

Budget

SY 2015-2016		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	59500		10000								69500
21000	Support Services Student		19000		6000							25000
22100	Improvement of Instruction (Professional Development)	35000		10000		49,788		25,000	13,219			133007
22900	Other Support Services											0
25191	Refund of Revenue											0
26000	Operation and Maintenance											0
27000	Transportation											0
33000	Community Service Operations											0
60100	Transfers (interfund)											0
	Column Totals	94500	19000	20000	6000	49788	0	25000	13219	0	0	
											Total Budget	227507

Supplies	Property: Technology
Professional Development Supplies (books, videos, etc.)	
Property: Equipment	Other Purchase Services (travel, communication)
	Travel to ASCD Conferences (Teaching Excellence and Annual Conference) 4 staff members each conference
Professional Services	Staffing
Technical Assistance Provider - Navigator Learning	1/2 year Instructional Coach (2nd Semester) and Student Outreach Coordinator

SY 2016-2017		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	67,000		10,000					5,000			82000
21000	Support Services Student		19,000		6,000							25000
22100	Improvement of Instruction (Professional Development)	80,000		20,000		34,672		20,000				154672
22900	Other Support Services											0
25191	Refund of Revenue											0
26000	Operation and Maintenance											0
27000	Transportation											0
33000	Community Service Operations											0
60100	Transfers (interfund)											0
	Column Totals	147000	19000	30000	6000	34672	0	20000	5000	0	0	
											Total Budget	261672

Supplies	Property: Technology
Classroom Supplies	
Property: Equipment	Other Purchase Services (travel, communication)
	Travel to ASCD Conferences (Teaching Excellence and Annual Conference) 4 staff
Professional Services	Staffing
Technical Assistance Provider - Navigator Learning	Instructional Coach and Student Outreach Coordinator

SY 2017-2018		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	67,000		10,000					5,000			82000
21000	Support Services Student		19,000		6,000							25000
22100	Improvement of Instruction (Professional Development)	80,000		20,000		25,408		20,000				145408
22900	Other Support Services											0
25191	Refund of Revenue											0
26000	Operation and Maintenance											0
27000	Transportation											0
33000	Community Service Operations											0
60100	Transfers (interfund)											0
	Column Totals	147000	19000	30000	6000	25408	0	20000	5000	0	0	
											Total Budget	252408

Supplies	Property: Technology
Professional Development Supplies (books, videos, etc.)	
Property: Equipment	Other Purchase Services (travel, communication)
	Travel to ASCD Conferences (Teaching Excellence and Annual Conference) 4 staff
Professional Services	Staffing
Technical Assistance Provider - Navigator Learning	Instructional Coach and Student Outreach Coordinator

SY 2018-19		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	67,000		10,000					5,000			82000
21000	Support Services Student		19,000		6,000							25000
22100	Improvement of Instruction (Professional Development)	80,000		20,000		20,996		20,000				140996
22900	Other Support Services											0
25191	Refund of Revenue											0
26000	Operation and Maintenance											0
27000	Transportation											0
33000	Community Service Operations											0
60100	Transfers (interfund)											0
	Column Totals	147000	19000	30000	6000	20996	0	20000	5000	0	0	
											Total Budget	247996

Supplies	Property: Technology
Professional Development Supplies (books, videos, etc.)	
Property: Equipment	Other Purchase Services (travel, communication)
	Travel to ASCD Conferences (Teaching Excellence and Annual Conference) 4 staff
Professional Services	Staffing
Technical Assistance Provider - Navigator Learning	Instructional Coach and Student Outreach Coordinator

0

SY 2019-20		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction											0
21000	Support Services Student											0
22100	Improvement of Instruction (Professional Development)	40,000		10,000				5,000	5,000			60000
22900	Other Support Services											0
25191	Refund of Revenue											0
26000	Operation and Maintenance											0
27000	Transportation											0
33000	Community Service Operations											0
60100	Transfers (interfund)											0
	Column Totals	40000	0	10000	0	0	0	5000	5000	0	0	
											Total Budget	60000

Supplies	Property: Technology
Professional Development Supplies (books, videos, etc.)	
Property: Equipment	Other Purchase Services (travel, communication)
	Travel to ASCD Conferences (Teaching Excellence and Annual Conference) 4 staff
Professional Services	Staffing
	1/2 Instructional Coach

0

TOTAL Funding		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	260500	0	40000	0	0	0	0	15000	0	0	315500
21000	Support Services Student	0	76000	0	24000	0	0	0	0	0	0	100000
22100	Improvement of Instruction (Professional Development)	315000	0	80000	0	130864	0	90000	18219	0	0	634083
22900	Other Support Services	0	0	0	0	0	0	0	0	0	0	0
25191	Refund of Revenue	0	0	0	0	0	0	0	0	0	0	0
26000	Operation and Maintenance	0	0	0	0	0	0	0	0	0	0	0
27000	Transportation	0	0	0	0	0	0	0	0	0	0	0
33000	Community Service Operations	0	0	0	0	0	0	0	0	0	0	0
60100	Transfers (interfund)	0	0	0	0	0	0	0	0	0	0	0
	Column Totals	575500	76000	120000	24000	130864	0	90000	33219	0	0	
											Total Budget	1049583

SY 2020-2021 DISTRICT SUSTAINABILITY		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction											0
21000	Support Services Student		19,000		6,000							25000
22100	Improvement of Instruction (Professional Development)	80,000		20,000					5,000			105000
22900	Other Support Services											0
25191	Refund of Revenue											0
26000	Operation and Maintenance											0
27000	Transportation											0
33000	Community Service Operations											0
60100	Transfers (interfund)											0
	Column Totals	80000	19000	20000	6000	0	0	0	5000	0	0	
											Total Budget	130000

Supplies	Property: Technology
General Fund	
Property: Equipment	Other Purchase Services (travel, communication)
Professional Services	Staffing
	Instructional Coach and Outreach Coordinator (Title I)

0

Required Funding Alignment Section of Budget



School Improvement Grant (1003g)

BUDGET

Alignment of Other Funding Sources to SIG Elements

Resources

FEDERAL RESOURCES

Use of research-based instructional practices that are vertically aligned across grade levels and the state standards	Transformation	Title I, Part A - regular and stimulus funds (schoolwide or targeted assistance programs)
Assistance with design and implementation of improvement plan including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Transformation	1003(a) School Improvement Grant - AYP funds
Job-embedded staff development aligned to grant goals to support Tier 1 instruction	Transformation	Title II, Part A
Job-embedded staff development aligned to grant goals to assist English language learners	Transformation	Title III, Part A - LEP

<i>Element of the Intervention</i>	<i>Intervention</i>	<i>Resources</i>
STATE RESOURCES		

Job-embedded staff development aligned to grant goals to assist with Technology Integration	Transformation	n School Loan and Technology Summer Conferen
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Letters
of
Support



Andrew J. Melin, Ph.D. | Superintendent of Schools

Administration Building | 2112 Glica-Seifersburg Road | Jeffersonville, IN 47130
812.288.4802 ext. 323 | amelin@gcs.k12.in.us

July 7, 2015

Superintendent Glenda Ritz
Superintendent of Public Instruction
Indiana Department of Education
115 W. Washington Street, Suite 600
Indianapolis, Indiana 46204

Dear Superintendent Ritz:

As the superintendent of the Greater Clark County Schools, it is my pleasure to write this letter supporting the important work of the School Improvement Grant Initiative, under Section 1003(g) of Title I. The potential resources provided under this grant will be essential to River Valley Middle School's transformation of instructional practices, offering initiatives that support personalized learning, school culture, professional development, and enhancing learning opportunities for all students.

The members of the Greater Clark County Schools Board of Education, the Greater Clark Education Association, and I are committed to continuously supporting all aspects of the Transformation Model at River Valley Middle School.

As a leading advocate for personalized learning, I can assure you that:

1. You will have the oversight and support from my district administrative leadership team to ensure the full and effective implementation of all initiatives proposed within Greater Clark's grant proposal;
2. Data will be used to drive decision-making that informs instructional practices, identifies student needs, and is used to make adjustments to better meet those needs;
3. Schedules will build in time for teachers' analyses and use of data, job-embedded professional development for teacher collaboration and learning, and differentiated opportunities to meet student learning needs; and
4. I have full confidence in River Valley Middle School's principal, Mrs. Michelle Dyer, to lead the important initiatives proposed in this grant application and increase student achievement.

On behalf of Greater Clark County Schools, I am pledging my support for the implementation of this exciting initiative and thank you for the opportunity to submit our grant application for River Valley Middle School.

Sincerely,

Dr. Andrew Melin
Superintendent



Administration Building | 2112 Utica-Sellersburg Road | Jeffersonville, IN 47130

812.920.1079

July 7, 2015

Superintendent Glenda Ritz
Superintendent of Public Instruction
Indiana Department of Education
115 W. Washington Street, Suite 600
Indianapolis, Indiana 46204

Dear Superintendent Ritz:

As the President of the Greater Clark County Schools Board of Education, I am pleased to submit this letter on behalf of the Board to acknowledge our support of the important work of the School Improvement Grant Initiative, under Section 1003[g] of Title I.

Over a 5-year period, this grant will provide invaluable resources to significantly enhance the important work occurring at River Valley Middle School to transform instructional practices, offer initiatives that personalize learning, improve school culture, and provide extended learning opportunities for all students. These initiatives will help improve teacher pedagogy, improve school climate and increase student achievement.

My fellow Board members and I are committed to continuously supporting all aspects of the Transformation Model at River Valley Middle School, under the leadership of its principal, Mrs. Michelle Dyer.

The Greater Clark County Schools supports the implementation of this powerful initiative and is grateful for the opportunity to submit this application on behalf of River Valley Middle School.

Sincerely,

Mark Pavey, President
Greater Clark County Schools Board of Education

July 7, 2015

Superintendent Glenda Ritz
Superintendent of Public Instruction
Indiana Department of Education
115 W. Washington Street, Suite 600
Indianapolis, Indiana 46204

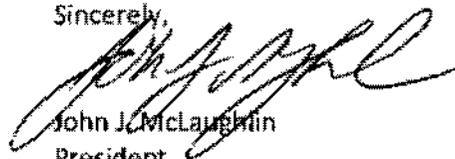
Dear Superintendent Ritz:

As the President of the Greater Clark Education Association, and on behalf of River Valley teachers, I am pleased to acknowledge our support of the important work of the School Improvement Grant Initiative, under Section 1003[g] of Title I.

The SIG[g] grant offers initiatives that will strengthen and further transform our instructional practices, personalize learning—to meet individual student needs, improve building culture, and provide much-needed learning opportunities for all students, most particularly for those students who struggle.

My River Valley colleagues and I are committed to supporting River Valley's Transformation Model across the next five years. We appreciate the opportunity to submit this proposal and urge your approval of our application.

Sincerely,



John J. McLaughlin
President
Greater Clark Education Association

Resumes

AMY C. POWERS SCHELLENBERG

Greater Clark County Schools
2112 Utica-Sellersburg Road
Jeffersonville, Indiana 47130

Office: (812)283-0701
Home: (502)552-5050
aschellenberg@insightbb.com

EDUCATION

Ph.D. in Educational Leadership (pending), Indiana State University, Terre Haute, Indiana

Master of Education, Special Education, University of Dayton, Dayton, Ohio. Professional specialization: Learning Disabled and Emotionally Handicapped. May, 1989.

Bachelor of Science, Secondary Education, University of Dayton, Dayton, Ohio. Professional specialization: English and Business. July, 1985.

ADMINISTRATIVE EXPERIENCE

1996 – Present Greater Clark County Schools: Executive Director of Educational Services
1993 /1996 Scott County School District 2: Administrative Assistant to the Superintendent for Curriculum and Instruction

COLLEGE TEACHING EXPERIENCE

2003, 2008 Instruction in the Context of Curriculum (J500), Indiana University
2010 Southeast. Instructor.

PREVIOUS TEACHING EXPERIENCE

1991/1993 Johnson Elementary: K-8 Self-Contained Emotionally Handicapped Teacher.
1989/91 Montgomery County Schools: K-2 Self-Contained Emotionally Handicapped Teacher.
1987/89 St. Elizabeth Hospital: Grades 9-12 Teacher – Resource.
1985/87 Northmont High School: Grades 9-12 English Teacher.

PRESENTATIONS

Schellenberg, A. *Curriculum Mapping*. Teacher workshop presented to faculty of Greater Clark County Schools.

Schellenberg, A. *School Accountability and Accreditation: No Child Left Behind and Indiana's Public Law 221*. Teacher workshop presented to faculty of Greater Clark County Schools.

Schellenberg, A. *Standards Alignment*. Teacher workshop presented to faculty of Greater Clark County Schools.

PROFESSIONAL DEVELOPMENT

Service

Reviewer of Comprehensive School Reform Grants for Indiana Department of Education, 2004.

Supervision of Pre-service Administrators, University of Indianapolis, 2006/07.

Member, Middle School Licensing Committee, Indiana University Southeast, 2006/07.

Past President, Indiana Association of Supervision and Curriculum Development

Software Programs

STI, PowerSchool, Rubicon Atlas, Microsoft Office Suites, Skyward, Google Platform

Affiliations

Association of Supervision and Curriculum Development

National Association of School Principals

Michelle Dyer

5706 Luther Ridge Lane, Georgetown, IN 47122

(502) 819-1730

mduyer@gcs.k12.in.us

"Mrs. Dyer has extensive knowledge in the areas of rigor, engagement, feedback and relevance. She can fulfill this role for all elementary principals to ensure continued success in our district."

Adrienne Back, Principal,
Jonathan Jennings Elementary

"Michelle has proven herself as a leader in our community with her commitment to our children and their success. She communicates well with our families about current initiatives and academic progress. Michelle is a strong advocate for children and has put together an outstanding staff of like-minded educators during her tenure as principal."

Bob Hall, Mayor of
Charlestown, Indiana

Professional Profile

Eager to be a part of the Greater Clark Administrative team that moves us into the position of the "Premier Provider of Education" by bringing our students into the twenty-first century using a unique combination of education experience and training

- Fifteen years as a building administrator, thirteen years as Principal of Pleasant Ridge Elementary
- Experienced in use of the Internet and educational software.
- Dedicated to enthusiastic and dynamic support as a means of creating and nurturing educators into a lifelong love of knowledge in children.

Education, Honors, and Certifications

M.S. Elementary Education

Indiana University Southeast, 1994

Bachelor of Science Elementary Education

Indiana University Southeast, 1989

Provisional Certifications

Indiana State Administrator License, K-5, 1995

Indiana State Teaching License, K-6, 7-8 non-departmentalized, 1995

Key Qualifications

Certified Administrator (K-6)

Supervise fifty+ employees and 480+ students for 13 years.

Provide professional development for school goals specific to student learning.

Communicate with all stakeholders in the Pleasant Ridge School Community.

Serve on corporation committees including, Instructional Cabinet, PBIS, ELL.

Problem solve on a daily basis.

Connect with community through CEEF and Kiwanis.

Serve as contact for GCCS Administrators on meet and confer issues.

Experienced Educator

Taught every grade K-5 while a classroom teacher. For two years ran a computer lab as a special area teacher/interventionist. Before becoming an assistant principal, planned and supported technology integration for teachers.

Employment

Building Principal

- **River Valley Middle School**, July 2014 to present
- **Pleasant Ridge Elementary**, June 1999 to June 2014
- **East Washington Elementary Assistant Principal**, July 1997 to June 1999
 - Chair of PBS Committee
 - Coordinator of Gifted/Talented Program
 - Expulsion officer for the corporation
- **Computer Education Support Teacher**, Jefferson County Public Schools August 1994

*"...is one that leads by example
by setting high expectations,
continuously reading up on
current research, and taking in
the big picture. She not only
sets high expectations for herself,
but she does so for her students
and staff as well."*

Crystal Merrifield
5th Grade Teacher

*"My ability to motivate staff and
students and share a love of learning
fosters a successful educational
environment. ...I would welcome
becoming part of the team that
supports learners for our district."*

Michelle Dyer

to June 1997

Supported eighteen elementary schools in the design and implementation of technology plans.

Ran the CECIL curriculum for the school system in three elementary schools, six middle schools, and three high schools.

Presented at ISTE – international technology convention two years.

- **Classroom Teacher, Jefferson County Public Schools** August 1989 to June 1994
Taught grades 4, 3, ungraded primary and special area for technology
Served as a teacher intern at the Louisville Science Center on a national grant
- **Student Teacher**, January to May, 1989
5th Grade, North Harrison Elementary School

Unique Qualifications

- Served as a mentor teacher and mentor principal.
- Participated in Leadership Training – School-wide Model with Title I
- Attended Leadership Academy.
- Presented professional development on topics such as assessment, RtI, 21st century skills, Common Core, leadership both locally and nationally.

Professional Affiliations

- Indiana Association of School Principals
- Association for Supervision and Curriculum Development

School Schedules and Calendars

Assessment – Reporting Schedule - 2015-2016

Grading Period	1st	2nd	3rd	4th
Dates	Jul 30 - Oct 2	Oct 19 – Dec 18	Jan 4 – Mar 18	Apr 4 – Jun 2
Common Quarterly Assessment	Sept 23 – Sept 30	Dec 9 – Dec 16	Mar 9 – Mar 16	May 24 – June 1
Mid Term Progress Reports	Aug 31 – Sept 4	Nov 16 – 20	Feb 1 – 5	May 2 – 6
Grading Period Ends	Oct 2	Dec 18	Mar 18	Jun 2
Grades Posted to PowerSchool Parent Portal	Oct 6	Dec 22	Mar 22	Jun 7
K-2 Report Cards Sent Home	Oct 19	Jan 4	Apr 4	Jun 7 – 10 (all grade levels mailed)
Parent /Teacher Conferences		Nov 3		

River Valley Schedule 2015-2016

Math

	1st	2nd	3rd	4th	5th	8th
Endres	IMPACT 14	Geo 37	Plan 18	PA-8 27	PA-8 27	Home Room 15
Fair	IMPACT 13	Alg 25	Plan 18	Alg 27	PA-8 27	Home Room 15
Doss	IMPACT 14	Alg 42	Plan 19	PA-8 37	Alg 37	Home Room 15
Ford	IMPACT 13	7m 30	Plan 37	7m 19	7m 19	Home Room 15
Barnes	IMPACT 14	PA-8 50	Plan 29	PA-7 35	PA-7 35	Home Room 15
Tiphan	IMPACT 13	7m 29	Plan 37	7m 21	7m 20	Home Room 15
Morhan	IMPACT 14	Plan 37	LA 7 3	LA 7 ADV 23	LA 7 34	Home Room 15
Smith	IMPACT 13	Plan 37	LA 7 3	LA 7 65	LA 7 35	Home Room 15
Proszko	IMPACT 13	Plan 37	LA 7 3	LA 7 65	LA 7 34	Home Room 15
Toler	IMPACT 13	Plan 37	LA 7 3	LA 8 35	LA 8 35	Home Room 14
Haulber	IMPACT 13	Plan 37	LA 8 ADV 5	LA 8 35	LA 8 ADV 5	Home Room 15
Detenber	IMPACT 14	Plan 37	LA 8 ADV 4	LA 8 ADV 15	LA 8 36	Home Room 15
Flood	IMPACT 14	Plan 37	LA 8 28	LA 8 33	LA 8 35	Home Room 15

Semester 1

	1st	2nd	3rd	4th	5th	6th
Social Studies	Impact	7th	8th	Plan	8th	Homeroom
Rolls	Impact	7th	7th	Plan	7th	Homeroom
S. Gipson	Impact	8th	8th	Plan	8th	Homeroom
Wilt	Impact	Remediation	7th	Plan	7th	Homeroom
Plecha	Impact	7th	8th	Plan	8th	Homeroom
Science	Impact	7th	8th	Plan	8th	Homeroom
Finch	Impact	7th	7th	Plan	7th	Homeroom
Rachel	Impact	8th	8th	Plan	8th	Homeroom
Dewitt	Impact	8th	8th	Plan	8th	Homeroom
Luna/Fitzpatrick	Gym 7/6	Plan	Plan	Gym 7/6	Gym 9	

Semester 2

	1st	2nd	3rd	4th	5th
Social Studies	Impact	7th	8th	Plan	8th
Rolls	Impact	7th	7th	Plan	7th
S. Gipson	Impact	8th	8th	Plan	8th
Wilt	Impact	Remediation	7th	Plan	7th
Science	Impact	7th	8th	Plan	8th
Finch	Impact	7th	7th	Plan	7th
Rachel	Impact	8th	8th	Plan	8th
Dewitt	Impact	Remediation	7th	Plan	7th
Plecha	Impact	7th	7th	Plan	7th

Ferguson	IMPACT	Plan	Art 7/8	Art 7/8	Art 6	Art 6	Homeroom
		Plan	Art 7/8	Art 7/8	Art 6	Art 6	Homeroom
Zurlage	IMPACT	Plan	Choir 7/8	Theatre	Choir 6	Choir 6	Homeroom
		Plan	Choir 7/8	Theatre	Choir 6	Choir 6	Homeroom
T. Gipson	IMPACT	Misc 7/8	Band 7/8	Plan	Misc 6	Misc 6	Homeroom
		Misc 7/8	Misc 7/8	Plan	Band 6	Band 6	Homeroom
Clifford	IMPACT	Plan	Media Safety	Computers	Careers 6	Careers 6	Homeroom
		Plan	Media Safety	Computers	Careers 6	Careers 6	Homeroom
Letcher	IMPACT	PLTW	Plan	PLTW	Computers 6	Computers 6	Homeroom
		Plan	PLTW	PLTW	Computers 6	Computers 6	Homeroom
Reynolds	IMPACT	Med Diet	Med Diet	Plan	Careers 6	Careers 6	Homeroom
		Med Diet	Med Diet	Plan	Careers 6	Careers 6	Homeroom
Grade 6	1st	2nd	3rd	4th	5th	6th	
Kraft	IMPACT	Pre-Algebra(38)	Pre-Algebra(38)	Sci (31,7)	PLAN	PLAN	Home Room
Ricke	IMPACT	English (27)	English(36)	SS (31,7)	PLAN	PLAN	Home Room
		Plus 4	Minus 4				
Brown	IMPACT	Math 6 (27)	Math 6 (27)	Sci (31,7)	PLAN	PLAN	Home Room
Carlisle	IMPACT	English(36)	English (27)	SS (31,7)	PLAN	PLAN	Home Room
		Minus 4	Plus 4				
Johnson	IMPACT	Math 6 (32)	Math 6 (32)	Sci (31,7)	PLAN	PLAN	Home Room
Hammack	IMPACT	English (32)	English (32)	SS (31,7)	PLAN	PLAN	Home Room
Armenta	IMPACT	ELA 28	Math 28		28 PLAN		
Merrifield	IMPACT	ELA 28	Math 28		28 PLAN		
Sexton	IMPACT	ELA 28	Math 28		28 PLAN		

August

Period Zero

Book Study - Fundamental Five

Overview of book

Practice/Reflection/Examples of Framing the Lesson

PRIDE - Classroom Expectations and Consistency

Collaboration Meetings

80 Minute Block - Lesson Plan components

Walk-Through Protocols

Student Work Sample Discussion Protocols

September

Period Zero

Practice/Reflection/Examples of Fundamental Five - Work in the Power Zone

PRIDE - School Wide Celebrations

Impact - PIVOT Goal Setting

Collaboration Meetings

Book Study "Better Learning Through Structured Teaching"

Walk-Through - Framing the Lesson - Lesson Objectives "look fors"

Student Work Sample/Data Discussions

October

Period Zero

Practice/Reflection/Examples of Fundamental Five - Frequent Small Group, Purposeful Talk about the Learning

PRIDE - Classroom Management Techniques

Collaboration

Better Learning Through Structured Teaching Book Study - Cues, Prompts, and Questions

Walk-Through - Frequent Small Group, Purposeful Talk about the learning "look fors"

Student Writing Samples/Data Discussions Quarter 1 common formative data

November

Period Zero

Practice/Reflection/Examples of Fundamental Five - Frequent Small Group, Purposeful Talk about the Learning

PRIDE - 1st Quarter Behavior Data - SWOT

Impact -Data Check-point/PIVOT Goals

Collaboration

Better Learning Through Structured Teaching Book Study - Cues, Prompts, and Questions
Walk-Through - Frequent Small Group, Purposeful Talk about the learning "look fors"
Student Work Samples/Data Discussions

December

Period Zero

Practice/Reflection/Examples of Fundamental Five - Recognize and Reinforce
PRIDE - Celebrations
Impact - Progress of students in Tier 2 and Tier 3

Collaboration

Better Learning Through Structured Teaching Book Study - Collaborative Learning:
Consolidating Thinking with Peers
Walk-Through - Student Talk
Celebrations of Student Progress

January

Period Zero

Practice/Reflection/Examples of Fundamental Five - Review of Five Components
PRIDE - Behavior Plan Review - Snags/Successes
Impact - Goal Setting/Regrouping

Collaboration

Better Learning Through Structured Teaching - Independent Learning Task
Walk-Through - Checks for Understanding
Student Work/Data Discussions

February

Period Zero

Practice/Reflection/Student Samples of Exit Slips
PRIDE - Classroom Management Strategies
Impact - Lesson Plans/Student Work Samples

Collaboration

Better Learning Through Structured Teaching - Implementing a Gradual Release of
Responsibility Model
Walk-Through - Frequency Monitoring Gradual Release of Lessons
Student Work/Data Discussions

March

Period Zero

Practice/Reflection/Examples of Fundamental Five - Review of Five Components

PRIDE - Behavior Plan Review Data Quarter 2 - Snags/Successes

Impact - STAR Testing

Collaboration

Better Learning Through Structured Teaching - Independent Learning Task

Walk-Through - TpT's - What are the students doing

Student Writing/Analysis of errors

April

Period Zero

Practice/Reflection/Examples of Fundamental Five - Collaborative Learning

PRIDE - Character Work - Artifacts

Impact - Assessment strategies

Collaboration

Bloom's Taxonomy - Dok 3 and 4

Walk-Through - Student work - what Dok?

Student Work/Data Analysis

May

Period Zero

Review of Fundamental Five and Better Learning Through Structured Teaching

PRIDE - Data Analysis/Revision of School-Wide model

Impact - Celebrate Success

Collaboration

Review of Meeting Protocols

Walk-Through document creation for 2016/2017 School Year

Celebration of Student work growth

Job Descriptions

GREATER CLARK COUNTY SCHOOL CORPORATION JOB DESCRIPTION

EXECUTIVE DIRECTOR FOR EDUCATIONAL SERVICES

REPORTS TO: SUPERINTENDENT, GREATER CLARK COUNTY SCHOOLS

PRIMARY FUNCTION: Establishes professional development for educational programs and related activities for grades K-12, along with designated administrative responsibilities

ESSENTIAL FUNCTIONS:

A. Leadership and Administration

1. Promotes and monitors public relations for school, students, staff and community.
2. Assists with collective bargaining process for various groups.
3. Advises on budget requirements for areas of responsibility.
4. Assumes responsibility for conforming to approved budgets for areas of responsibility.
5. Initiates and monitors an evaluation program for all staff for areas of responsibility
6. Recommends to the Superintendent appropriate staffing to fulfill the needs of educational programming.
7. Identifies personnel needs and participates in the selection of personnel.
8. Participates in relevant professional organizations and conferences in order to keep abreast of educational developments.
9. Maintains regular attendance.
10. Performs other duties as assigned by the Superintendent.

B. Instructional Operations

1. Initiates, directs, and coordinates the professional development component of the instructional programming for all students served by Greater Clark County Schools, including:
 - Adult and Continuing Education
 - Federal Grants and Programs
 - Professional Development
 - Curricular Programming
 - Instructional Technology
 - Standardized Pupil Testing
 - Vocational Education
 - PL 221
 - School Improvement
 - Multicultural Services
2. Directs the development, modification, and evaluation of curricular programs.
3. Directs, organizes and implements professional development for personnel.
4. Makes provisions for professional development activities for certified and classified personnel.
5. Serves, in coordination with Assistant Superintendent – Leadership, as Superintendent's designee for administration of PL-221.
6. Advises on budget requirements for areas of responsibility.
7. Assumes responsibility for conforming to approved budgets for areas of responsibility.
8. Recommends to the Superintendent appropriate staffing to fulfill the needs of the educational programming.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE: Broad knowledge of the principles and practices of school administration and of current educational trends in curriculum and instruction; comprehensive knowledge of the methods, materials, procedures, and practices of the specialties assigned to the office; ability to establish and maintain effective working relationships with staff and citizens; ability to manage fiscal, physical, and human resources to successfully carry out the function and programs of the office; ability to communicate effectively, both orally and in writing.

Valid Indiana state certification in school administration; a master's degree in education or school administration (Ed.S., Ed.D. or Ph.D. degree preferred); a minimum of seven years of progressively more responsible experience in teaching, related education specialty, supervision or administration; or equivalent education and experience.

LANGUAGE SKILLS: Ability to read, write and interpret documents such as curriculum guides, budgets, test results, labor contracts, grant applications, statutes and policies. Ability to understand and generate written memorandums, employee evaluations, and correspondence with business and public contacts. Ability to speak effectively to individuals and groups.

MATHEMATICAL SKILLS: Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to apply ratio, percent, probability and estimation concepts. Possess an understanding of, and the ability to interpret for others, statistical information.

REASONING ABILITY: Ability to apply common sense understanding to potentially technical situations. Ability to establish priority ordering of tasks necessary to complete a project and convey these understandings and priorities to others. Ability to employ logical sequencing, trouble-shooting, problem-solving and decision-making skills.

OTHER SKILLS AND ABILITIES: Must have a working knowledge of computers and their capabilities. Must have a valid driver's license.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, to stand, to walk, to go up and down stairs, to operate foot and hand controls, to use a telephone and to write. Occasionally the employee must lift and/or move up to twenty (20) or more pounds. This position requires accurate perceiving of sound, near and far vision, depth perception, handling and working with educational materials and objects, and providing oral information.

TERMS OF EMPLOYMENT: Salary based on Assistant Superintendent's salary schedule; 12 month contract

**GREATER CLARK COUNTY SCHOOL CORPORATION
JOB DESCRIPTION
ACADEMIC IMPROVEMENT COORDINATOR**

REPORTS TO: BUILDING PRINCIPAL

PRIMARY FUNCTION: Organizes and implements the intervention program in assigned building. Responsible for identification of students, implementation of services, parent conferences, staff development, and tracking student progress.

ESSENTIAL FUNCTIONS:

1. Works cooperatively with **administration** and classroom teachers.
2. Attends all training and intervention in-services provided.
3. Assists school personnel with the identification of students for intervention programs.
4. Works cooperatively with classroom teachers to supply intervention to individual and small groups of children using adopted intervention programs for that building in both E/LA and math.
5. Communicates with school personnel and parents of children receiving intervention services.
6. Assists, where applicable, in the administration of assessments.
7. **Maintains records of students as a basis for instructional decision-making of academic progress.**
8. **Monitors the academic progress of students who have received intervention.**
9. Completes data forms as specified.
10. **Collaborates with and assists administration and classroom teachers** in planning and implementing parent literacy workshops.
11. Maintains regular attendance.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience: A valid Indiana Teaching Certificate / Reading background preferred

Language Skills: Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from parents and faculty. Ability to effectively present information in verbal or written form to school administrators, faculty, parents, children, and members of the School Board.

Mathematical Skills: Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to apply ratio, percent, probability and estimation concepts. Possess an understanding of, and the ability to interpret for others, statistical information. Ability to work with basic budget information.

Reasoning Ability: Ability to apply common sense understanding to potentially technical situations. Ability to establish priority ordering of tasks necessary to complete a project and convey these understandings and priorities to others. Ability to employ logical sequencing, trouble-shooting, problem solving and decision-making skills.

Other Skills and Abilities: Must have a working knowledge of computers and their capabilities. Must have a valid driver's license.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit, to stand, to walk, to go up and down stairs, to operate foot and hand controls, to use a telephone and to write. The employee will need to lift and/or move up to 10 pounds, and occasionally lift and/or move up to 30 pounds or more. This position requires accurate perceiving of sound, near and far vision, depth perception, handling and working with educational materials and objects, and providing oral information.

Terms of Employment: Subject to the Master Contract between the Greater Clark County School Corporation and the Greater Clark Education Association. One hundred eighty-five (185) days per school year.

GREATER CLARK COUNTY SCHOOL CORPORATION JOB DESCRIPTION

LITERACY COACH

REPORTS TO: Central Office Administrator

PRIMARY FUNCTION: Serves as instructional leader to provide staff development, support, and direct and feedback to teachers and administrators about the implementation of scientifically-based reading programs, instructional strategies, and reading assessments.

ESSENTIAL FUNCTIONS:

1. Serves as instructional leader to provide staff development, support, and direct and explicit feedback to teachers about the implementation of scientifically-based reading programs, instructional strategies, and reading assessments.
2. Models new teaching strategies and observes program implementation.
3. Participates in required training and serves in a coaching capacity with corporation teachers.
4. Meets regularly with teachers to discuss student instructional needs, and plans for instruction based on progress monitoring outcomes.
5. Collaborates with building staff to establish a master reading schedule that allocates a minimum of 90 minutes of reading instruction per day. This schedule will also delineate instruction for children receiving core, supplemental or intervention instruction.
6. Facilitates the selection and oversees the implementation of the comprehensive, supplemental and intervention programs.
7. Ensures schools' implementation of the corporation's approved Literacy Framework.
8. Serves as expert in the assessment data system and assessment teams, provides refresher trainings, and works with teachers on data interpretation and making appropriate instructional decisions based on data.
9. Participates in professional development in preparation to fulfill all coaching duties and responsibilities.
10. Allocates work time exclusively to goals and objectives of the corporation's Literacy initiative.
11. Performs other duties as assigned by established supervisor.
12. Maintains regular attendance.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The ability to travel regionally and statewide and remain overnight when necessary.

Education and/or Experience: A valid Indiana Teaching Certificate with a minimum of five years of classroom teaching experience. Master's Degree in Education and/or Reading. Reading background preferred with an in-depth knowledge of scientifically based reading research and scientifically based reading instructional strategies, and the use of ongoing reading assessments. Demonstrated success in teaching reading classrooms using scientifically based and proven practices. Experience in teaching comprehensive, supplemental, and intervention reading programs.

Language Skills: Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from parents and faculty. Ability to effectively present information in verbal or written form to school administrators, faculty, parents, children, and members of the School Board. Competency with written and oral communication; good facilitation skills. Effective communication and classroom management skills and the ability to work well with peers.

Mathematical Skills: Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to apply ratio, percent, probability and estimation concepts. Possess an understanding of, and the ability to interpret for others, statistical information. Ability to work with basic budget information.

Reasoning Ability: Ability to apply common sense understanding to potentially technical situations. Ability to establish priority ordering of tasks necessary to complete a project and convey these understandings and priorities to others. Ability to employ logical sequencing, trouble-shooting, problem-solving and decision-making skills.

Other Skills and Abilities: Must have a working knowledge of computers and their capabilities.

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Terms of Employment: Subject to the Master Contract between the Greater Clark County School Corporation and the Greater Clark Education Association. One hundred eighty-five (185) days per school year.

Board Minutes

**ADMINISTRATION BUILDING
SPECIAL SCHOOL BOARD MEETING MINUTES
June 16, 2015 – 7:00 P.M.**

*see Action Item
p. 7
Item 6*

A. Call to Order

The Board of School Trustees held their special monthly meeting on Tuesday, June 16, 2015, at the Greater Clark County Schools' Administration Building. The Vice-President called the meeting to order at 7:04 p.m.

B. Roll Call

Present: Mr. White, Ms. Gilkey, Ms. Bottorff-Perkins, Ms. Zollman, Ms. Kraft

Absent: Mr. Pavey, Mr. Hall

C. Pledge of Allegiance

D. Approval of Agenda

Ms. Kraft made a motion that the Board approve the Agenda as presented. Ms. Bottorff-Perkins seconded the motion.

Motion carried unanimously.

E. Public Comments on Agenda Items

There were no public comments.

F. Board Planning – Goals/Strategies

1. College and Career Readiness Initiative 2014-15 – Dr. Travis Haire, Assistant Superintendent, provided an update on our College and Career Readiness Initiative for the 2014-2015 school year, along with an update on the Work Ethic Certification program.

G. Policy Review

1. GCCS Policies Merged with NEOLA Series – Dr. Andrew Melin, Superintendent, provided the following information: Language from the following GCCS policies will either replace or be added to the language in the NEOLA policies. The wording in the GCCS policies previously adopted by the Board of School Trustees is specific to our school corporation.

- GCCS Policy 4117.5/4217.5 - Responsible Use/Internet Safety Policy
Telecommunications Services (Employees) will replace language
in NEOLA Policy 7540.04.

- GCCS Policy 6162.6 - Responsible Use/Internet Safety Policy
Telecommunications Services (Students) will replace language
in NEOLA Policy 7540.03.
- GCCS Policies 4150 and 4250 - Leaves of Absence will be merged with
language in NEOLA Policies 3430 and 4430.
- GCCS Policy 4119.1 - Discipline and Dismissal of Certified Staff Members will
replace language in NEOLA Policy 3139.
- GCCS Policy 4219.1 - Discipline and Dismissal of Non-Certified/Classified Staff
Members will replace language in NEOLA 4150.
- GCCS Policy 5141.4 - Animals in Classrooms will be merged with language in
NEOLA Policy 8390.

H. Budget Review

1. Student Clinic Update – Dr. Travis Haire, Assistant Superintendent, provided an update on the usage of the Student Clinic.
2. Fund Monitoring – Dr. Thomas Dykiel, CFO, provided the monthly Fund Monitoring Report.

I. Student Achievement

1. Teacher Evaluations – Ms. Amy Schellenberg, Executive Director for Educational Services and Dr. Kimberly Hartlage, Executive Director of Elementary Education, provided information on Teacher Evaluations and the process.
2. Grading Assessment Handbook – Dr. Andrew Melin, Superintendent, provided information on the Grading Assessment Handbook that Administration will bring back for a vote in July.

J. Consent Agenda*

Ms. Bottorff-Perkins made a motion for the Board to approve the Consent Agenda Items 1, 2, 3, 4, and 5. Mr. White seconded the motion.

Motion carried unanimously.

1. Approval of Claims – Claims listed on register for May and June 2015, #94614 through #94752, #150000568 through #150000632 in the total amount of \$2,910,918.26.

Approved Claims paid by VISA Credit Card listed on register for May and June 2015
#110003221 - #110003311 in the total amount of \$205,883.78

2. Approval of Travel – Approved Travel Report dated June 16, 2015.
3. Field Trips – Approved the Field Trips Report dated June 16, 2015.
4. Fund Raisers – Approved the Fund Raiser Report dated June 16, 2015.
5. Personnel – Approved the Personnel Report and Stipend Report dated June 16, 2015.

K. Gifts to Buildings

1. Gifts to Buildings – Ms. Kraft made a motion that the Board approve the Gifts to Buildings Report dated June 16, 2015. Ms. Zollman seconded the motion.

Motion carried unanimously.

*Copies of all Consent Items are attached to the original corporation minutes and made a part therein by reference.

L. Action Items

1. Middle and High School Student Handbooks – Ms. Bottorff-Perkins made a motion that the Board approve the Middle and High School Student Handbooks for the 2015-2016 school year. Mr. White seconded the motion.

Motion carried unanimously.
2. Bid Award for CHS Radio/TV and Quote for NWHHS Radio Construction Projects – Ms. Bottorff-Perkins made a motion that the Board award the bid to the Poole Group, Inc. and approve the recommendations noted below for Kevco Construction:

Dr. Travis Haire would like the minutes to state the following: The Superintendent would have recommended approval of Kevco Construction in the amount of \$467,736 for the construction of the Charlestown High School Radio/TV Studio. However, GCCS was informed on Monday, June 15, 2015, that Kevco was withdrawing their bid. Kevco missed the contingency amount and failed to include the electrical package. Therefore, the Superintendent recommends approval of the bid to be awarded to the second lowest bidder which is Poole Group, Inc. in the amount of \$711,500. In addition, the Superintendent recommends that we pull Kevco's bid bond. The Superintendent further recommends acceptance of the quote

from Poole Group, Inc. in the amount of \$138,800 for the construction of the New Washington High School Radio Studio. Mr. White seconded the motions.

Motion carried unanimously.

3. Kovert Hawkins Architects Contract – Mr. White made a motion that the Board approve to modify the Master Agreement with Kovert Hawkins Architects for the Jeffersonville High School Radio/TV Project in the amount of \$79,610.00, Charlestown High School Radio/TV Project in the amount of \$52,910.00 and New Washington High School Radio/TV Project in the amount of \$9,680.00. The scope of work is as follows:

Jeffersonville High School:

- Design, Construction Documents, Bidding and Construction Administration Phases
- 1,600 square feet - Renovations in Existing Johnson Arena and Main Commons Area
- Two (2) Radio Broadcast Studios, TV Control Room, Instructional Lab and Office

Article 11.1 Compensation for Basic Services shall be modified as follows:

LUMP SUM FEES

\$ 23,900	Design Phase
\$ 27,350	Construction Document Phase
\$ 3,500	Bidding Phase
\$ 13,700	Construction Phase
\$ 11,160	TV Studio
\$ 79,610	TOTAL FEE

Charlestown High School:

- Design, Construction Documents, Bidding and Construction Administration Phases
- 700 square feet - Renovations in Existing Main Gym
- Two (2) Radio Broadcast Studios and TV Control Room.

Article 11.1 Compensation for Basic Services shall be modified as follows:

LUMP SUM FEES

\$ 10,200	Design Phase
\$ 11,720	Construction Document Phase
\$ 1,460	Bidding Phase
\$ 5,860	Construction Phase
\$ 23,650	TV Studio
\$ 52,910	TOTAL FEE

New Washington High School:

- Design, Construction Documents, Bidding and Construction Administration Phases
- 250 square feet - Renovations in Existing Band Practice Rooms

- Two (2) Radio Broadcast Studios and TV Control Room
- Add Handicap Access Ramp at Band Risers

Article 11.1 Compensation for Basic Services shall be modified as follows:

LUMP SUM FEES	
\$ 3,390	Design Phase
\$ 3,870	Construction Document Phase
\$ 480	Bidding Phase
<u>\$ 1,940</u>	Construction Phase
\$ 9,680	TOTAL FEE

Ms. Kraft seconded the motion.

Motion carried unanimously.

4. Approval of Amounts of Surety Bonds/Designation of Extra-Curricular Treasurers –

Ms. Kraft made a motion that the Board approve the amounts of surety bonds for the Deputy Treasurer, Extra-Curricular Treasurers, and miscellaneous staff and approves designation of Extra-Curricular Treasurers, for the period of July 1, 2015 through June 30, 2016 as follows:

DEPUTY TREASURER - Joanie Roberts	\$ 100,000.00
BLANKET	\$ 100,000.00
Charlestown High School	\$ 50,000.00
Jeffersonville High School	\$ 75,000.00
New Washington MiddleHigh School	\$ 25,000.00
Charlestown Middle School	\$ 15,000.00
Parkview Middle School	\$ 15,000.00
River Valley Middle School	\$ 15,000.00
Bridgepoint Elementary School	\$ 5,000.00
Jonathan Jennings Elementary School	\$ 5,000.00
Maple Elementary School	\$ 5,000.00
New Washington Elementary School	\$ 5,000.00
Northaven Elementary School	\$ 5,000.00
Parkwood Elementary School	\$ 5,000.00
Pleasant Ridge Elementary School	\$ 5,000.00
Riverside Elementary School	\$ 5,000.00

Spring Hill Elementary School	\$ 5,000.00
Thomas Jefferson Elementary School	\$ 5,000.00
Utica Elementary School	\$ 5,000.00
Wilson Elementary School	\$ 5,000.00
Corden Porter School	\$ 5,000.00
Options Alternative School	\$ 5,000.00
Cafeteria Managers (20 @ \$1,000)	\$ 20,000.00
Pony Driver / Laborer	\$ 1,000.00
Food Service Staff (2 @ \$2,000)	\$ 4,000.00
Health Coordinator	<u>\$ 1,000.00</u>
TOTAL EXTRA CURRICULAR	
TREASURERS/MISCELLANEOUS STAFF	\$291,000.00

Charlestown High School	Jane Hammond
Jeffersonville High School	TBA
New Washington Middle/High School	Cathy Braun
Charlestown Middle School	Elizabeth Brooks
Parkview Middle School	Lois Goodman
River Valley Middle School	Tamera Edwards
Bridgepoint Elementary School	Sarah Grace
Jonathan Jennings Elementary School	Lesia May
Maple Elementary School	Cathy Nevels
New Washington Elementary School	Carole Brison
Northaven Elementary School	Callita Gullion
Parkwood Elementary School	Deborah Hagan
Pleasant Ridge Elementary School	Diana Collins
Riverside Elementary School	Michelle Wagner
Spring Hill Elementary School	Ginger Wilson
Thomas Jefferson Elementary School	Tyalia Goedeker
Utica Elementary School	Donna Robinson

Wilson Elementary School Tammy Lewis

Corden Porter School Nancy Wiles

Clark County Middle/High School Kerri Edelen

Ms. Bottorff-Perkins seconded the motion.

Motion carried unanimously.

5. Ohio University Internship Agreement – Mr. White made a motion that the Board approve the Ohio University Internship Agreement. This agreement will allow GCCS to provide an internship opportunity for a student attending Ohio University and specializing in the field of Speech/Language Pathology at no cost to Greater Clark.

Ms. Zollman seconded the motion.

Motion carried unanimously.

6. School Improvement Grant Application Approval – Ms. Bottorff-Perkins made a motion that the Board approve the School Improvement Grant Applications' submission. Bridgepoint Elementary, Parkview Middle, River Valley Middle, and Spring Hill Elementary schools have been identified by the Indiana Department of Education as candidates for the grant approvals. Ms. Kraft seconded the motion.

Motion carried unanimously.

7. Title I Agreement with Childplace – Mr. White made a motion that the Board approve the Title I funding agreement with Childplace. Ms. Kraft seconded the motion.

Motion carried unanimously.

8. Contract with eLearning Summer Conference Spotlight Speaker – Ms. Bottorff-Perkins made a motion that the Board approve the agreement with Erin Klein, Spotlight Speaker, to present at the Greater Clark County Schools' eLearning Summer Conference. Ms. Zollman seconded the motion.

Motion carried unanimously.

*Copies of all Action Items are attached to the original corporation minutes and made a part therein by reference.

M. Discussion Items (no board action taken)

N. Reports/Requests

O. Public Comments on Non-Agenda Items

P. Board Comments

Q. Adjournment

Ms. Bottorff-Perkins made a motion that the Board adjourn. Ms. Zollman seconded the motion, and the motion carried unanimously. The meeting was adjourned at 8:34 p.m.

Christina Gilkey, Vice President

Teresa Bottorff-Perkins

Tony Hall, Secretary

Jerry White

Nancy Kraft

Teresa Zollman

Mark Pavey, President

Signatures

May 28, 2015

River Valley

Patricia Armenta
Crystal Merrifield
Phinda Wiedemer
Jan. Finch

Chris Witt

STAFF MEETING SIGN IN/SUPPORT

1003g GRANT

MAY 31, 2015

FACULTY

- ARMENTA, PATRICIA
- ARNOLD, JAN
- BARNES, JENNIFER
- BROADY, JESSICA
- BROWN-RAICHEL, SANDRA
- CAPPS, AREN
- CHURCHMAN, STEVEN
- CLIFFORD, CHRISTINE
- COMBS, LYNDSAY
- CORBETT, KAYLA
- COX, JACLYN
- DEMETER, ANN
- DETENBER, SARAH
- COX, J.T.
- DEWITT, BRADLEY
- DOSS, STEPHANIE
- DYER, MICHELLE
- ENDRES, SCOTT
- FARMER, RHONDA
- FINCH, JANIS
- FITZPATRICK, LALETTA
- FLOOD, LISA
- GILBERT-MOMAN, JESSICA
- GIPSON, SUZANNE
- GIPSON, TODD
- HAMMACK, CHRISTA
- HASSELBRING, MATT
- HATTON, KENNETH (SCOTT)
- JELINEK, KATELIN
- KRAFT, DENNIS
- LADUKE GRUBE, RACHEL
- LANG, DEBORAH
- LEDBETTER, TERRY
- LETCHER, JEFFREY
- LUNA MICHAELL

Patricia Armenta
 Jan Arnold
 J. Barnes
 Broady
 S. Brown
 Aren Capp
 Steve Churchman
 Christine Clifford
 Lindsay Combs
 Kayla Corbett
 Jaclyn Cox
 Ann Demeter
 Sarah Detenber
 J.T. Cox
 Bradley DeWitt
 Stephanie Doss
 Michelle Dyer
 Scott Endres
 Rhonda Farmer
 Janis Finch
 Laletta Fitzpatrick
 Lisa Flood
 Jessica Moman
 Suzanne Gipson
 Todd Gipson
 Christa Hammack
 Matt Hasselbring
 Kenneth Hatton
 Katelin Jelinek
 Dennis R. Kraft
 Rachel Laduke Grube
 Deborah Lang
 Terry Ledbetter
 Jeffrey Letcher
 Luna Michael

MERRIFIELD, CRYSTAL
MILLS, BRITTANY
MOSS, ELIZABETH
MYERS, KELLY
PARR, KYLE
PLECHA, JOANNA
PRUSINSKI, MARK
REAGAN, SHELLY
REYNOLDS, SHAUNA
ROBINSON, KAREN
ROLFS, SCOTT
SEXTON, JENNA
SMITH, KATIE
SOLOMOTIS, TAMMY
SPYKER, DAWN
STOCK, LANCE
TIPTON, EMILY
TOLER, JEREMY
VARBLE, PATRICIA
VOGEL, PATRICIA
WILT, CHRISTOPHER
WISE, BETTYE
WRIGHT, DEBORAH
ZURLAGE, LAUREN

Merrifield
Mills
Brittany
Elin V. Moss
Myers
Plecha
Mark Prusinski
Shelly Reagan
Shauna Reynolds
Karen Robinson
Scott Rolf
Jenna Sexton
Katie Smith
Tammy Solomotis
Dawn Spiker
Lance Stock
Emily Tipton
Jeremy Toler
Patricia Varble
Patricia Vogel
Wilt
Bettye
Deborah Wright
Lauren Zurlage

As a parent/guardian/community member stake holder in River Valley Middle School, we value your support and input as we apply for the 1003g School Improvement Grant (4 years). Please sign and include any comments/suggestions if you agree to support our pursuit of this grant. Thank you!

Signatures

Suggestions/Comments

Signatures	Suggestions/Comments
Luz Rendon	
Dustin	
Joseph	
Teresa Beach	
Darin Wood	
Sandy	
Cathy Hampton	
Sheldon R. Thomas	
Arnold House	
WMC	
Haley Clark	
Josh Clark	
Crystal	
Andrea Beach	
me	
Kathryn English	
John English	
Diane O. Charsa	
Janet	
Derrick	
Misty	
Thomas	
Haley	
Haley	
Lore Ann	
Janet M. Smith	
Lina	
Lina	
Lina	

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Signatures

Suggestions/Comments

Signatures	Suggestions/Comments
<i>[Handwritten Signature]</i>	
<i>[Handwritten Signature]</i>	Keep Advanced Classes <i>etc/more</i>
<i>[Handwritten Signature]</i>	

As a parent/guardian/community member stake holder in River Valley Middle School, we value your support and input as we apply for the 1003g School Improvement Grant (4 years). Please sign and include any comments/suggestions if you agree to support our pursuit of this grant. Thank you!

Signatures

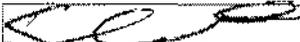
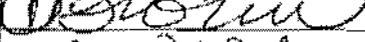
Suggestions/Comments

Signatures	Suggestions/Comments
Stacy Hambaugh	
Leo Hughes	
Tayola Medina	
C.C.	
Someda	
James Bonney	
Dyann Hendrix	
Jenny Davis	

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Signatures

Suggestions/Comments

Signatures	Suggestions/Comments
	
Solomon Peterica	
Kamela Peterica	
John Galt	
Drew Dyer	
Chad C. Montal	
Catherine Surgenor	
	
	
Mary Waters	
Ann Fisher	
Stacie Lindner	
Dylan Branch	
Kelli Wagner	

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Signatures

Suggestions/Comments

Signatures	Suggestions/Comments
Rick St. Clair	
Sandy Dyer	
K. Ann Gustafson	
[Signature]	
Drew Gibson	

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Thank you!

Signatures

Suggestions/Comments

Signatures	Suggestions/Comments
[Signature]	

As a parent/guardian/community member stake holder in River Valley Middle School, we value your support and input as we apply for the 1003g School Improvement Grant (4 years). Please sign and include any comments/suggestions if you agree to support our pursuit of this grant. Thank you!

Signatures

Suggestions/Comments

Signatures	Suggestions/Comments
NGUYET NGUYEN	
ROCELIA RUBIE	
Shelia Brown	

Carol Dunn	
Ashley Masters	

Julie Nelson	
and turned	
Dorothy D. Anderson	
Lain M. Anderson II	

Sara B. Wynn	
Janet C. Brown	
Judy C. Monroe	

Lunches

Amy Schellenberg

From: Amy Schellenberg
Sent: Monday, July 06, 2015 9:36 PM
To: RVMS_DL
Cc: Michelle Dyer (mdyer@gcs.k12.in.us); Steve Griffin; Brenda Chesher (bchesher@gcs.k12.in.us)
Subject: IMPORTANT - RV SIG Grant
Attachments: River Valley_SIG_2015-2016-appli_July 6 (1).docx

Tracking:	Recipient	Response
	RVMS_DL	
	Michelle Dyer (mdyer@gcs.k12.in.us)	
	Steve Griffin	
	Brenda Chesher (bchesher@gcs.k12.in.us)	
	Katherine Hauiter	Yes: 7/6/2015 10:19 PM
	Michelle Dyer	Yes: 7/6/2015 11:05 PM
	Daniel Johnson	Yes: 7/7/2015 12:16 AM
	Jan Finch	Yes: 7/7/2015 8:35 AM
	Crystal Merrifield	Yes: 7/7/2015 9:07 AM
	John T. Cox	Yes: 7/7/2015 10:36 AM
	Kyle Parr	Yes: 7/7/2015 12:56 PM

Technical Assistance

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TO: Amy Schellenberg, Executive Director of Educational Services
GCCS Admin. Bldg., 2112 Utica-Sellersberg Rd.,
Jeffersonville, IN 47130

FROM: Marjorie R. Simic, Consultant

DATE: July 1, 2015

RE: Technical Assistance for River Valley Middle School [1003(g)]

OVERVIEW OF TECHNICAL ASSISTANCE:

Monitoring Compliance of SIG Programming and Implementation Requirements:

Navigator Learning Solutions will meet bi-weekly with the Executive Director of Educational Services, Principal and as determined, District Literacy Coach, Building Leadership Team and Grade Level Teams. The Navigator Learning Solution facilitation and process will provide support for:

1. Collecting, organizing, and analyzing data [student achievement; perceptual data/ surveys; implementation]
2. Use of student data (such as diagnostic, formative and summative assessments) to inform and differentiate instruction in order to meet the academic needs of subgroups and overall growth. Focus of staff collaboration around student data, that may include, but is not limited to, schedules, agendas, and products/ artifacts of collaboration
3. Observation Feedback: Executive Director for Educational Services, Principal and Navigator Learning Solutions [BLT AND GCEA REPRESENTATIVE and District Literacy Coach when determined by Principal] will conduct instructional walk-throughs aligned to specific core strategies and the turnaround indicators to gauge implementation. Feedback will be provided using the **Navigator Implementation Gauge™**. **Navigator Implementation Gauge™** is framed in terms of the expectations for trying out a new strategy or instructional process, after professional development. The gauge identifies for teachers the levels of implementation based on characteristics/ indicators and provides a risk free environment for practicing and implementing instructional changes based on professional development received. The beginning level describes what the first few attempts might look like before feedback from principal, colleagues or self-reflection. Accomplished implementation is the obvious target. Teachers receive **Plus** feedback for what they are doing well [strength] and **Delta** feedback for the one thing that needs to change to make the implementation even stronger.
4. Using each review to establish next steps and job-embedded professional development, specifically regarding planning and/or implementing core and/or new instructional strategies.
5. Executive Director of Educational Services, Principal, AIC, District Literacy Coach, and Navigator Learning Solutions will review feedback from IDOE/SIG feedback monitoring

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- and Outreach Coordinators to determine 30 day checklists for next steps/ implementation intervals
6. Prior to each visit, Navigator Learning Solutions, the principal, AIC and Executive Director of Educational Services establish the objectives for the meeting and plan the site visit based on the expectations set-forth by SIG requirements/ checkpoints; feedback from previous IDOE checkpoints and/or communication; and the needs of the principal in order to stay on track and move the SIG plan forward with fidelity.
 7. Following each visit, Navigator Learning Solutions prepares a summary/ follow-up correspondence with the principal and Executive Director of Educational Services describing outcomes of the meeting and specifying steps to be accomplished prior to the next meeting.
 8. Revised materials based on principal and/or teacher input and additional material requests from principal and/or grade level teams may be provided.

GENERAL DESCRIPTION OF THE PROFESSIONAL DEVELOPMENT:

1. Facilitate discussions based on feedback from teams/ teachers provide guidance for supporting teachers to use specific instructional approaches aligned to the framework and competencies discussed during grade level collaboration.
2. Facilitate grade level collaboration to ensure the transfer of professional learning. Discussions and examples connect teacher behavior and student behavior. Discuss strengths and changes for impacting student performance and/or better management of literacy and intervention routines and procedures. Lesson study and work samples help teachers examine and discuss instructional practice and summarize key learning and help formulate goals for extending their understanding and classroom applications. Goals will be articulated to the Principal for purposes of establishing timelines for observing evidence in classrooms.
3. Announced walkthroughs [as determined by Principal] to observe routines, procedures and strategies in classrooms that include a targeted area of emphasis, (look-for's) based on a clear outline and focus on what teachers have received PD on and are implementing.
4. Objectives align with the SIG interventions, INCCRS, the school's Student Achievement Plan and Greater Clark County School initiatives. The Consultant works with the Principal and Academic Instructional Coordinator to review and align building support with current District initiatives and goals.
5. Amy Schellenberg, Executive Director of Educational Services will be the local education agency (LEA) contacts. The Principal serves as the contact person for River Valley Middle School unless otherwise designated.
6. Eighteen days will be scheduled with River Valley Middle School for SY 2015-2016. [PENDING GRANT APPROVAL] Contract renewed annually based on performance.

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PROCEDURES OF THE SUPPORT:

Navigator Learning Solutions will follow these guidelines in conducting this support:

1. Wherever possible, the Consultant will coordinate with other district and State staff working with the programs.
2. Sessions will not be canceled or rescheduled unless agreed upon by all parties in advance or due to inclement weather when notified by the District. All sessions will be held and fees charged for sessions as scheduled unless prior arrangements have been made and approved by all parties.
3. It is the responsibility of the district/site to arrange for facilities for the sessions and pay any facility and related participant costs, if applicable.
4. It is not the responsibility of the Consultant to provide resources or training to any persons other than the staff in the Greater Clark County Schools as it relates to the school named above.
5. This agreement describes the purpose and schedule of the professional learning. The focus and participants for subsequent sessions will be reviewed and revised at each session and those decisions reflected in each meeting record. Between onsite days, the Consultant will be available for phone consultations and other communication related to the plan/ contract.
6. Between onsite days, it is the responsibility of the principal, and/or other identified support person (i.e. AIC) to assist staff in implementing & monitoring outcomes and expectations identified for the next session.
7. In the event the Consultant is unable to perform any of the obligations under this contract or is unable to perform services because of physical/health inabilities, the Consultant shall immediately give notice to the Executive Director of Educational Services. The Consultant shall do everything possible to resume activities. If the period of nonperformance exceeds 30 days from the receipt of notice of the event and the Consultant whose ability to perform has not resumed, this agreement will be terminated and a new agreement will be negotiated.

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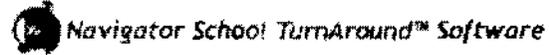
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Navigator Learning Solutions:

2015 – 2016

Onsite	18 Days@ \$2,316
Online	10 Hrs@ \$110
Total	\$43,788.00

2016 - 2017

Onsite	12 Days@ \$2,316
Online	8 Hrs@ \$110
Total	\$28,672.00

2017 – 2018

Onsite	8 Days@ \$2,316
Online	8 Hrs@ \$110
Total	\$19,408.00

2018 – 2019

Onsite	6 Days@ \$2,316
Online	10 Hrs@ \$110
Total	\$14,996.00

2019 – 2020

Online	10 Hrs at no charge
--------	---------------------

This plan has been agreed to as follows:
Greater Clark County Schools

Navigator Learning Solutions, LLC

(Signature)

(Signature)

(Print Name)

MARJORIE R. SIMIC

(Position)

OWNER/ PARTNER
(Position)

(Date)

07-01-2015
(Date)

Phone 765.749.0361 email SUSANPAGE@NAVIGATORLEARNING.ORG

EMAIL MARGESIMIC@NAVIGATORLEARNING.ORG

Phone 812.322.0147

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Overview

Susan E. Page, Ed.D. and Marjorie R. Simic, Ed.S. are the consultants/ owners for Navigator Learning Solutions, Inc., based in Yorktown, Indiana. The consultants' experience in evaluation, administration, curriculum, and instruction spans pre-K through college/university programs. Navigator Learning Solution consultants have extensive knowledge of scientific based research, the Title I law, and school improvement process. Navigator Learning Solutions has intense work experience with supporting schools in focus and priority status; demonstrating success in team building and facilitating school turn-around initiatives.

Facilitator Role and Skills for Technical Assistance

Marjorie R. Simic is a Consultant for Navigator Learning Solutions, LLC providing this technical assistance. As the Consultant, she has experience and skills that builds consistency in the facilitation of the schools transformation/ improvement process.

The foundation for working with a district/school is the knowledge and understanding of the requirements of the Transformation Model and the 8 Turnaround Principles as the process that operationalizes the school's improvement plan. The Consultant/ Facilitator has a working knowledge of related IDOE resources, including School-wide Planning, Comprehensive School Reform Demonstration, Comprehensive Continuous Improvement Planning, and Planning, Implementation and Support for School Turnaround. Comprehension of the process, resources, tools, and the research that supports those means the Consultant/ Facilitator can accurately articulate them to others and respond to questions relative to each, including the purpose and interrelationship of each.

1. Communicate current research around areas related to school plans with which she is working
2. Use language specific to the 8 Turnaround Principles
3. Identify the Superintendent, District Administration, Building Leadership Team, and Teacher Based Team as four key structures inherent in distributive leadership and their relationship to the school's improvement plan
4. Explain the structure and benefits of the school's continuous improvement process as they relate to current educational research

The Consultant/ Facilitator has the ability to help manage the progression of the discussion through all stages of the process by serving as a critical friend and partner who asks thought-provoking questions and provides focused constructive feedback. The Consultant/ Facilitator knows how to customize the support in a variety of educational settings based on needs.

1. Uses a variety of techniques for engagement that includes tools/ resources and activities at the appropriate time to accomplish the work [objectives]
2. Demonstrate behaviors that values and respects existing district/ school initiatives and connects them to the PD/ support
3. Guides the group in thoughtful discussion and consideration of evidence using data to recognize patterns and trends
4. Guides the conversation in a way that promotes trust
5. Demonstrates respect and values each participants skills and experiences
6. Engages all participants in discussion and develops opportunities for them to understand the challenges of the current reality by using data

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Management of the process requires the Consultant/ Facilitator to co-plan, meet agreed upon schedules, implement effective meeting management guidelines, and coordinate with leadership to ensure effective implementation of the process.

1. Acquire prior knowledge of the district/ school, such as demographics, performance, culture, organizational structure, leadership roles, as an integral part of preparation.
2. Prepare for meetings in advance, considering what needs to happen before, during and after each session
3. Manage meetings effectively in a logical and sequential order to support participant understanding of the content and to complete objectives accurately and completely
4. Communicate regularly verbally and in writing

It is the Consultant's/ Facilitator's responsibility to assist the Leadership Team in identifying and addressing issues and gain the insights, knowledge and experience needed to solve problems and implement change. Consultant/ Facilitator helps to build capacity by providing support, including coaching, training, specific technical assistance, and resource networking.

1. Guide leadership teams to learn, understand and practice the collaborative structures to implement and sustain the improvement process
2. Work with the district/school in establishing ongoing, two-way communication between and among the internal and external stakeholders
3. Support efforts to align and intentionally use resources to achieve goals
4. Develop knowledge and skills of the leadership teams in order to sustain the school improvement process
5. Assist the leadership teams in developing and using effective systems to measure the degree of implementation of the plan and core strategies

The Consultant/ Facilitator engages in professional growth opportunities that show personal commitment to continuous improvement, and displays the temperament needed to work collaboratively with a district/ school, honoring and valuing the district's / school's policies.

1. Influence individuals and groups effectively to gain support, achieve common goals and guide the group to desired outcomes
2. Model a strong work ethic.
3. Demonstrate a commitment to learning and a pattern of pro-active behavior that reflects continuous growth
4. Demonstrate the fortitude to provide a consistent message of shared leadership resulting in improved instructional practices and increased student outcomes
5. Demonstrate confidence and a belief in the group's potential for success
6. Use an appropriate variety of facilitation tools and protocols that encourage meaningful interactions

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3. Announced walkthroughs (as determined by Principal) to observe routines, procedures and strategies in classrooms that include a targeted area of emphasis, (look-for's) based on a clear outline and focus on what teachers have received PD on and are implementing.
4. Amy Schellenberg, Executive Director of Educational Services will be the local education agency (LEA) contacts. The Principal serves as the contact person for the school unless otherwise designated.

Marjorie R. Simic

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1001 E. Sherbrooke Dr.

margesimic@navigatorlearning.org

Education

- B.S. Teachers College, 1973, **Ball State University**, Muncie, Indiana
- M.S. School of Education, 1976, **Ball State University**, Muncie, Indiana
- Ed.S. School of Education, 1993, **Indiana University**, Bloomington, Indiana

Professional Experience

E-Learning Development

2012 - Present

- Develop Requirement Specification Documents (RSD) to define the requirements for software development.
- Act as liaison between client and software development team.
- Develop courseware for interactive learning on a variety of topics.
- Act as Subject Matter Expert (SME) for educational content, especially for reading/ literacy; school improvement.

Consultant

2004 - Present

- Administrative coach to accomplish effective and efficient teacher evaluation.
- Provide comprehensive staff development that includes demonstration teaching and interactive workshops in the language arts and classroom management.
- Facilitation provided in a variety of settings and ranges from preschool through high school. Listens effectively to different perspectives. Effective at gathering background information. Collaborates with people in a warm, yet direct manner and enlists their expertise in solving their problems. Able to stay focused on the problem at hand while maintaining a respect for the impact change has on people.
- Extensive experience evaluating effectiveness of instruction and opportunities for improving learning and achievement. Use of observation feedback and synthesizing information gained to provide a concise picture of strengths along with recommendations for change in practice.
- Deep knowledge of curriculum and instruction. Utilizes technology to continually update information to insure that data are reliable and practical and content is aligned to current research and best practices.
- Skilled in data analysis, formative and summative. Recognizes patterns in data, and implications for curriculum and instruction at all levels: school, classroom and individuals. Develop effective presentations in a variety of formats: MS Word, MS PowerPoint
- Technical writing to explain, summarize, or inform. Includes distance learning courses, curriculum guides, articles, and technical resource manuals. Skilled at presenting technical information in a user friendly manner.
- Grant and proposal writing.

Marjorie R. Simic

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Director

2002-2004

- Analyzed trends, provided analyses, developed and implemented plans for Advance College Placement program at Indiana University.
- Developed outreach and support.
- Analyzed and identified customer needs to shape product (ACP course and training) development.
- Provided staff development on implementation of course requirements.
- Managed the delivery of staff development for academic faculty.
- Managed processes and procedures for national accreditation of the Advanced College Placement program.

Consultant (1993-95)/ Director

1993-2002

- Responsible for leadership and oversight for the Title I/ Division for Special Populations with the Indiana Department of Education.
- Technical oversight for program and fiscal compliance related to federal law and guidance.
- Analyzed trends, provided analyses, developed and implemented plans and databases for distribution of numerous allocations, applications, and school improvement grants as well as school performance data.
- Developed and provided professional development to school districts with Title I schools.
- Presented technical, program and instructional support to Title I schools in need of improvement.

Graduate Fellow

1989-1993

- Responsible for family literacy programs, grant writing, diagnosis and evaluation of reading problems, and teaching undergraduate language education courses at Indiana University.
- Conducted research in the area of elementary and adolescent reading and family literacy.
- Co-authored family literacy programs for middle school and distance learning courses for advanced reading.

Teacher/ Adjunct

1973-1993

- University/ Pre-service teachers, Indiana University, Bloomington, IN
- Middle/Jr. High School, Troy Jr. High School, Troy, OH
- High School, Sheldon High School, Sheldon, IL
- Elementary, Goodland Elementary, S. Newton SC, Kentland, IN



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- Engaging English Language Learners Through Content and Community

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- Leadership Performance Coaching



Questions? Contact

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