

# 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	94900		10000						10400		115300
21000	Support Services Student											0
22100	Improvement of Instruction (Professional Development)	84000		20000		58290.25			12700			174990.25
22900	Other Support Services											0
25191	Refund of Revenue											0
26000	Operation and Maintenance											0
27000	Transportation											0
33000	Community Service Operations								2300			2300
60100	Transfers (interfund)											0
	<b>Column Totals</b>	178900	0	30000	0	58290.25	0	0	15000	10400	0	
											<b>Total Budget</b>	<b>292590.25</b>

<b>Supplies</b>	<b>Property: Technology</b>
Professional Development and Parent Communication Supplies	iPad start up
<b>Property: Equipment</b>	<b>Other Purchase Services (travel, communication)</b>
<b>Professional Services</b>	<b>Staffing</b>
Navigator Learning	2 class size reduction teachers / 1 Instructional Coach / stipends

0

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	90500		10000						60000		160500
21000	Support Services Student											0
22100	Improvement of Instruction (Professional Development)	84000		20000		28672			8300			140972
22900	Other Support Services											0
25191	Refund of Revenue											0
26000	Operation and Maintenance											0
27000	Transportation											0
33000	Community Service Operations								1400			1400
60100	Transfers (interfund)											0
	<b>Column Totals</b>	174500	0	30000	0	28672	0	0	9700	60000	0	
											<b>Total Budget</b>	<b>302872</b>

<b>Supplies</b>	<b>Property: Technology</b>
Professional Development and Parent Communication Supplies	iPad start up
<b>Property: Equipment</b>	<b>Other Purchase Services (travel, communication)</b>
<b>Professional Services</b>	<b>Staffing</b>
Navigator Learning	2 class size reduction teachers / 1 Instructional Coach / stipends

0

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	90500		10000						20000		120500
21000	Support Services Student											0
22100	Improvement of Instruction (Professional Development)	84000		20000		19408			8300			131708
22900	Other Support Services											0
25191	Refund of Revenue											0
26000	Operation and Maintenance											0
27000	Transportation											0
33000	Community Service Operations								1400			1400
60100	Transfers (interfund)											0
	<b>Column Totals</b>	174500	0	30000	0	19408	0	0	9700	20000	0	
											<b>Total Budget</b>	<b>253608</b>

<b>Supplies</b>	<b>Property: Technology</b>
Professional Development and Parent Communication Supplies	iPad update
<b>Property: Equipment</b>	<b>Other Purchase Services (travel, communication)</b>
<b>Professional Services</b>	<b>Staffing</b>
Navigator Learning	2 class size reduction teachers / 1 Instructional Coach / stipends

0

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	90500		10000						20000		120500
21000	Support Services Student											0
22100	Improvement of Instruction (Professional Development)	84000		20000		14996			6200			125196
22900	Other Support Services											0
25191	Refund of Revenue											0
26000	Operation and Maintenance											0
27000	Transportation											0
33000	Community Service Operations								1400			1400
60100	Transfers (interfund)											0
	<b>Column Totals</b>	174500	0	30000	0	14996	0	0	7600	20000	0	
											<b>Total Budget</b>	<b>247096</b>

<b>Supplies</b>	<b>Property: Technology</b>
Professional Development and Parent Communication Supplies	iPad update
<b>Property: Equipment</b>	<b>Other Purchase Services (travel, communication)</b>
<b>Professional Services</b>	<b>Staffing</b>
Navigator Learning	2 class size reduction teachers / 1 Instructional Coach / stipends

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	90500		10000						20000		120500
21000	Support Services Student											0
22100	Improvement of Instruction (Professional Development)	84000		20000		7924			1000			112924
22900	Other Support Services											0
25191	Refund of Revenue											0
26000	Operation and Maintenance											0
27000	Transportation											0
33000	Community Service Operations								1400			1400
60100	Transfers (interfund)											0
	<b>Column Totals</b>	174500	0	30000	0	7924	0	0	2400	20000	0	
											<b>Total Budget</b>	<b>234824</b>

<b>Supplies</b>	<b>Property: Technology</b>
Professional Development and Parent Communication Supplies	iPad update
<b>Property: Equipment</b>	<b>Other Purchase Services (travel, communication)</b>
<b>Professional Services</b>	<b>Staffing</b>
Navigator Learning	2 class size reduction teachers / 1 Instructional Coach / stipends

0

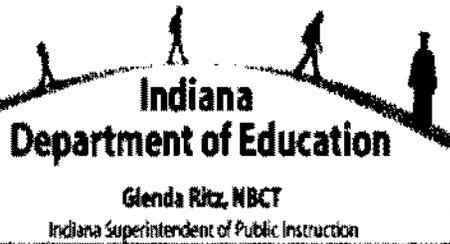
TOTAL Funding		110	120	211-290	211-290	311-319	440	510-593	611-699	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	456900	0	50000	0	0	0	0	0	130400	0	637300
21000	Support Services Student	0	0	0	0	0	0	0	0	0	0	0
22100	Improvement of Instruction (Professional Development)	430000	0	100000	0	129290.25	0	0	36500	0	0	685790.25
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	7900	0	0	7900
60100	Transfers (interfund)	0	0	0	0	0	0	0	0	0	0	0
	<b>Column Totals</b>	<b>876900</b>	<b>0</b>	<b>150000</b>	<b>0</b>	<b>129290.25</b>	<b>0</b>	<b>0</b>	<b>44400</b>	<b>130400</b>	<b>0</b>	
											<b>Total Budget</b>	<b>1330990.25</b>

<b>SY 2020-2021 DISTRICT SUSTAINABILITY</b>		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	90,000		20,000						10000		120000
21000	Support Services Student											0
22100	Improvement of Instruction (Professional Development)	84,000		20,000		1702			1000			106702
22900	Other Support Services											0
25191	Refund of Revenue											0
26000	Operation and Maintenance											0
27000	Transportation											0
33000	Community Service Operations								1400			1400
60100	Transfers (interfund)											0
	<b>Column Totals</b>	174000	0	40000	0	1702	0	0	2400	10000	0	
											<b>Total Budget</b>	<b>228102</b>

<b>Supplies</b>	<b>Property: Technology</b>
Professional Development and Parent Communication (General Fund)	iPad update (CPF)
<b>Property: Equipment</b>	<b>Other Purchase Services (travel, communication)</b>
<b>Professional Services</b>	<b>Staffing</b>
Substitutes (General Fund)	Class size reduction and Instructional Coach (Title I)

0

Required Funding Alignment Section of Budget



School Improvement Grant (1003g)

BUDGET

Alignment of Other Funding

Sources to SIG Elements



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)
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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
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Job-embedded staff development aligned to grant goals to support Tier 1 instruction	Transformation	Title II, Part A
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Job-embedded staff development aligned to grant goals to assist English language learners	Transformation	Title III, Part A - LEP
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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 L. Melin, Ph.D. | Superintendent of Schools

Administration Building | 2112 Uitea-Sellersburg Road | Jeffersonville, IN 47130  
812.288.4802 ext. 323 | [amelin@ges.k12.in.us](mailto:amelin@ges.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 Spring Hill Elementary 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 Spring Hill Elementary 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 Spring Hill Elementary School's principal, Mrs. Virenda Cunningham-Lester, 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 Spring Hill Elementary 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 Spring Hill Elementary 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 Spring Hill Elementary School, under the leadership of its principal, Mrs. Virenda Cunningham-Lester.

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

Sincerely,

A handwritten signature in black ink, appearing to read "John J. McLaughlin", with a long horizontal flourish extending to the right.

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  
[ascellenberg@insightbb.com](mailto:ascellenberg@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

**Kimberly C. Hartlage**  
**3518 Charlevoix Ct.**  
**Floyds Knobs, IN 47119**  
**(812) 944-7424 (502) 262-8608 cell**  
**kimhartlage@twc.com**

**OBJECTIVE:**

Seek the opportunity to obtain a Superintendent position in an Indiana School Corporation.

**EDUCATION:**

Doctor of Philosophy <i>Education Administration</i>	Indiana State University	December 2014
+30 Degree in Elementary Education <i>Administration and Supervision</i>	Indiana University Southeast	May 2000
M.S. Degree in Elementary Education	Indiana University Southeast	Dec.1993
B.S. Degree in Elementary Education	Indiana University Southeast	Dec. 1990
High School Diploma	New Albany High School	May 1985

**PRESENT /PAST HONORS AND PROFESSIONAL ORGANIZATIONS:**

*Recipient of the U.S. Department of Education's 2004 No Child Left Behind - Blue Ribbon School Award*  
*Honored with IDOE Four Star School Award -Utica Elementary- 2010, 2012*

Chancellor's List	Association of Supervision and Curriculum Development
Dean's List	Indiana Association of School Principals
Phi Delta Kappa	Outstanding Student in Elementary Education
Delta Kappa Gamma Society International	Pi Lambda Theta International Honor Society
Most Outstanding Student Teacher 1990	National Association of Elementary School Principals
Pinnacle Honor Society	Indiana University Alumni Spotlight 2000
Indiana Association of the Gifted	Indiana University Southeast 2001 Alumni Award of Excellence

**LICENSING:**

Grades 1-6 7/8 Non-departmentalized  
Elementary Administration and Supervision

**UNIQUE QUALIFICATIONS:**

Child-centered philosophy, creative, Utilizes data driven instruction and formative assessment to inform instruction, Response to Intervention and student achievement, motivates children and adults easily, relates well to children and adults, innate curiosity about learning, strong interpersonal and communication skills, result-oriented, impeccable work ethic, technologically literate

**WORK EXPERIENCE:**

Greater Clark County Schools – Jeffersonville, Indiana – August 2013 - Current—Assistant Superintendent for Elementary Operations- Managing overall school operations and student achievement for approximately 5000 students and 12 principals, oversee English Language Learners k – 12, and highly abled students k – 12.

Greater Clark County Schools – Jeffersonville, Indiana – January 2010 – Current— Principal- Utica Elementary School – Managing overall school operations and student achievement for 510 students and 56 staff members

Jefferson County Public Schools- Louisville, Kentucky – August 2009 – January 2010 Principal Intern – Breckinridge-Franklin Elementary School and J.B. Atkinson Elementary School – Collaborate with building principals to manage overall school operations and student achievement

Archdiocese of Indianapolis– New Albany, Indiana - Fall 2000 – August 2009

Elementary and Middle School Principal – St. Mary’s School - Manage overall school operations

Specific responsibilities include supervising and evaluating faculty and staff members, serving as Curriculum and Assessment Director, revising and implementing the Emergency Preparedness Plan, serving as Director of Human Resources, completing NCLB Blue Ribbon Schools’ application January 2004, obtaining and scheduling substitute teachers, processing payroll each pay period and the necessary employee paperwork, assisting in the development of the yearly operating budget, preparing teacher contracts, planning and coordinating professional development opportunities, facilitating, writing, and implementing the school improvement plan, Steering North Central Accreditation initiatives, handling all disciplinary actions, providing weekly communication to the school and parish, facilitating faculty meetings, providing monthly reports to the Board of Education, creating academic and duty schedules, and grant writing.

New Albany–Floyd County Schools – New Albany, IN - Fall 1993 – Spring 2000

Classroom teacher in third, fourth, and fifth grades at Floyds Knobs Elementary (1997 to 2000) and Pine View Elementary (1993 to 1997). Responsibilities included creating and teaching brain compatible lessons, maintaining daily routines, tutoring students who are not working at grade level standards, and reporting progress to parents. Extra Duty responsibilities include Lead Teacher, General Education Chairperson, Building Committee, Technology Committee, Red Ribbon Week Committee, TV Turnoff Week Committee, Inservice Committee, Implement and Coordinate Gifted and Talented Pilot Program, Teehcnology Systems Operator, Hoosier Spell Bowl Host Coordinator, experience in grant writing, participant in Diversity Training, participant in Brain Compatible Workshops, cheerleading coach, Chicago Trip chaperon, sixth grade camp sponsor, Japanese intern teacher host, university practicum student and pre-service teacher supervisor, and cadet teacher supervisor.

Archdiocese of Indianapolis – Saint Paul’s Catholic School - Sellersburg, IN – Fall 1992 – Spring 1993

Classroom teacher in fifth grade. Responsibilities included creating and teaching lessons, maintaining daily routines, tutoring students who are not working on grade level, and reporting progress to parents.

New Albany-Floyd County Schools – New Albany, IN - November 1990- Spring 1992

Gifted and Talented Itinerant Resource Teacher. Responsibilities included creating and teaching higher level thinking skills, analytical and logical reasoning skills, and problem solving lessons, maintaining daily routines, scheduling the classes at each school for grade levels three – six, reporting progress to parents, and working with Central Office Administrator to utilize teechnology to calculate standardized test scores and to manage records for students currently identified in the program and new nominees for the upcoming school year.

New Albany-Floyd County Schools – New Albany, IN - January 1989 – October 1990 Substitute Teacher

# School Schedules and Calendars

## Assessment – Reporting Schedule - 2015-2016

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

# July 2014

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	<b>5</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>15</b>	<b>18</b>	<b>19</b>
<b>20</b>	<b>21</b> GCCS e-learning Conference 8:00-4:30 JHS High School	<b>22</b> BLT Meeting Administration bldg.	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>
<b>27</b>	<b>28</b> First Teacher Day AM - Charlestown PM-work in rooms 4:00 <i>Open House</i> & <i>Cook-Out</i>	<b>29</b> All day at Jeff High Presentations in PD focus areas	<b>30</b> Teachers report to your own building for PD	<b>31</b> First Student Day		

# August 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					<b>1</b> Title I AIC Meeting (Hazuga) 8:30-11:00	<b>2</b>
<b>3</b> STAR ASSESSMENTS Aug. 4-29 → Text Level Gr. 1-2 thru Oct. 24 →	<b>4</b> Collaboration Gr. 1, 2 - 8:10	<b>5</b> Collaboration Gr. 3,4,5 - 8:10 Gr. K - 12:50	<b>6</b> 8:10 PD -- Literacy <u>Reading Essentials</u> by Regie Routman Ch. 1, 2, 3 <i>Reading &amp; Sharing</i> - M. Thomas	<b>7</b> 8:10 Marge Simic on Literacy Framework	<b>8</b>	<b>9</b>
<b>10</b> STAR ASSESSMENTS Aug. 4-29 → Text Level Gr. 1-2 thru Oct. 24 →	<b>11</b> Collaboration Gr. 1, 2 - 8:10  Faculty Meeting 3:45 p.m.	<b>1</b> Collaboration Gr. 3,4,5 - 8:10 Gr. K - 12:50	<b>13</b> 8:10 PD - Balanced Math <i>Overview</i> (D. Slentz)	<b>14</b> 8:10 PD - Balanced Math (sharing-all teachers)  1:30 AIC Mtg - Hazuga BLT Meeting 3:40	<b>15</b>	<b>16</b>
<b>17</b> STAR ASSESSMENTS Aug. 4-29 → Text Level Gr. 1-2 thru Oct. 24 →	<b>18</b> Collaboration Gr. 1, 2 - 8:10  (GWC)	<b>19</b> Collaboration Gr. 3,4,5 - 8:10 Gr. K - 12:50 (GWC)	<b>20</b> 8:10 PD - PBIS <i>PRIDE</i> (P= <i>Persistence</i> )	<b>21</b> 8:10 PD -- Technology/ Digital Citizenship (K. Hutchinson)	<b>22</b>	<b>23</b>
<b>24</b> STAR ASSESSMENTS Aug. 4-29 → Text Level Gr. 1-2 thru Oct. 24 → Writing Benchmark "Narrative" →	<b>25</b> Collaboration Gr. 1, 2 - 8:10  (STAR Data Analyst)	<b>26</b> Collaboration Gr. 3,4,5 - 8:10 Gr. K - 12:50 (STAR Data Analyst)	<b>27</b> 8:10 PD - Pedagogy <u>The Art of Teaching</u> <u>Reading</u> by Calkins Section I & Ch. 1 <i>Building</i> <i>a Literate Community</i> (All teachers) BLT Meeting 3:40	<b>28</b> 8:10 PD - Pedagogy <u>The Art of Teaching</u> <u>Reading</u> by Calkins Ch. 3 <i>Reading Aloud</i> (L. Carter)	<b>29</b>	<b>30</b>

# September 2014

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
Text Level Assessment Gr. 1-2 thru Oct. 24 →	<b>1</b> NO SCHOOL <i>(Labor Day)</i>	<b>2</b> Collaboration Gr 3,4,5 - 8,10 Gr K - 12:50 <i>(Writing—Ideas/content)</i>	<b>3</b> 8:10 PD - Literacy <u>The Art of Teaching Reading</u> by Calkins Section II, Ch 4 <i>Structure of Workshop</i> (S. Spencer)	<b>4</b> 8:10 PD -- Literacy <u>Reading Essentials</u> by Regie Routman Ch 4 <i>Gradual Release Model</i> (D. Deakun & R. Mullins)	<b>5</b>	<b>6</b>
<b>7</b> Text Level Assessment Gr. 1-2 thru Oct. 24 →	<b>8</b> Collaboration Gr 1, 2 - 8:10  PBIS Mtg Clay & Hazuga 8:30-11:30 Admin	<b>9</b> Collaboration Gr 3,4,5 - 8,10 Gr K - 12:50	<b>10</b> 8:10 PD - Balanced Math  BLT meeting 3:40	<b>11</b> 8:10 PD - Balanced Math  <i>Parent-Teacher Conferences</i>	<b>12</b>	<b>13</b>
<b>14</b> Text Level Assessment Gr. 1-2 thru Oct. 24 →	<b>15</b> Collaboration Gr. 1, 2 - 8:10	<b>16</b> Collaboration Gr 3,4,5 - 8:10 Gr K - 12:50	<b>17</b> 8:10 PD - PBIS <i>(R=Respectfulness)</i>	<b>18</b> 8:10 PD - Technology/ Digital Citizenship Daniel Parsh	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b> 8:00 BLT Meeting with Dr. Melin (Cunningham, Hazuga, Giles, Clay, Stenz, Williams)  Classroom visits 9:00-11:00	<b>23</b> Collaboration Gr 3,4,5 - 8:10 Gr K - 12:50	<b>24</b> 8:10 PD - Pedagogy <u>The Art of Teaching Reading</u> by Calkins Section III & Ch 11 <i>Sept in K-1 workshop</i> Ch 17 <i>Sept in Gr. 2-5</i> (All teachers)  BLT meeting 3:40	<b>25</b> 8:10 PD -- Pedagogy <u>The Art of Teaching Reading</u> by Calkins Ch 5 <i>Minilessons</i> (N. Stone)  1:30 AIC mtg - Hazuga	<b>26</b>	<b>27</b>
<b>28</b>	<b>29</b> Collaboration Gr 1, 2 - 8:10	<b>30</b> Collaboration Gr 3,4,5 - 8,10 Gr K - 12:50				

# October 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			<b>1</b> 8:10 PD - Literacy <u>The Art of Teaching Reading</u> by Collins Ch. 14 <i>From work of reading K-1 in Oct</i> Ch. 18 <i>Talking Writing in Workshop Ideas</i> Gr. 2-4 in Oct (All teachers) Dr. Melin visits 3-45 Parent Listening 5-15	<b>2</b> 8:10 PD - Literacy Margo Simon on Literacy Framework  SCHOOL PICTURE DAY	<b>3</b> End of Quarter 1 (46 days) <i>Grades due!</i>	<b>4</b>
<b>5</b>	<b>6</b> <i>Fall Intercession →</i> NO SCHOOL	<b>7</b> →→→→→→→→→→ <i>Student grades available</i>	<b>8</b> →→→→→→→→→→ <i>in Powerschool</i>	<b>9</b> →→→→→→→→→→	<b>10</b> →→→→→→→→→→	<b>11</b>
<b>12</b>	<b>13</b> <i>Fall Break →→→→→</i> NO SCHOOL	<b>14</b> →→→→→→→→→→	<b>15</b> →→→→→→→→→→	<b>16</b> →→→→→→→→→→	<b>17</b> →→→→→→→→→→	<b>18</b>
<b>19</b> ACUITY ELA/Math Gr. 2-5 Readiness A Oct. 20-Nov. 7 →	<b>20</b> Collaboration Gr. 1, 2 - 8:10	<b>21</b> Collaboration Gr. 3, 4, 5 - 8:10 Gr. K - 12:50	<b>22</b> 8:10 PD - PBIS (1-Initiative)  BI T meeting 3:40	<b>23</b> 8:10 PD - Technology/ Digital Citizenship  1:30 ARC mtg/Hazuga	<b>24</b>	<b>25</b>
<b>26</b> ACUITY ELA/Math Readiness A Gr. 2-5 Oct. 20-Nov. 7 →	<b>27</b> Collaboration Gr. 1, 2 - 8:10	<b>28</b> Collaboration Gr. 3, 4, 5 - 8:10 Gr. K - 12:50	<b>29</b> 8:10 PD -- Pedagogy <u>Reading Essentials</u> by Routman Ch. 5 <u>The Art of Teaching Reading</u> Ch. 2 <i>Classroom library set-up</i>	<b>30</b> 8:10 PD -- Pedagogy <u>Reading Essentials</u> by Regie Routman Ch. 6 (Plan and monitor independent reading) (S. Spencer & P. Mallie)	<b>31</b>	

(P. Malin & J. Giles)

B.E.T. Mtg in Seymour

# November 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						<b>1</b>
<b>2</b> ACUITY ELA/Math Readiness A 10/20-11/7  <i>Daylight savings time ends</i>	<b>3</b> 8-10 PD Review Marge Simic's material	<b>4</b> NO SCHOOL 	<b>5</b> (8:30-11:00) PD/S Mtg. Harugo & Clay  3:45-5:00 Faculty Mtg to work on Student Achievement Plan	<b>6</b> 8-10 PD - work on Student Achievement Plan  Girl's Basketball - at TJ	<b>7</b> 8-10 PD Committee work on Student Achievement Plan  (7:30-9:00 Instructional Cabinet Meeting Cunningham & Hazaga)	<b>8</b>
<b>9</b>	<b>10</b> Collaboration Gr 1, 2 - 8:10 (Gr. K-1 Learning Checks Gr. 2 Acuity Analysis)  3:45-5:00 Faculty Mtg to work on Student Achievement Plan	<b>11</b> Collaboration Gr 3, 4, 5 - 8:10 Gr. K - 12:50 (Acuity Data Analysis)  Girl's Basketball (H)-MW	<b>12</b> 8-10 PD - work on Student Achievement Plan	<b>13</b> 8-10 PD - work on Student Achievement Plan  Girl's Basketball - at NH	<b>14</b> 8-10 PD Committee work on Student Achievement Plan  (7:30-9:00 Instructional Cabinet Meeting Cunningham & Hazaga)	<b>15</b>
<b>16</b>	<b>17</b> Collaboration Gr 1, 2 - 8:10 (1:30-3:00 AIC Mtg Harugo)  3:45-5:00 Faculty Mtg to work on Student Achievement Plan	<b>18</b> Collaboration Gr 3, 4, 5 - 8:10 Gr. K - 12:50  3:45-5:00 Faculty Mtg to work on Student Achievement Plan Girl's Basketball at SP	<b>19</b> 8:10 PD - Balanced Math  <i>Mtd-Tennis on lawn</i>  3:45-5:00 Faculty Mtg to work on Student Achievement Plan	<b>20</b> 8-10 PD - Pedagogy Marge Simic  Girl's Basketball (H)-M	<b>21</b> <i>School Picture Retakes</i>  (7:30-9:00 Instructional Cabinet Meeting Cunningham & Hazaga)	<b>22</b>
<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>

	Girl's BB Tournament #1		Thanksgiving	Break – NO SCHOOL	-----	
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## December 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
ACUITY Science/SS Readiness B Gr. 4 & 5 Dec. 3-16 →	<b>1</b> Text Level Assessment Gr. 1-2 thru Jan. 9 → STAR ASSESSMENTS Dec 1-19 Collaboration Gr. 1-2	<b>2</b> Collaboration Gr. 3,4,5 - 8-10 Gr. K - 12:50  Girl's Basketball Tournament 4-45 →	<b>3</b> 8-10 PD → Literacy <u>Reading Essentials</u> by Regie Routman Ch 8 <i>Teach Comprehension</i> (K. Larson)	<b>4</b> 8-10 PD - Literacy <u>The Art of Teaching Reading</u> by Calkins Ch 13 <i>Comprehension for Young Readers- Gr. K-2 in Nov.</i> Ch 19 <i>Reading Progress in grades 2-8</i>	<b>5</b>  (7:30-9:00 Instructional Cabinet Meeting Cunningham & Hozuga)	<b>6</b>
<b>7</b> ACUITY Science/SS Readiness B Gr. 4 & 5 Dec. 3-16 → <i>Santa's Secret Shop</i> →	<b>8</b> Text Level Assessment Gr. 1-2 thru Jan. 9 → STAR → Collaboration Gr. 1-2	<b>9</b> Collaboration Gr. 3,4,5 - 8:10 Gr. K - 12:50	<b>10</b> 8-10 PD - Balanced Math	<b>11</b> 8-10 PD - Balanced Math	<b>12</b>  (7:30-9:00 Instructional Cabinet Meeting Cunningham & Hozuga)	<b>13</b>
<b>14</b> ACUITY Science/SS Readiness B Gr. 4 & 5 Dec. 3-16 →	<b>15</b> Text Level Assessment Gr. 1-2 thru Jan. 9 → STAR →  Collaboration Gr. 1,2 - 8-10	<b>16</b> Collaboration Gr. 3,4,5 - 8-10 Gr. K - 12:50	<b>17</b> 8-10 PD - Literacy <u>The Art of Teaching Reading</u> by Calkins Ch 16 <i>Reading Centers in K-1 Classrooms - Dec</i> Ch 20 <i>Book Clubs in Grades 2-8 Dec</i> BLT meeting 3-40	<b>18</b>  (1:30-2:00 AK' Mag. Meeting)  <i>Winter Program 6:00</i>	<b>19</b>  End of Quarter 2  <i>Grades due!</i>	<b>20</b>
<b>21</b>	<b>22</b> <i>Winter Break</i> → → → → → NO SCHOOL.	<b>23</b>  → → → → → <i>Student grades available in Pioneer School</i>	<b>24</b>  → → → → →	<b>25</b>  → → → → →  <i>Christmas Day</i>	<b>26</b>  → → → → →	<b>27</b>

<b>28</b>	<b>29</b> <i>Winter Break →→→→</i> <i>NO SCHOOL</i>	<b>30</b> →→→→→→→→→→	<b>31</b>			
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## January 2015

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
				<b>1</b> <i>Winter Break →→→→</i> <i>NO SCHOOL.</i>	<b>2</b> →→→→→→→→→→	<b>3</b>
<b>4</b> McGraw-Hill MOY Text Level Assessment Gr. 1-2 thru Jan. 9 →	<b>5</b> ACUITY ELA/Math Readiness B Gr. 2-5 Jan. 5-16 →  Collaboration Gr. 1-2	<b>6</b> Collaboration Gr. 3,4,5 - 8,10 Gr. K - 12:50 (Writing--Word Choice/Vocabulary)	<b>7</b> 8:10 PD - Literacy <u>The Art of Teaching</u> <u>Reading</u> by Calkins Ch. 6 <i>Conferencing</i> (D Deakin) BLT meeting 3:40	<b>8</b> 8:10 PD - Literacy <u>The Art of Teaching</u> <u>Reading</u> by Calkins Ch. 7 <i>Leveled books</i> (K Williams)	<b>9</b>	<b>10</b>
<b>11</b> CoGAT Screening Gr. K Jan. 12-23	<b>12</b> ACUITY ELA/Math Readiness B Gr. 2-5 Jan. 5-16 →	<b>13</b> PD - with Marge Simic Primary AM Intermediate PM <i>ISTEP State-wide</i> <i>Stress Test -1</i>	<b>14</b> 8:10 PD - Balanced Math  8:30-11 PBIS Hazuda, Clay Admin Bldg	<b>15</b> 8:10 PD - Balanced Math	<b>16</b> 8:10 Donuts with Dad	<b>17</b>
<b>18</b> CoGAT Screening Gr. K Jan. 12-23	<b>19</b> NO SCHOOL  <i>Martin Luther King Day</i>	<b>20</b> Collaboration Gr. 3,4,5 - 8,10 Gr. K - 12:50	<b>21</b> 8:10 PD - PBIS ( <i>D = Dependability</i> ) WIDA - FSL testing 1/21 - 2/27 BLT meeting 3:40	<b>22</b> 8:10 PD - Technology/ Digital Citizenship (K Hutchinson)	<b>23</b>	<b>24</b>
<b>25</b>	<b>26</b> Collaboration Gr. 1, 2 - 8,10	<b>27</b> Collaboration Gr. 3,4,5 - 8,10	<b>28</b> 8:10 PD - Pedagogy	<b>29</b> 8:10 PD - Pedagogy	<b>30</b>	<b>31</b>

	1:30 AIC mtg. - Hazuga	Gr. K - 12:50	<u>The Art of Teaching Reading</u> by Calkins Ch. 8 - Assessment (R. Mullini)	<u>Reading Essentials</u> by Regie Routman Ch. 7 - Assessment (L. Carter & M. Riley)  Boy's Basketball (H)-TJ	
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## February 2015

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
<b>1</b> ACUITY Science/SS Readiness C Gr. 4 & 5 Feb. 2-20 →	<b>2</b> 8:10 Collaboration Gr. 1-2 (Writing-Word Choice / Vocabulary)  <i>Groundhog Day</i>	<b>3</b> Collaboration Gr. 3,4,5 - 8:10 Gr. K - 12:50 (Writing-Word Choice / Vocabulary)  Boy's Basketball at NW	<b>4</b> 8:10 PD - Literacy <u>Reading Essentials</u> by Routman Ch. 9 <i>Shared Reading</i> (Wortman)  BLT meeting 3:40	<b>5</b> 8:00 Dr. Melin visits with BLT and school  <i>Parent-Teacher Conferences</i>	<b>6</b>	<b>7</b>
<b>8</b> ACUITY Science/SS Readiness C Gr. 4 & 5 Feb. 2-20 →	<b>9</b> Collaboration Gr. 1, 2 - 8:10  <b>Faculty Meeting 3:40</b>	<b>10</b> Collaboration Gr. 3,4,5 - 8:10 Gr. K - 12:50  Boy's Basketball (H)-NH	<b>11</b> 8:10 PD - Balanced Math  WIDA meeting at IUS 12:30-1:30 (Hazuga)	<b>12</b> 8:10 PD - Balanced Math  <i>ISTEP State-wide Stress Test #2</i>  Boy's Basketball (H)-BP <i>Lincoln's Birthday</i>	<b>13</b> 8:10 Muffins with Meert	<b>14</b>  <i>Valentine's Day</i>
<b>15</b> ACUITY Science/SS Gr. 4 & 5 Feb. 2-20 →	<b>16</b> (In-school for first snow day missed on Nov. 17)  AIC Mtg. Hazuga 1:30 <i>President's Day</i>	<b>17</b> Collaboration Gr. 3,4,5 - 8:10 Gr. K - 12:50 ISTEP Applied Practice 2/17-3/11 Boy's Basketball at M	<b>18</b> 8:10 PD - PBIS "ID" - Dependability  BLT meeting 3:40	<b>19</b> 8:10 PD - Technology/ Digital Citizenship  <i>Black History Program 6:00 p.m.</i>	<b>20</b>	<b>21</b>
<b>22</b> CoGAT High Ability Testing 88% tile Gr. K	<b>23</b> Collaboration Gr. 1, 2 - 8:10	<b>24</b> Collaboration Gr. 3,4,5 - 8:10 Gr. K - 12:50	<b>25</b> 8:10 PD - Pedagogy <u>The Art of Teaching</u>	<b>26</b> 8:10 PD - Literacy <u>Reading Essentials</u>	<b>27</b>	<b>28</b>

<b>2/23-24</b> <b>ISTEP APPLIED</b> <b>Practice test→</b> <i>Washington's Birthday</i>	<i>AAEA Training</i> <i>8:30-3:30</i> <i>(Hazaga)</i>		<b>Reading by Calkins</b> <i>Ch. 10 Guided Reading &amp; Strategy Lessons</i> <i>(M. Riles)</i>	<b>by Regie Routman</b> <i>Ch. 10</i> <i>Examine Guided Reading</i> <i>(N. Stone &amp; S. Marshall)</i>  Rescheduled AIC Meeting	
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## March 2015

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
<b>1</b>	<b>2</b> <b>ISTEP APPLIED</b> <b>Gr. 3-5</b> <b>3/2 - 3/11→</b>  Collaboration Gr. 1-2	<b>3</b> Collaboration Gr. 3,4,5 - 8:10 Gr. K - 12:50  <i>Early Lat PD-Hazaga</i> <i>Admin Bldg 8:30-3:30</i>	<b>4</b> 8:10 PD -- Literacy <b>The Art of Teaching Reading by Calkins</b> Ch. 9 <i>Supporting readers who struggle</i> <i>(L. Wortman)</i>	<b>5</b> 8:10 PD -- Literacy <b>The Art of Teaching Reading by Calkins</b> Ch. 11 <i>Phonics &amp; Word Study in Primary grades</i> <i>(S. Niemi)</i> BLT meeting 3-40	<b>6</b>	<b>7</b>
<b>8</b>	<b>9</b> <b>ISTEP APPLIED</b> <b>Gr. 3-5</b> <b>3/2 - 3/11→</b> Collaboration Gr. 1-2	<b>10</b> Collaboration Gr. 3,4,5 - 8:10 Gr. K - 12:50	<b>11</b> 8:10 PD - Balanced Math	<b>12</b> 8:10 PD - Balanced Math <b>IREAD-3</b> <b>Gr. 3</b> <b>March 12-18→</b>	<b>13</b>	<b>14</b>
<b>15</b>	<b>16</b> <b>IREAD-3</b> <b>Gr. 3</b> <b>March 12-18→</b>  1:30 AIC mtg. Hazaga	<b>17</b> Collaboration PD - with Marge Sirmic Primary AM Intermediate PM	<b>18</b> 8:10 PD - PBIS "O" - Dependability  <i>SPRING PARTNERS</i> BLT meeting 3:40	<b>19</b> 8:10 PD - Technology Digital Citizenship  <i>Black History Program</i>	<b>20</b> End Quarter 3 (32 Days)	<b>21</b>
<b>22</b>	<b>23</b>  <i>Spring Intercession</i> <b>NO SCHOOL→</b> ISTEP math chance Practice opens →	<b>24</b>  <i>Students grades available in PowerSchool</i>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>

<b>29</b> NCSC (replaces ISAR) 3/30-5/15	<b>30</b> <i>Spring Break</i> →→→→ NO SCHOOL	<b>31</b> →→→→→→→→→→				
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## April 2015

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
			<b>1</b> →→→→→→→→→→	<b>2</b> →→→→→→→→→→	<b>3</b> →→→→→→→→→→ →	<b>4</b>
<b>5</b> NWEA High Ability Testing Gr. K April 6-10 →  Technology Assess. Gr. 5 April 6-17	<b>6</b> Collab Gr. 1-2 ACUITY ELA/Math Readiness C Gr. 2 April 6-24 →  ISTEP mult. choice practice thru 5/15 →	<b>7</b> Collaboration Gr. 3,4,5 - 8:10 Gr. K - 12:50  (Writing → conventions)  Early Lit. PD-Hazuga Admin. Bldg. 8:30-9:30	<b>8</b> 8:10 PD -- Literacy (Planning for Family Literacy Night)  BLT meeting 3:40	<b>9</b> 8:10 PD -- Literacy <u>The Art of Teaching Reading</u> by Calkins Section IV (Touching the qualities of good reading) Ch. 21 <i>Night on Lanes</i>	<b>10</b>  SPRING FESTIVAL 6 - 8 p.m.	<b>11</b>
<b>12</b> ACUITY ELA/Math Readiness C Gr. 2-5 April 6 -24 →	<b>13</b> Collaboration Gr. 1-2  ISTEP mult. choice practice thru 5/15 →	<b>14</b> Collaboration Gr. 3,4,5 - 8:10 Gr. K - 12:50  Camp Kindergarten 10:00 a.m.	<b>15</b> 8:10 PD - Balanced Math  (8:50-11:00 PBIS Mtg Hazuga & Clay)	<b>16</b> 8:10 PD - Balanced Math  Program 10:00  PBIS Workshop 4-7	<b>17</b>	<b>18</b>
<b>19</b> ACUITY ELA/Math Readiness C Gr. 2-5 April 6 -24 →	<b>20</b> Collaboration Gr. 1, 2 - 8:10  ISTEP mult. choice practice thru 5/15 →	<b>21</b> Collaboration Gr. 3,4,5 - 8:10 Gr. K - 12:50	<b>22</b> 8:10 PD - PBIS "E" - Efficiency  BLT meeting 3:40	<b>23</b> 8:10 PD - Technology/ Digital Citizenship  <i>Student Council Spring Dance</i>	<b>24</b>	<b>25</b>
<b>26</b>	<b>27</b> ISTEP	<b>28</b> Collaboration	<b>29</b> 8:10	<b>30</b> 8:10		

	<b>Multiple Choice</b> <b>April 27-May 15→</b>  Collaboration Gr 1, 2 - 8-10	Gr. 3,4,5 - 8-10 Gr K - 12:50	PD – Literacy <u>The Art of Teaching</u> <u>Reading by Calkins</u> Ch. 22 <i>The Elements of Story</i> (D. Stenz)	PD - Pedagogy <u>The Art of Teaching</u> <u>Reading by Calkins</u> Ch. 23 <i>Giving Our Students</i> <i>Tools to Interpret Text</i> (S. Marshall)		
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## May 2015

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
	<b>ISTEP</b> <b>Multiple Choice</b> <b>April 27-May 15→</b>				<b>1</b>	<b>2</b>
<b>3</b> STAR <b>ASSESSMENTS</b> <b>May 4-29 →</b> <b>Text Level</b> <b>Assessment</b> <b>Gr. 1-2 thru June 3</b>	<b>4</b> 8:00 BLT Meeting with Dr. Melin <b>ISTEP Mult.</b> <b>Choice</b> <b>April 27-May 15→</b> 1:30 AIC mtg. Hazuga	<b>5</b> Collaboration Gr. 3,4,5 - 8-10 Gr K - 12:50 (Webpage-conventions)	<b>6</b> 8-10 PD - Pedagogy <u>The Art of Teaching</u> <u>Reading by Calkins</u> Ch. 24 <i>Writing about</i> <i>Reading</i> (Clay)	<b>7</b>	<b>8</b>	<b>9</b>
<b>10</b> STAR <b>ASSESSMENTS</b> <b>May 4-29 →</b> <b>Text Level</b> <b>Assessment</b> <b>Gr. 1-2 thru June 3</b>	<b>11</b> ISTEP <b>April 27-May 15→</b> Collaboration Gr. 1-2  8:10-9:30 Early Lit. PD - (Worwan, Stone, Spencer, Hazuga)	<b>12</b> Collaboration Gr. 3,4,5 - 8-10 Gr K - 12:50	<b>13</b> 8-10 PD – Balanced Math  Seem County visit 9:30-12:00  <i>PBIS Workshop 4:1:100</i>	<b>14</b> 8-10 PD – Balanced Math  Family Literacy Night <i>"The Wonderful World of</i> <i>Learning"</i>	<b>15</b> Program 10:00 Play ("How I Became a Pirate")	<b>16</b>
<b>17</b> STAR <b>ASSESSMENTS</b> <b>May 4-29 →</b> <b>Text Lv Assessment</b> <b>Gr. 1-2 thru June 3</b>	<b>18</b>	<b>19</b> Collaboration PD - with Marge Simic Primary AM Intermediate PM	<b>20</b> 8-10 PD – PBIS  BLT meeting 3:40	<b>21</b> 8-10 PD – Technology/ Digital Citizenship  Grade 1 Field Trip Gr 3 Field Trip	<b>22</b>	<b>23</b>

<b>24</b> STAR ASSESSMENTS May 4-29 → Text Level Assessment Gr. 1-2 thru June 3	<b>25</b> NO SCHOOL  Memorial Day	<b>26</b> Collaboration Gr. 3,4,5 - 8,10 Gr. K - 12:50  Gr. 2 Field Trip Gr. 4 Field trip	<b>27</b> 8-10 PD - Pedagogy <u>Reading Essentials</u> by Regie Routman Ch. 11 <i>Best Practices</i> (Niemer & Williams) CAREER FAIR	<b>28</b> 8-10 PD - Pedagogy <u>Reading Essentials</u> by Regie Routman Ch. 12 <i>Time</i> (Clay/Steitz) 1.30 ALC mtg/Exenga SCIENCE FAIR	<b>29</b>	<b>30</b>
<b>31</b>						

## June 2015

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
IREAD-3 Gr. 3 Summer re-take window June 1-July 24	<b>1</b>  Gr. 5 walking Field Trip	<b>2</b> 8-10 PD--Literacy <u>The Art of Teaching</u> <u>Reading</u> by Calkins Ch. 25 <i>Personal Response</i> (R. Ebling)	<b>3</b> PD--PBIS Early Lit PD with Marge Simic (Westman, Stone, Spinner, Hatzogl)	<b>4</b>  Choice Party (Field Trip)  <i>PBIS Workshop 4-7 pm</i>	<b>5</b>  FIELD DAY	<b>6</b>
<b>7</b>	<b>8</b>  Reading Counts Celebration	<b>9</b>  Kindergarten and 5th Grade Graduations	<b>10</b> Last Student Day  Awards Day	<b>11</b> Last Teacher Day	<b>12</b>  <i>High School</i>	<b>13</b>  <i>Graduations</i>
<b>14</b>	<b>15</b> DUKE SUMMER READING PROGRAM & Summer School →	<b>16</b>	<b>18</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>

<b>28</b>	<b>29</b>	<b>30</b>				

## July 2015

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
IREAD-3 Gr. 3 Summer re-take window June 1-July 24			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
<b>19</b>	<b>20</b> DUKE SUMMER READING PROGRAM ----->	<b>21</b> ----->	<b>22</b> ----->	<b>23</b> New Teacher Orientation ----->	<b>24</b> Teacher 1st Day - eLearning Conference	<b>25</b>

<b>26</b>	<b>27</b> Teacher Full Day	<b>28</b> Corporation Opening Day-AM  Elementary Open Houses	<b>29</b> Building Level Day	<b>30</b> Student 1st Day	<b>31</b>	
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# Spring Hill Elementary School

2014-15

## Parent Involvement Timeline

### July

28<sup>th</sup> – Open House and Back to School Picnic  
31<sup>st</sup> – First Day of School

### August

4<sup>th</sup> - 7<sup>th</sup> – Parent/Student Orientation meetings by grade level  
8<sup>th</sup> – Begin Popcorn sales – every Friday  
19<sup>th</sup> – PSO Meeting 5:30 p.m.

### September

1<sup>st</sup> – No School  
5<sup>th</sup> – PSO Fundraiser begins  
11<sup>th</sup> – Annual Title I Parent Meeting  
Parent-Teacher Conferences  
16<sup>th</sup> – PSO Meeting 12:00 p.m.  
19<sup>th</sup> – PSO Fund Raiser ends – all money due

### October

1<sup>st</sup> – School Picture Day  
Parent listening session with Superintendent Dr. Melin 5:15 pm  
3<sup>rd</sup> – End Quarter 1  
7<sup>th</sup> – Quarter 1 Grades posted for parents  
6<sup>th</sup> – 10<sup>th</sup> Fall Intersession  
13<sup>th</sup> – 17<sup>th</sup> Fall Break  
21<sup>st</sup> – PSO Meeting 5:30 p.m.  
31<sup>st</sup> – Grade K Field Trip  
Fall Celebrations

### November

1<sup>st</sup> – State Project Display Grades 4-5  
3<sup>rd</sup> – Free Flu Shots for parents and students 3:30-5:30 pm.  
4<sup>th</sup> – No School – Election Day  
19<sup>th</sup> – PSO Meeting 5:30 pm.  
- Gr. 3-5 State Project Presentations  
20<sup>th</sup> – Girls Home Basketball Game  
21<sup>st</sup> – Picture Retake Day  
24<sup>th</sup> – Pre-K & 1<sup>st</sup> Thanksgiving Celebration  
26<sup>th</sup> – 28<sup>th</sup> Thanksgiving Break

### December

8<sup>th</sup> – 11<sup>th</sup> Secret Santa Shop for parents/students  
8<sup>th</sup> – Grade 5 Field Trip

- 9<sup>th</sup> – Student Council Winter Dance
- 18<sup>th</sup> – Winter Program Grades K-2 6:00 p.m.
- 19<sup>th</sup> – Winter Celebrations 2:15 p.m.
- 19<sup>th</sup> – Winter Break begins
- 23<sup>rd</sup> – Quarter 2 Grades posted for parents

**January**

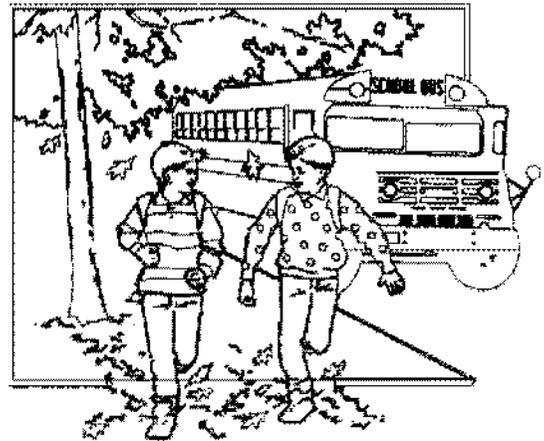
- 5<sup>th</sup> – School resumes
- 7<sup>th</sup> – Report Cards go home
- 13<sup>th</sup> – PSO Meeting 5:30 p.m.
- 16<sup>th</sup> – Donuts with Dad
- 19<sup>th</sup> – Martin Luther King Jr. Day ~ No School
- 29<sup>th</sup> – Home basketball game

**February**

- 5<sup>th</sup> – Parent/Teacher Conferences  
Mid-Term Grades
- 9<sup>th</sup> – PSO Meeting 5:30
- 10<sup>th</sup> – Home basketball game
- 12<sup>th</sup> – Home basketball game
- 13<sup>th</sup> – Muffins with Mom
- 16<sup>th</sup> – President's Day ~ (snow make-up day)
- 19<sup>th</sup> – Black History Program (Intermediate Students) 6:00 p.m.

**March**

- 4<sup>th</sup> – ISTEP begins
- 6<sup>th</sup> – Read Across America
- 11<sup>th</sup> – ISTEP testing ends
- 12<sup>th</sup>-18<sup>th</sup> – IREAD3, Gr. 3
- 18<sup>th</sup> – Spring Pictures
- 20<sup>th</sup> – End of Quarter 3
- 23<sup>rd</sup> - 27<sup>th</sup> – Spring Intersession  
Qtr. 3 Grades posted



**April**

- March 30 – April 3 – Spring Break
- 10<sup>th</sup> – Spring Festival 6:00-8:00
- 14<sup>th</sup> – Camp Kindergarten
- 21<sup>st</sup> – PSO meeting 5:30 p.m.
- 27<sup>th</sup> – May 15<sup>th</sup> – ISTEP multiple choice

**May**

- 4<sup>th</sup>-8<sup>th</sup><sup>th</sup> – Staff Appreciation Week
- 6<sup>th</sup> – GCCS Track Meet
- 13<sup>th</sup> – Academic Team Competition
- 14<sup>th</sup> – Spring Hill Family Literacy Night
- 15<sup>th</sup> – ISTEP ends
- 21<sup>st</sup> – Grades 1 & SpEd Field Trip
- 25<sup>th</sup> – No school
- 26<sup>th</sup> – Grades 2 & 4 Field Trip  
-- Parent/Community meeting with Superintendent
- 28<sup>th</sup><sup>th</sup> – Science Fair

## June

5<sup>th</sup> – Field Day!

9<sup>th</sup> – Kindergarten Graduation 2:00

-- Parent Meeting re: SIG Grant 5:00

-- Grade 5 Graduation 6:00 pm

10<sup>th</sup> – Parent Meeting re: SIG Grant 9:00 am

-- Awards Day 9:30 am

-- Students' last day

## Monthly

- Newsletters
- Daily Student Planners

# 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.

**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.

# Board Minutes

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

*All 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 Dykief, 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 NWHS 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
\$ 5,880	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	Lesa 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	Tyafia 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. Botorff-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 Botorff-Perkins

\_\_\_\_\_  
Tony Hall, Secretary

\_\_\_\_\_  
Jerry White

\_\_\_\_\_  
Nancy Kraft

\_\_\_\_\_  
Teresa Zollman

\_\_\_\_\_  
Mark Pavey, President

# Signatures

PAGE	DATE
	MAY 28, 2015
	Spring Hill

Marlene Hogue  
Hot Wells  
Vivola Cunningham Lester  
Lester  
Lester



---

Spring Hill Elementary 201 East 16th Street, Jeffersonville, IN 47130  
812.268.4874 Fax: 812.268.4876

Dear Parents and Community Members,

Spring Hill has the opportunity to apply for a federal School Improvement Grant. This will bring additional money to the school to support overall student achievement through a variety of avenues, including additional staff, extended instructional time, professional development opportunities, and instructional materials.

We would like to know that we have the support of all stakeholders in pursuing this School Improvement Grant to help support our student learning. Please sign to show your support of this endeavor.

I support Spring Hill's efforts to pursue a School Improvement Grant to help support student learning:

(201 parents  
& community  
members)

Guadalupe

Henry Carmen Ortiz

Donna Cain

Mrs. Hesteria Mendoza Pacheco

Tracy Carve

Shirley Stroud

Paul Noble

Jeremy Smith

Angie Mullins

Chad Porter

Mar

Karen Sharp

Kari Smith

Charity Heate

Sasha Wilder

Tesha Dixon

Charese Mobley

Eric A. Talty

Ja Cant

Shirley Smith

I support Spring Hill's efforts to pursue a School Improvement Grant to help support student learning:

Selena Devore

Anisra Fantein

Brittany Baker

Winston Baker

Carolyn Mayes

Cheryl Carter

Beth Moore

Pat Thurman

Trace Beow

Disha Hobbs

Tyler's Brown Sr.

Cherie Young

~~Pat~~

Jay Cozart

~~Pat~~

William Wood

CS nia pteidiav

Lizy Engle

James Munn

Willa James

I support Spring Hill's efforts to pursue a School Improvement Grant to help support student learning:

Breely Monts

Diane Monts

Anthony Harris

Isaiah Harris

Dana Krieger

Michael Jones

Carla Sutton

Markeya Sutton

Maiya Sutton

Jonathan Martin

Anisho Fountain

Shakonda Brown

Shanell Pratt

Cameron Brown

Crystal Fountain

Elizabeth Gray

Donna Franklin

Dr. Michael L. Pruitt

Leslie A. Pruitt

Berinda Pruitt

I support Spring Hill's efforts to pursue a School Improvement Grant to help support student learning:

Charise Mobley

Kristi Mattingly

Fatasha M. Hardin

Wendy Coak

Janis Bost

ASISA M. Crawford

Cara Silvers

Ronetta Linn

Bob Brown

Wayland Jones

Bateria Chambers

Low L. Herring

Feb Kiley

Laronn Walker

Ronald Walker

Stella Walker

Bonnesthia Walker

Ronald Elly.

Chris Morgan

Paul A. Swartz

I support Spring Hill's efforts to pursue a School Improvement Grant to help support student learning:

JANEYA BAKER

DAVID AXEL CERVANTES

THOMAS QUEEN

PHYLLIS BAKER

BRIAN QUEEN SR

TAMMY QUEEN

LISA PEEBLES

PATRICIA CALLOWAY

JINA ARMSTRONG

EGUILA GARCIA

DOMY GARCIA

DANIELLE GARDNER

TERON GARDNER

PAI GLASS

AMARIE HINDE

JAYDEN HINDE

MARIA A. GARCIA

SHAGUAYA SMITH

RICKITO SMITH

LIPPY ENGLE

I support Spring Hill's efforts to pursue a School Improvement Grant to help support student learning:

~~Janet [unclear]~~

Brian Caruthers

Terrie Self

Janet [unclear]

Mark [unclear]

Robin A. [unclear]

Jason [unclear]

Cya Brown

Dominick [unclear]

ADRIANA SANCHEZ

Rev. Steven [unclear]

Jay [unclear] Bryce

~~[unclear]~~

Shirley [unclear]

Jana [unclear]

Maya [unclear]

Marly [unclear]

Shalena Cooper

Jesse [unclear]

I support Spring Hill's efforts to pursue a School Improvement Grant to help support student learning:

~~America Image~~

~~Ameka Williams~~  
Stanley Rodriguez

Scharlene James

Robert James

Sabra Quiroz-DeVore

Amanda DeVore

~~Shan Bao~~

William Stubbins

Katasha Henderson

Laticia Leavelle

Mitt Zell

Deborah James

Roy M. Davis

Mark Day

Brida Priester

Shadai Al-Uqdah

Musheerah Al-Uqdah

William Beards

Natasha Parr

I support Spring Hill's efforts to pursue a School Improvement Grant to help support student learning:

Amber Bassett

Ashley Hopster

Connie Mattingly

Joseph + Kristi Mattingly

Jaime Brunner

Charlotte Thompson

Ebony Brents

HORTENSIA REYES

Karen Dancie

Samantha Fanning

Seke Adams

Danetta Beatty

Cozella Sheekles

JOE BEATTY

Kieranne Beatty

Asia Watters

Amar Hinkle sr

Ni'Dayia Hinkle

Aysiana Hinkle

Jatonia Hinkle

I support Spring Hill's efforts to pursue a School Improvement Grant to help support student learning:

Marsha R. Holt

Samuelia Buchanan

Ashley Bacon

Darlene

R. E. Ok

Regina E. Oliver Stalling

Cudrey Badger

David Washington

Jane Brown

Butt Oliver

Is. H. V.

Ember

Joe Lynch

Amata Smith

Kiana N. Patten

I support Spring Hill's efforts to pursue a School Improvement Grant to help support student learning:

Amanda R Price

Asya M. Crawford

Chris Sparrow

Victor Lee

Bryan L Sparrow

Aries Hall

Christi Samples

Nancy Spencer

Devin Williams

Kimberly Lee

[Signature]

Amanda Lucade

Charles [Signature]

[Blank lines for additional signatures]

I support Spring Hill's efforts to pursue a School Improvement Grant to help support student learning:

Virginia Dewitt

David Coulter

Shannon Foster

Marsha Menhull

Kimberly

Ganda Dixon

Jan Holt

Jammi Comstock

Deborah Davis

Patricia Williams





**Spring Hill  
Faculty Meeting**

**June 1, 2015 / 8:10 pm**

**1. School Improvement Grant (SIG) opportunity**

**Opportunity for focus and priority schools**

**Information about the grant**

**Request for support**

Spring Hill Faculty Meeting

June 1, 2015

(SIG Grant)

Sign-In Sheet

1. Katie E. Guller
2. Kateann McCoolum
3. Neckle Stone
4. Kirsten Larson
5. Deborah Alvesty
6. Sara Niemi
7. Sueann Clay
8. Marlene Herzog
9. Rebecca Mullins
10. Sharon Senelt Marshall
11. Pauche Muller
12. Stephanna
13. Dee Deakin
14. Elizabeth Carter
15. Laura Watson
16. Roni Blum
17. Melinda Ritz
18. Jenny W. Miller
19.
20.



Spring Hill Elementary 201 East 15th Street | Jeffersonville, IN 47130  
812.288-4874 Fax: 812.288-4876

Dear Parents, Staff, and Community Members,

Spring Hill has the opportunity to apply for a federal School Improvement Grant. This will bring additional money to the school to support overall student achievement through a variety of avenues, including additional staff, extended instructional time, professional development opportunities, and instructional materials.

We would like to know that we have the support of all stakeholders in pursuing this School Improvement Grant to help support our student learning. Please sign below (or on attached pages) to show your support of this endeavor.

<u>M. H. Moore</u>	(mayor)
<u>Veranda Cunningham-Lester</u>	(principal)
<u>Jerry W. Giles</u>	(Library technology)
<u>Marlon Horzaga</u>	(AIC)
<u>Dinger Wilson</u>	(Admin. Asst.)
<u>Sharon Leavelle-Marshall</u>	(Interventionist)
<u>Roxe Ebling</u>	(teacher)
<u>Laura J. [unclear]</u>	(teacher)
<u>Kathleen McCullum</u>	(para educator)

I support Spring Hill's efforts to pursue a School Improvement Grant to help support student learning:

<u>Lynne Spence</u>	(teacher)
<u>Nicole Stone</u>	(teacher)
<u>Kristen Larson</u>	(teacher)
<u>Kati E. Williams</u>	(teacher)
<u>Theresa Helton</u>	(para educator)
<u>Sara Memein</u>	(teacher)
<u>Peroche Mullin</u>	(teacher)
<u>Elizabeth Carter</u>	(teacher)
<u>Melinda Kirby</u>	(teacher)
<u>Deborah Stutz</u>	(teacher)
<u>Susan R. Clay</u>	(Special Needs Coordinator)
<u>Chay Lee</u>	(para educator)
<u>Jolynn Osborn</u>	(para educator)
<u>Eva Homeste</u>	(health asst.)
<u>Kameron Middleton-Wilson</u>	(para educator)
<u>Dee Fui</u>	(special education teacher)
<u>Jessie Mun</u>	(para educator)
<u>Kristina Hampt</u>	(speech asst.)
<u>Karen Spence</u>	(GCOS District administrator)
<u>Karen Badger</u>	(para educator)



## Amy Schellenberg

---

**From:** Amy Schellenberg  
**Sent:** Monday, July 06, 2015 9:39 PM  
**To:** SHES\_DL  
**Cc:** Kimberly Hartlage; Brenda Chesher  
**Subject:** IMPORTANT - SH SIG GRANT  
**Attachments:** FINAL Sig Grant Spring Hill July 6.docx

<b>Tracking:</b>	<b>Recipient</b>	<b>Response</b>
	SHES_DL	
	Kimberly Hartlage	
	Brenda Chesher	
	Ginger Wilson	Yes: 7/7/2015 9:38 AM

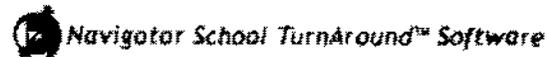
# Technical Assistance

# **NAVIGATOR**

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## **LEARNING SOLUTIONS**

*The Complete Solution for  
School Improvement and Professional Development*



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 Spring Hill Elementary 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, Assistant Superintendent of Elementary Education, 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, Assistant Superintendent of Elementary Education, Principal, AIC, District Literacy Coach, and Navigator Learning Solutions will review feedback from IDOE/SIG feedback monitoring

Phone  
765.749.0361

email  
SUSANPAGE@NAVIGATORLEARNING.ORG

EMAIL  
MARGESIMIC@NAVIGATORLEARNING.ORG

Phone  
812.322.0147

# **NAVIGATOR**

---

## **LEARNING SOLUTIONS**

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School Improvement and Professional Development*



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 and Assistant Superintendent of Elementary Education of will be the local education agency (LEA) contacts. The Principal serves as the contact person for Spring Hill Elementary School unless otherwise designated.
6. Eighteen days will be scheduled with Spring Hill Elementary School for SY 2015-2016. **[PENDING GRANT APPROVAL] Contract renewed annually based on performance.**

Phone  
765.749.0361

email  
SUSANPAGE@NAVIGATORLEARNING.ORG

EMAIL  
MARGESIMIC@NAVIGATORLEARNING.ORG

Phone  
812.322.0147

# **NAVIGATOR**

---

## **LEARNING SOLUTIONS**

*The Complete Solution for  
School Improvement and Professional Development*

 **Navigator School TurnAround™ Software**

### **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.

Phone  
765.749.0361

email  
SUSANPAGE@NAVIGATORLEARNING.ORG

EMAIL  
MARGESIMIC@NAVIGATORLEARNING.ORG

Phone  
812.322.0147

# NAVIGATOR

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## LEARNING SOLUTIONS

*The Complete Solution for  
School Improvement and Professional Development*

 Navigator Schaal TurnAround™ Software

**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

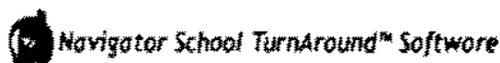
Phone  
812.322.0147

# NAVIGATOR

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## LEARNING SOLUTIONS

The Complete Solution for  
School Improvement and Professional Development



### 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.

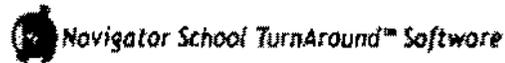
1. Uses a variety of techniques for engagement that includes tools/ resources and activities at the appropriate time to accomplish the work [objectives]
2. Demonstrate behaviors that values and respects existing district/ school initiatives and connects them to the PD/ support
3. Guides the group in 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

# NAVIGATOR

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## LEARNING SOLUTIONS

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School Improvement and Professional Development*



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

# **NAVIGATOR**

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## **LEARNING SOLUTIONS**

*The Complete Solution for  
School Improvement and Professional Development*

 **Navigator School TurnAround™ Software**

### **GENERAL DESCRIPTION OF THE PROFESSIONAL DEVELOPMENT:**

1. Facilitate PD and 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 routines and procedures to maximize time during the instructional framework. Lesson study and work samples help teachers examine and discuss the sequence of instruction, the gradual release of responsibility, 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. 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

812.322.0147

1001 E. Spherbrooke Dr.

[margesimic@navigatorlearning.org](mailto: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

## Employment History

### 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

812.322.0147

1001 E. Sherbrooke Dr.

[margesimic@navigatorlearning.org](mailto:margesimic@navigatorlearning.org)

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



# The Leadership and Learning Center®

## Certification Training: Build Capacity and Save Money



**I**N TODAY'S DIFFICULT ECONOMIC CLIMATE it makes even more sense to stretch your staff development dollars through certification training. By training your own cadre of leaders through our certification process, your school or district can save money and build capacity while working toward raising student achievement.

### Sustainable Staff Development

Certified trainers receive more than a certificate. They receive a licensure agreement from **The Leadership and Learning Center**, allowing each Certified Trainer to present an unlimited number of seminars for three years after a successful certification.

Led by our highly experienced professional development associates, Certification Trainees engage in performance-based activities, solve problems, deepen their understanding of the content, and hone their facilitation skills. They receive immediate feedback on content and effective adult learning methods, coaching, and a variety of implementation support resources, including:

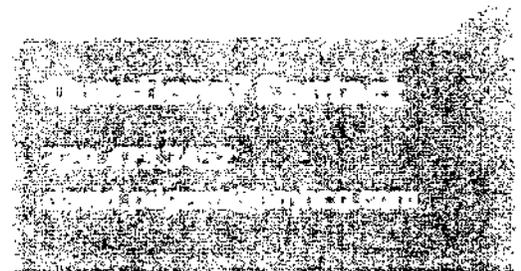
- Best-selling publications by our leading authors
- Certification guide and training manual(s)
- A flash drive with presentation materials and support documents
- A one-year subscription to the Marshall Memo
- Immediate and continual support from a senior professional development associate
- Weekly support and communication from the Director of Professional Learning
- Exclusive right to purchase manuals to ensure quality trainings
- Invitations to free webinars on the latest topics in education

### VALUE COMPARISON



Cost of certified trainer

**Certify your own cadre of trainers by bringing our certification onsite in your district (minimum of twelve participants).**



For a complete schedule of upcoming certifications and to register for a training, visit: [leadandlearn.com/certifications](http://leadandlearn.com/certifications)

## Certification Trainings

### Standards and Assessment

- Common Core State Standards
- Authentic Performance Tasks (Performance Assessments)
- Common Formative Assessments
- Common Formative Assessments for English Language Learners
- Common Core State Standards for English Language Arts and Literacy
- Common Core State Standards for Math

### Data

- Decision Making for Results®
- Data-Driven Decision Making and Data Teams®

### Instruction and Literacy

- Balancing Mathematics Instruction
- Five Easy Steps to a Balanced Science Program
- Power Strategies for Response to Intervention (RTI)
- Power Strategies for Effective Teaching
- Writing to Learn
- Accelerated Academic Achievement for English Language Learners (ELL)
- Engaging English Language Learners Through Content and Community

### Leadership and Accountability

- Leadership Performance Coaching



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