recruitment, Assisting Teachers	Formative Assessment, Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations, Teacher Portfolios	Establish and Implement a Well-Defined Mentoring/Peer Coaching Program and a Shared Leadership/ Evaluation Structure

Date	Name of Activity / Location	Type of Training	Areas(s) of Effectiveness Measured	Effectiveness Measure and Rational	Implications for Future Implementation
				/Impact on Student Achievement	
04/07/2016	Assessment and Google Docs Fire Mesa	Upper Science	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
04/18/2016	Unwrapping the Standards/JAM'N with Data Cactus	Kinder, 1 st , 2 nd , 3 rd , 4 th , Upper Science	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
04/19/2016	Unwrapping the Standards Cactus	5th Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
04/19/2016	JAM'N with Data and Peer Coaching #2-Observation and Post Conference Fire Mesa	1 st Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
04/20/2016	JAM'N with Data and Peer Coaching #2-Observation and Post Conference Fire Mesa	2 nd & 3 rd Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments

Date	Name of Activity / Location	Type of Training	Areas(s) of Effectiveness Measured	Effectiveness Measure and Rational	Implications for Future Implementation
04/21/2016	JAM'N with Data and Peer Coaching #2-Observation and Post Conference Fire Mesa	Kinder	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
04/22/2016	JAM'N with Data and Peer Coaching #2-Observation and Post Conference Fire Mesa	5 th Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
04/25/2016	JAM'N with Data and Peer Coaching #2-Observation and Post Conference Fire Mesa	4 th Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
04/26/2016	Looking at Student Work and Peer Coaching #2-Observation and Post Conference Saddle	2 nd & 5 th Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
04/27/2016	Looking at Student Work and Peer Coaching #2-Observation and Post Conference Saddle	Kinder, 1 st , 3 rd , 4 th	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
05/02/2016	Supervision Process Presenter – Karyn Wright	Principals	Improving: Student Achievement,	Formative Assessment, Surveys and PD	Establish and Implement a Well-Defined

Date	Name of Activity / Location	Type of Training	Areas(s) of Effectiveness Measured	Effectiveness Measure and Rational	Implications for Future Implementation
			Recruitment, Assisting Teachers	Plans, Attendance Logs, Lesson Plans, Classroom Observations, Teacher Portfolios /Impact on Student Achievement	Mentoring/Peer Coaching Program and a Shared Leadership/ Evaluation Structure
05/10/2016	Formative Work Samples & Unwrapping the Standards Fire Mesa	2 nd Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
05/11/2016	JAM’N with Data Saddle	Upper Science	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
05/12/2016	Formative Work Samples & Unwrapping the Standards Fire Mesa	Kinder & 5 th Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
05/13/2016	Unwrapping the Standards Saddle	Kinder – 5 th & Upper Science	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
05/16/2016	Unwrapping the Standards/Peer Coaching #2-Observation and Debrief Cactus	Kinder – 4 th	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD

Date	Name of Activity / Location	Type of Training	Areas(s) of Effectiveness Measured	Effectiveness Measure and Rational	Implications for Future Implementation
				Observations/Impact on Student Achievement	Plans, Utilize Formative and Summative Assessments
05/17/2016	Peer Coaching #2 – Observation and Debrief Cactus	5 th Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
05/17/2016	Formative Work Samples & Unwrapping the Standards Fire Mesa	1 st Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
05/18/2016	Formative Work Samples & Unwrapping the Standards Fire Mesa	3 rd Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
05/20/2016	Peer Coaching Fire Mesa	Upper Science	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
05/25/2016	Formative Work Samples & Unwrapping the Standards Fire Mesa	4 th Gr.	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	“Unwrap” NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments

Date	Name of Activity / Location	Type of Training	Areas(s) of Effectiveness Measured	Effectiveness Measure and Rational	Implications for Future Implementation
					Summative Assessments
05/26/2016	Standards and Assessment Saddle & Cactus	Upper Science	Improving: Student Achievement, Assisting Teachers	Pre and Post-Tests, NGSS Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations/Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
06/06 & 07/2016	ConFABulation Arts Integration Training	System-wide All Staff	Improving: Student Achievement, Assisting Teachers	Formative Assessment, Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations, Teacher Portfolios /Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
06/08/2016	Network for Learning N.F.L.	System-wide Lead Teams	Improving: Student Achievement, Recruitment, Assisting Teachers	Formative Assessment, Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations, Teacher Portfolios /Impact on Student Achievement	"Unwrap" NVACSS K-8 Standards, Implement Best Practices, Match Resources, Implement PD Plans, Utilize Formative and Summative Assessments
06/17/2016	Administrative Work Session Presenter – Carla Steinfeld	Principals & Asst. Principals	Improving: Student Achievement, Recruitment, Assisting Teachers	Formative Assessment, Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations, Teacher Portfolios /Impact on Student Achievement	Establish and Implement a Well-Defined Mentoring/Peer Coaching Program and a Shared Leadership/ Evaluation Structure
06/21/2016	Administrative Work Session Presenter – Carla Steinfeld	Principals & Asst. Principals	Improving: Student Achievement, Recruitment, Assisting Teachers	Formative Assessment, Surveys and PD Plans, Attendance Logs, Lesson Plans, Classroom Observations, Teacher Portfolios /Impact on Student Achievement	Establish and Implement a Well-Defined Mentoring/Peer Coaching Program and a Shared Leadership/ Evaluation Structure

III. Budget Summary

- a. Narrative Overview of Use of GTL Funds Awarded
 - i. Doral Academy hired one Science Facilitator to implement and oversee the grant.
 - ii. Add-on days were provided to Doral Academy Curriculum Coaches to provide summer training and assist with data analysis.
 - iii. Dr. Carla Steinforth, consultant, spent 15 days working extensively with the Doral Staff on Pay for Performance and Leadership Development.
 - iv. Karyn Wright, consultant, spent 11 days working with the Doral staff on the Charlotte Danielson, Framework for Teaching.
 - v. Randy Baron, Kennedy Center Science/Arts Integration consultant, spent two days with the Doral Staff in partnership with The Smith Center and CCSD on the ConFABulation Conference.
 - vi. Teachers were paid stipends to attend an all-day Saturday training focused on Charlotte Danielson Framework.
 - vii. Teachers were paid stipends to attend a three-hour after school training focusing on Charlotte Danielson Framework.
 - viii. Supplies were purchased to support the numerous trainings including paper, charts, markers, organizational items, such as binders, etc., and the printing of training packets.
 - ix. A two-day conference was held, ConFABulation and Network for Learning (N.F.L). The allocated funds were used to purchase a continental breakfast and supply lunch for the conference attendees over the two-day conference to maximize the training time.
 - x. Teacher training books and books for the school's professional library were purchased.
 - xi. One video camera and tripod, as well as an iPad were purchased to record the lessons of the Doral Fire Mesa campus to engage staff in post conference discussions.
- b. Brief Description of Expenditure Categories and Description
 - i. Salaries and Benefits – utilized to hire a Science Facilitator and provide add-on days to the Doral Curriculum Coaches.
 - ii. Purchased Professional Services – consultants were brought in to train Doral staff on Pay for Performance, leadership development and integration of the arts.
 - iii. Other Category – paid teachers stipends to attend training on a Saturday and for three hours after school.
 - iv. Supplies – to support the training and conferences as well as purchase teacher training books and professional library books.
 - v. Technology Equipment – utilized to video tape lessons for post conference discussions.

c. Awarded Funds vs. Unexpended Funds, Including Narrative of All Unexpended Funds

TITLE OF POSITION/PURPOSE OF TIME/NARRATIVE **	SALARY, RENTAL OR UNIT COST	BUDGETED AMOUNT	EXPENDED AMOUNT
One Science Facilitator + 40 add-on days	\$81,974.68	\$84,737.00	\$81,974.68
Benefits: Taxes, PERS	\$32,245.78	\$35,590.00	\$32,245.78
Professional Development - Staff Training – <i>Pay for Performance, Charlotte Danielson, & Arts Integration</i> training	\$37,500.00	\$37,500.00	\$37,500.00
Teacher stipends paid for Saturday and after school training	\$12,953.47	\$15,700.00	\$12,953.47
Supplies to support training, copy paper/copying, charts, makers, etc. The amount spent includes code (630) – food for ConFABulation & NFL Training	\$5,891.98	\$7,500.00	\$5,891.98
Books to support teacher training: <i>Implementing the Framework for Teaching & Enhancing Student Achievement</i> , as well as supplemental Danielson books for the school's professional library	\$13,244.52	\$13,329.00	\$13,244.52
Video camera for the recording of teacher lessons – a tool for post conference discussion With approval – an iPad was purchased to assist in the process as well	\$1,666.37	\$1,700.00	\$1,666.37