

School Profile

Created Tuesday, November 19, 2013

Page 1

School Information

School Information District Name:	Whitfield County Schools
School Information School or Center Name:	Tunnel Hill Elementary

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal Name:	Connie Kopcsak
Principal Position:	Principal
Principal Phone:	706-673-4550
Principal Email:	connie_kopcsak@whitfield.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Connie Kopcsak
School contact information Position:	Principal
School contact information Phone:	706-673-4550
School contact information Email:	connie_kopcsak@whitfield.k12.ga.us

Grades represented in the building

example pre-k to 6

K-5

Number of Teachers in School

28

FTE Enrollment

350

Georgia Department of Education Conflict of Interest and Disclosure Policy

Georgia's conflict of interest and disclosure policy is applicable to entities conducting business on behalf of and /or doing business with the Department and entities receiving a grant to implement a program and/or project approved by the State Board of Education. This policy is applicable for entities receiving state and/or Federal funds.

Questions regarding the Department's conflict of interest and disclosure policy should be directed to the program manager responsible for the contract, purchase order and/or grant.

I. Conflicts of Interest

It is the policy of the Georgia Department of Education (GaDOE) to avoid doing business with Applicants, subcontractors of Applicants who have a conflict of interest or an appearance of a conflict of interest. The purpose of this policy is to maintain the highest level of integrity within its workforce, and to ensure that the award of grant Agreements is based upon fairness and merit.

a. Organizational Conflicts of Interest.

All grant applicants ("Applicants") shall provide a statement in their proposal which describes in a concise manner all past, present or planned organizational, financial, contractual or other interest(s) with an organization regulated by the GaDOE, including but not limited to Local Education Agencies (LEAs), or with an organization whose interests may be substantially affected by GaDOE activities, and which is related to the work under this grant solicitation. The interest(s) in which conflict may occur shall include those of the Applicant, its affiliates, proposed consultants, proposed subcontractors and key personnel of any of the above. Past interest shall be limited to within one year of the date of the Applicant's grant proposal. Key personnel shall include:

- any person owning more than 20% interest in the Applicant
 - the Applicant's corporate officers
 - board members
 - senior managers
 - any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.
- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
 - ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

Conflict of Interest & Disclosure Policy

- iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
 1. Disqualify the Applicant, or
 2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.
- iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. Employee Relationships

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
 1. The names of all Subject Individuals who:
 - a. Participated in preparation of proposals for award; or
 - b. Are planned to be used during performance; or
 - c. Are used during performance; and
 - ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:
 1. The award; or
 2. Their retention by the Applicant; and
 3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
 4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.
- iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

Conflict of Interest & Disclosure Policy

- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
 - v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.
- c. **Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:
- 1. Termination of the Agreement.
 - 2. Exclusion from subsequent GaDOE grant opportunities.
 - 3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.
- d. **Annual Certification.** The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

The Applicant represents and certifies that to the best of its knowledge and belief that during the prior 12 month period:

A former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement and complete disclosure has been made.

No former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement, and disclosure is not required.

II. Disclosure of Conflict of Interest after Agreement Execution

If after Agreement execution, Applicant discovers a conflict of interest which could not reasonably have been known prior to Agreement execution; an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate this Agreement for convenience if GaDOE deems that termination is in the best interest of GaDOE.

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

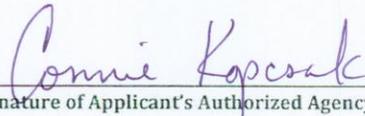
The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.



Signature of Fiscal Agency Head (official sub-grant recipient)

Dr. Judy Gilreath, Superintendent
Typed Name of Fiscal Agency Head and Position Title

December 11, 2013
Date



Signature of Applicant's Authorized Agency Head (required)

Connie Kopcsak, Principal
Typed Name of Applicant's Authorized Agency Head and Position Title

December 11, 2013
Date

Signature of Co-applicant's Authorized Agency Head (if applicable)

Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)

Date (if applicable)

Preliminary Application Requirements

Created Tuesday, November 19, 2013

Page 1

Click on the General Application Information link below to assist you in the grant development process.

SRCL General Information Packet-Cohort 3

Did you download and read the General Information document to assist you with writing the grant?

-
- Yes
-

Click on the SRCL Rubric link below to assist you in the grant development process.

SRCL Scoring Rubric-Cohort 3

Did you download and read the SRCL Rubric to assist you with writing the grant?

-
- Yes
-

Click on the Assessment Chart link below to assist you in the grant development process.

SRCL Required Assessments Chart

Did you download and read the Assessment Chart to assist you in writing the grant?

-
- Yes
-

Assessments

I understand that implementing the assessments mentioned on page 6 in the General Information Packet is a necessary part of receiving SRCL funding.

-
- I Agree
-

Unallowable Expenditures

Preparation of the Proposal: *Costs to develop, prepare, and/or write the SRCL proposal cannot be charged to the grant directly or indirectly by either the agency or contractor.*

Pre-Award Costs: *Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and costs incurred after the start date of the grant.*

Entertainment, Refreshments, Snacks: *A field trip without the **approved** academic support will be considered entertainment. End-of-year celebrations or food associated with parties or socials are unallowable expenditures. Game systems and game cartridges are unallowable.*

Unapproved out of state or overnight field trips, including retreats, lock-ins, etc.

Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)

Advertisements, Promotional or Marketing Items

Decorative Items

Purchase of Facilities or vehicles (e.g., Buses, Vans, or Cars)

Land acquisition

Capital Improvements, Permanent Renovations

Direct charges for items/services that the indirect cost rate covers;

Dues to organizations, federations or societies for personal benefits

Any costs not allowed for Federal projects per EDGAR, which may be accessed at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

NOTE: This is NOT an all-inclusive list of unallowable expenses. If you have questions about unallowable expenses please e-mail your questions to jmorrill@doe.k12.ga.us

Upon approval by the State Board of Education, sub-grantees will be required to submit electronic budgets through GaDOE Consolidated Application Portal. All budget requests must be made in accordance with the use of funds for the SRCL project and must meet the requirements in EDGAR and OMB circulars.

• I Agree

Grant Assurances

Created Wednesday, December 11, 2013

Page 1

The sub-grantee assures that it has the necessary legal authority to apply for and receive a SRCL Grant.

-
- Yes
-

Sub-grantee certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

-
- Yes
-

The SRCL projects will target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.

-
- Yes
-

The SRCL project will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

-
- Yes
-

The Grantee will participate in all technical assistance/information-sharing opportunities and professional development activities provided through the STRIVING READER COMPREHENSIVE LITERACY GRANT Project Grant Program.

-
- Yes
-

All activities must be correlated with the development of STRIVING READER COMPREHENSIVE LITERACY GRANT goals for children birth through grade 12.

-
- Yes
-

The second year of funding is dependent upon successful program implementation and progress aligned with the components of the request for application submitted.

-
- Yes
-

Prior to any material change affecting the purpose, administration, organization, budget, or operation of the SRCL project, the Sub-grantee agrees to submit an appropriately amended application to GaDOE for approval.

- Yes

The Sub-grantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.

- Yes

The activities and services described in the application shall be administered by or under the supervision and control of the Sub-grantee. The Sub-grantee shall not assign or subcontract, in whole or in part, its rights or obligations without prior written consent of GaDOE. Any attempted assignment without said consent shall be void and of no effect.

- Yes

The Sub-grantee will use fiscal control and sound accounting procedures that will ensure proper disbursement of and account for Federal and state funds paid to the program to perform its duties.

-
- Yes
-

Funds shall be used only for financial obligations incurred during the grant period.

-
- Yes
-

The Sub-grantee will, if applicable, have the required financial and compliance audits conducted in accordance with the Single Audit Act Amendments of 1966 and OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

-
- Yes
-

The fiscal agent will adopt and use proper methods of administering each program, including: (A) the enforcement of any obligations imposed on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the timely correction of deficiencies in program operations that are identified through audits, monitoring, evaluation and/or technical assistance.

-
- Yes
-

The Sub-grantee will cooperate in carrying out any evaluation of each such program conducted by or for the Georgia Department of Education, the U.S. Department of Education, or other state or Federal officials.

-
- Yes
-

The Sub-grantee will submit reports to GaDOE as may reasonably be required. The Sub-grantee will maintain such fiscal and programmatic records and provide access to those records, as necessary, for those departments to perform their duties.

-
- Yes
-

The Sub-grantee will submit an annual summative evaluation report no later than June 30.

-
- Yes
-

The Sub-grantee agrees that GaDOE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit or examine any pertinent books, documents, papers, and records of the Sub-grantee related to the Sub-grantee's charges and performance under the SRCL sub-grant.

-
- Yes
-

The property (e.g., computers, equipment, classroom desks, tables, and pilferable items) purchased with the SRCL grant funds must be managed in accordance with EDGAR section 74.34 through 74.37 (for non-profit organizations) and with EDGAR section 80.32 and 80.33 (for school districts).

-
- Yes
-

The Sub-grantee certifies that it will abide by GaDOE's Conflict of Interest and Disclosure Policy. Applicants with a conflict of interest must submit a disclosure notice.

-
- Yes
-

The Sub-grantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).

- Yes
-

Sub-grantee will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, and the Americans with Disabilities Act of 1990, which prohibits discrimination on a basis of disability.

- Yes
-

In accordance with the Federal Drug-Free Workplace and Community Act Amendments of 1989 and the Drug-Free Workplace Act of 1988, the Sub-grantee understands that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, marijuana, or dangerous drug is prohibited at geographic locations at which individuals are directly engaged in the performance of work pursuant to the 21st CCLC grant.

- Yes
-

All technology purchases (software and hardware) will be approved by the LEA Technology Director for compatibility with current operating systems and building infrastructure. The Technology Director must ensure that any purchases for the building will be able to be implemented and sustained beyond the grant period.

- Yes
-

Fiscal Agent Memo of Understanding

The application is the project implementation plan, not simply a proposal. This project is expected to be implemented with fidelity upon SBOE approval. When completing the application, please remember that sub-grantees will not be permitted to change the project's scope that is originally outlined in the application, scored by reviewers during the application review process, and approved by SBOE. This policy is designed to provide basic fairness to applicants for discretionary sub-grants.

Fiscal Agent/Applicant Required Signatures:

I hereby certify that I am the an authorized signatory of the fiscal agent for which grant application is made and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable federal, state, and local laws and regulations, application guidelines and instructions, assurances, and certifications. I also certify that the requested budget amounts are necessary for the implementation of the program described in the attached application.

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: Dr. Judy Gilreath

Position/Title of Fiscal Agent's Contact Person: Dr. Judy Gilreath

Address: 1306 S Thornton Avenue P.O. Box 2167

City: Dalton Zip: 30722

Telephone: (706) 217-6723 Fax: (706) 278-5042

E-mail: jgilreath@whitfield.k12.ga.us



Signature of Fiscal Agency Head (District Superintendent or Executive Director)

Dr. Judy Gilreath

Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

12/11/2013

Date (required)

Whitfield County Schools

District Narrative

Brief History

Whitfield County School System (WCS), established in 1872 to serve children no longer needed on family farms, serves four cities: Cohutta, Dalton, Tunnel Hill, and Varnell. Cohutta is a railroad town known for its land and agriculture, including a fish hatchery and a museum. Dalton is known as the Carpet Capital of the World, and is rich in Civil War and railroad historical events. Tunnel Hill is famous for 100 year old homes with various architectural styles and a yearly Civil War re-enactment. Varnell is the City of Ethics, dedicated to serving others in an environment of equality, honesty, openness, and integrity. Local businesses include high-tech chemical, plastics, and automotive companies.

WCS, the 26th largest of Georgia's 180 public school systems, envisions a responsive school district focused on students which is valued and respected by the community. Our mission is to increase student learning by providing students and staff with meaningful, challenging, and engaging educational experiences in a safe and supportive environment. We believe learning should involve more than listening to lectures, and that it is sometimes loud and messy. Students are provided choices in their education and have valuable relationships with educators. WCS teachers employ customizing, communicating, collaborating, critical thinking, and problem solving to support all students.

System Demographics

Whitfield County School System lies between Atlanta and Chattanooga. Approximately 13,200 students attend 24 schools including 13 elementary, five middle, three traditional high schools, a career academy, an alternative school, and a special purpose high school. Since 2002, WCS has experienced a 15% growth in enrollment; 72% of students are economically disadvantaged. According to 2010 census data, Whitfield County had approximately 102,599 residents. The median household income for Whitfield County was \$42,345 compared to the state of Georgia median household income of \$49,347. Current student demographics include: 55% White, 39% Hispanic, 3% Multi-Racial, and 2% Black.

Current Priorities

After an analysis of system and school achievement data, areas of need identified are:

- Revise current K-12 Literacy Plan to reflect rigorous literacy instructional practices
- Align Professional Learning offerings to district and campus needs based on assessment analysis, TKES system, and District Leadership Committees

- Progress monitoring of all students through collaboration between district and campus data teams
- Increase students *Exceeding* standards on CRCT
- Increase writing scores on state assessment
- Increase student access to a variety of texts
- Expand technology usage with students
- Communicate with parents frequently, clearly, and consistently

Strategic Planning

WCS's mission is to increase student learning by providing students and staff with meaningful, challenging, and engaging educational experiences in a safe and supportive environment. With the leadership of our new superintendent, and the creation of three new positions: elementary, middle school, and high curriculum directors strategic planning is firmly established. Curriculum Directors meet and plan regularly with teachers and principals to develop and ensure district and school initiative are aligned. Through these collaborations the following initiatives are under way:

- Implementing pilot studies of Literacy Design Collaborative at middle and high schools
- Implementing pilot studies of Math Design Collaborative at middle and high school
- Implementing Formative Assessments
- Implementing K-5 Common Curriculum Maps

WCS strategic planning mirrors our priorities in the following ways:

- **Student Achievement:** WCS is working to increase student achievement as measured by End of the Course Exams, State Testing, and Implementation of a Formative and Summative Assessment Cycle in grades K-12.
- **Professional Learning:** WCS is committed to providing ongoing, targeted professional learning for teachers, principals, and central office personnel to support continuous improvement.
- **Parent and Community Involvement:** Whitfield County reflects a community actively involved in all aspects of increasing student achievement. *Readers to Leaders* and *Early Childhood Initiatives Committees* bring together community resources to support parents and students.
- **Technology:** WCS is working to provide equitable technology at all campuses.

Current Management Structure

Dr. Judy Gilreath, WCS Superintendent since March 2013, re-organized the Central Office to strengthen the district's commitment to curriculum and instructional leadership. WCS has five divisions: Finance, Human Resources; Assessment, Accountability, and Technology; Operations; Teaching and Learning; and Student Services. Each division is supervised by a Chief Officer with the exception of Teaching and Learning which is supervised by the Assistant Superintendent for Teaching and Learning.

Past Instructional Initiatives

WCS initiatives since 2005 include implementation of the Schlechty Center's Working on the Work (WOW) framework, guiding our endeavors in designing work for students. In 2007, we participated in Georgia's Reading First Struggling Reader training. Other past instructional initiatives include:

- Common Core Transition Training for ELA and Math
- WIDA Standards
- SIOP (Sheltered Instruction Observation Protocol) for ESOL and regular education teachers
- Response to Intervention (K-8)
- Assessment Driven Instruction
- Technology Integration
- ActivStudio Software Training
- Literacy and Math Work Stations (K-5)
- Content Specific Professional Learning in ELA, Reading, Math, Science & Social Studies

Literacy Curriculum

The PreK-12 literacy curriculum is based on the English/Language Arts Common Core Georgia Performance Standards (CCGPS) which encompass foundational skills for elementary children such as concepts of print, phonological awareness, phonics, fluency, vocabulary, comprehension, writing and conventions. The literacy curriculum is supported by Bright from the Start standards, Scholastic, basal readers, Literacy Collaborative, trade books, novels, and content text books.

District Literacy Assessment Program

Literacy Assessments used with fidelity are:

- Work Sampling System (Pre-K) and Pre-School Evaluation Scale
- Georgia On-Line Assessment System (Grades 1-12)
- Georgia Alternative Assessment (Grades K, 3-5,6-8,11)
- Georgia Kindergarten Inventory of Developing Skills
- Georgia Writing Assessments (Grades 3,5,8,11)
- CoGAT (Grade 4)
- World-Class Instructional Design (WIDA) ACCESS Placement Test (W-APT, K-12)
- Assessing Comprehension and Communication in English (ACCESS, K-12) and Alternate ACCESS where appropriate
- Georgia Criterion-Referenced Competency Test (CRCT, 3-8)
- End of Course Test (EOCT, 9-12)

- SAT, AP Exams (9-12)
- MAP (Measures of Academic Progress System, K-8)

Need for Striving Reader Project

District data reveals that grades 3-8 CRCT Reading scores range from 91% to 96.9%, but few students EXCEED the standards. Additional “what if” data from the GADOE indicate our true reading passing scores would tumble if the passing threshold was increased. Informational reader response and narrative writing are linked to increased reading and vocabulary levels (Why document). Therefore, concurrent implementation of a strong writing program is critical to a complete literacy initiative. CRCT data summarized in the table below demonstrates basic student reading needs are being met, but SRCL funds would provide much needed professional development and instructional resources, fostering teacher leaders and college/career ready students.

Students Meeting/Exceeding Standards on 2013 CRCT, Writing, and End of Course Tests					
	Reading	ELA	Writing	Science	Social Studies
3rd Grade	93%	90%		76%	83%
5th Grade	93%	93%	80%	80%	82%
8th Grade	97%	94%	78%	69.5%	76.2%
EOCT	EOCT American Literature & Composition	9th Grade Literature & Composition	11th Grade Writing	Biology	US History
High School	90%	87%	90%	74%	62%

Northwest High School and its feeder schools indicated interest in pursuing SRCL funding to ensure students were college and career ready. (WCS is not submitting a Birth to Pre-k section because none of the feeder pattern schools have a Pre-k program.) They are not satisfied with simply meeting standards. SRCL will allow these schools to build professional learning communities across the feeder pattern campuses that will serve as a model for the district.

Whitfield County Schools

District Management Plan and Key Personnel

District Support

WCS supports Northwest High School and feeder schools SRCL grant application in a number of ways. Ongoing grant planning meetings were held on August 12; September 11,13; and November 11,15,19, 2013, to provide coherence and support for developing budget and individual campus grant applications. District Instructional Coaches (IC) will provide PD and support to *applying* schools and attend all training provided by external providers to build their capacity for training our other schools. Our Teaching and Learning Team will closely monitor progress and continue to support the Literacy Teams by providing regular opportunities for collaboration and sharing of successes and struggles. This collegial discourse will both inform and empower these leaders as they implement SRCL grant requirements.

Strategic Plan

WCS has reorganized Teaching and Learning Staff to emphasize a deeper focus on curriculum and enhanced communication between teachers, administrators, and Central Office. The Teaching and Learning positions were rearranged to create grade-banded Directors. Proven high quality educators were recruited and selected for these jobs. The staff is housed in one room to facilitate discussion focused on vertical alignment. Regular Friday meetings with the Assistant Superintendent allow Directors to share information on current projects and programs.

Teacher Leader Teams were formed to help align curriculum horizontally throughout the district. These teams develop instructional resources, produce Curriculum Maps, and construct common assessments and benchmarks to support data-driven classroom instruction. Teams also provide teachers a voice in the direction of education for WCS students. These initiatives were implemented internally with no outside funding.

Grant Administration & Supervision

The WCS Literacy Leadership Team includes, Dr. Merry Boggs, Elementary Curriculum Director; Michelle Caldwell, Middle School Curriculum Director; Tom Appelman, High School Curriculum Director, Dr. Meg Baker, ESOL Director, and Lorijo Calhoun, Federal Program Director. This team will ensure successful grant implementation. This team meets weekly to ensure a vertical alignment in regard to literacy curriculum and instruction. Dr. Judy Gilreath, Superintendent, and Karey Williams, Assistant Superintendent for Curriculum and Instruction, will provide the district's key leadership support.

Dr. Merry Boggs will manage all aspects of this grant. While the principal and Leadership Team in each participating school will be charged to implement and monitor their specific *of Striving Readers Grant*, Tom Appelman, Michelle Caldwell, Meg Baker, and Merry Boggs will become a regular presence

participating in campus walkthroughs to personally witness each school’s progress. Dr. Boggs will ensure that all reports are filed in a timely manner and funds expended as stipulated. School site monthly implementation reports provided to Kathy Mashburn, Administrative Assistant for Teaching and Learning will detail activities, monitoring data usage, and budget updates. Principals will submit monthly progress/expenditure reports for review by the Curriculum Directors. The Technology Department will support technology acquisition and use. Lorijo Calhoun, Federal Program Director, will ensure compliance with all grant requirements.

The individuals listed below understand the goals, objectives, and implementation requirements of these *SRCL GRANT Plans* and will oversee these schools from take-off to landing.

RESPONSIBILITY	PERSONNEL	SUPERVISOR
Purchasing	Kathy Mashburn, Administrative Assistant	Dr. Judy Gilreath, Superintendent
Finances	Lorijo Calhoun, Federal Program Director	
Professional Learning	Dr. Jonathan Willard, Director of Professional Development	
Technology	Pam Pettyjohn, Instructional Technology Coordinator	Audrey Williams, Chief Officer for Assessment and Accountability
Assessment	Dr. Merry Boggs, Elementary Curriculum Director; Michelle Caldwell, Middle School Curriculum Director; Tom Appelman, High School Curriculum Director; Dr. Meg Baker, ESOL Director	Karey Williams, Assistant Superintendent for Teaching and Learning
Site Level Coordination		

Experience of the Applicant

The following chart summarizes WCS experience with funded programs:

Year	LEA Grants/Projects	Project Title	Funded Amounted	Audit Yes or No	Audit Results
2012	Not completed				
2011		Title IIA	517,535.00	Y	No Findings
		Title III	355,083.00	Y	No Findings
		Special Ed Cluster	3,275,512.00	Y	FA 7551-11-01*
		Bright From the Start	808,022.99	Y	No Findings
2010		Title IIA	529,015.00	Y	No Findings
		Title III	371,781.00	Y	No Findings
		Special Ed Cluster	2,320,156.00	Y	FA 7551-10-01*
		Bright From the Start	691,814.58	Y	No Findings
2009		Title IIA	514,383.00	Y	No Findings
		Title III	342,655.00	Y	No Findings
		Special Ed Cluster	2,248,166.00	Y	No Findings
		Bright From the Start	418,296.56	Y	No Findings

- Salary—Person charged to SPED that should have been charged to QBE.

WCS initiatives, that have been funded through QBE and Title funds, include Working on the Work by Phillip Schlechty, SIOP training, Reading Recovery, and Literacy Collaborative.

WCS has sustained past initiatives implemented by supporting continued professional development through the addition of three District Instructional Coaches, successful management of grant funds by the Federal Program Director/Finance Division, and ESOL Coordinator.

WCS has proven its capacity to coordinate resources and control for spending in the past through supporting individual campus smaller grant applications including:

- Grants from WCS Educational Foundation
- Local business grant awards to individual campuses
 - Walmart, Lowe's, various carpet companies, and Georgia Farm Bureau grants

School History

Tunnel Hill Elementary (THE) School is a Title I Distinguished School located in the northwest corner of Whitfield County. Making Adequate Yearly Progress (AYP) for 9 consecutive years, Tunnel Hill has been a distinguished school for 7 years. THE is located on the same site as a 1902 boarding school for grades 1 through 11, which burnt down and was replaced with a 3 room clapboard building. Opened in 1936 with a student enrollment of approximately 90 students, Tunnel Hill Elementary was a rural school with strong ties to the community and a stable population supportive of the school and system. The area is still primarily rural and the community has remained supportive, but farms have turned into subdivisions and the population has steadily increased with many small businesses in the area.

The city of Tunnel Hill is about 25 miles south of Chattanooga, Tennessee and 90 miles north of Atlanta. As of 2010, the city had a population of 856 residents. The median income of a family in Tunnel Hill is \$49,531. In addition, 9.6% of the population is below the poverty line with 8.8% being families. Tunnel Hill was named for the 1,497 foot long railroad tunnel dedicated in 1849. The Chetogeta Mountain Tunnel is best known for its historic value as the Great Locomotive Chase passed through it during the Civil War in 1862. The town is also well known for its annual Battle of Tunnel Hill Reenactment at the historic Clisby Austin House and Farm held each September.

Tunnel Hill serves approximately 350 students in kindergarten through fifth grade. Each day begins for students at 7:30 a.m. and ends at 2:25 p.m. Currently, White students account for 72% of the student population with Hispanic students making up 20% of the population. As of 2011, 15.03% of the students at Tunnel Hill Elementary were served in the Gifted or Alpha program. Students receiving special education services made up 13% of the student population. The free and reduced lunch program currently serves 58% of the student population.

Tunnel Hill consists of the following highly qualified faculty and staff: 16 classroom teachers, 2 special education teachers, 1 speech/language teacher, 1 half time core content remediation teacher and half time ESOL teacher, 1 teacher for the gifted, 1 full time and one half time EIP, 1 media specialist with a half time media assistant, 1 guidance counselor, 1 physical education teacher, 1 half time music specialist, and 5 paraprofessionals.

Need for a Striving Readers Project

The need for student learning and achievement is a central theme and focus at Tunnel Hill Elementary, and the school has set aside three times per year to test students on Common Core Standards with the MAP program. The MAP program identifies strengths and weaknesses

at the beginning, middle, and end of the year. After utilizing this program for the past three years, it is obvious there is a need for further interventions and resources to help increase student learning.

Tunnel Hill Elementary School has experienced a gradual increase in the number of students participating in the Free and Reduced Lunch program over the past several years. Other changes include an increase in students that identify themselves as Hispanic and an increase in the number of students served through the Gifted program. All of these factors can present a challenge for the faculty and staff when implementing academic instruction, planning school-wide programs, and communication between home and school. Also many of these students only have access to books, computers, magazines, and other literacy resources when they are at school. These challenges should be expected with an ever growing and changing community population; however, the Striving Readers Grant would help to close the gap for these students and make literacy a vital part of their daily lives by providing access to a variety of text in different formats and genres. Below is a list of data and evidence which support further assistance and the need for the Striving Readers program at Tunnel Hill Elementary.

- CRCT and MAP data indicate that students struggle to read and comprehend expository text in the content areas.
- Literacy materials in the classroom and in the Media Center do not adequately meet the needs of all learners. Students are in need of complex texts on grade level and on their individual Lexile levels in the classroom and in the Media Center.
- There is a need to develop, implement, expand, and sustain a school-wide reading initiative that incorporates research-based best practices in literacy instruction.
- There is a school-wide need to implement, expand, and sustain a school-wide writing initiative with emphasis on integrating writing across the curriculum to meet the diverse needs of all learners.
- There is a need to provide teachers and administrators with high quality professional development on Tiered instruction (RTI) and differentiation strategies as it relates to literacy instruction.
- The school needs to increase the use of 21st Century technology to assist students in becoming literate, productive members of society.

Tunnel Hill Elementary
Whitfield County Schools

- The school needs to optimize literacy instruction by implementing ongoing, multiple assessments that will be used as diagnostic and monitoring tools to determine the need for and intensity of interventions and differentiate instruction.

Scientific, Evidence-Based Literacy Plan

The Literacy Plan was developed based on the research in the “Why” document and utilized the “What” and “How” documents in order to create an implementable plan to improve literacy instruction at Tunnel Hill Elementary.

<p>Goal 1: To develop, implement, expand, and sustain a school-wide reading initiative that incorporates research-based best practices in literacy instruction.</p>		
<p>“What” Building Blocks and Actions Related to Goal 1</p>		
<p>Building Block 1: Leadership C. Action: The effective use of time and personnel are leveraged through scheduling and collaborative planning. D. Action: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards. E. Action: Literacy instruction is optimized in all content areas.</p> <p>Building Block 2: Continuity of Instruction A. Action: Collaborative teams ensure a consistent literacy focus across the curriculum. B. Action: Support teachers in providing literacy instruction across the curriculum. C. Action: Out-of-school agencies and organizations collaborate to support literacy within the community.</p> <p>Building Block 4: Best Practices in Literacy Instruction A. Action: All students receive direct, explicit instruction in reading. C. Action: Extended time is provided for literacy instruction.</p> <p>Building Block 6: Improved Instruction through Professional Development B. Action: In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.</p>		
<p>“How” Planning & Implementing</p>	<p>“How” Expanding & Sustaining</p>	<p>“ Why” Research Basis</p>
<ul style="list-style-type: none"> • Research and select a core program that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts • Provide a protected, dedicated 	<ul style="list-style-type: none"> • On-going professional development in research based literacy practices. • Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, 	<ul style="list-style-type: none"> • According to the “Why” document, CCGPS standards require students to have a wide range of reading skills and abilities.
		<p>Person(s) Responsible</p>

Tunnel Hill Elementary
Whitfield County Schools

<p>90-120-minute block which is allocated for literacy instruction in grades for all students in self-contained classrooms</p> <ul style="list-style-type: none">• Schedule time for collaborative planning teams within and across the grade levels.• Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area http://www.myread.org/explicit.htm• Discuss ways to infuse literacy throughout the day including the use of technology.• School book room will be equipped with high interest, engaging narrative and expository texts that address a wide variety of grade level content standards at a wide range of Lexile reading levels.• The media center will be equipped with a variety of engaging texts in different genres and formats available in a wide range of Lexile reading levels so that print materials are available and accessible to all students.• It will be necessary to select and implement a system that will allow students to quickly identify and access reading materials within their Lexile range in classrooms libraries and in the Media Center.	<p>predicting, inferencing, graphic organizers).</p> <ul style="list-style-type: none">• Host family nights that engage parents in activities that demonstrate the importance of proficiency in literacy.• Review teacher and student data to improve instruction.• Share effective differentiated lessons and differentiation strategies in teacher team meetings.	<ul style="list-style-type: none">• Elementary Curriculum Director• Administrators• All teachers and personnel
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<p>Goal 2: To develop, implement, expand, and sustain a school-wide writing initiative with emphasis on integrating writing across the curriculum to meet the diverse needs of all learners.</p>		
<p>“What” Building Blocks and Actions Related to Goal 2</p>		
<p>Building Block 1: Leadership C. Action: The effective use of time and personnel are leveraged through scheduling and collaborative planning. D. Action: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards E. Action: Literacy instruction is optimized in all content areas.</p> <p>Building Block 2: Continuity of Instruction A. Action: collaborative teams ensure a consistent literacy focus across the curriculum B. Action: Support teachers in providing literacy instruction across the curriculum</p> <p>Building Block 4: Best Practices in Literacy Instruction B. Action: Ensure that students receive effective writing instruction across the curriculum C. Action: Extended time is provided for literacy instruction.</p> <p>Building Block 6: Improved Instruction through Professional Development B. Action: In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.</p>		
<p>“How” Planning & Implementing</p>	<p>“How” Expanding & Sustaining</p>	<p>“Why” Research Basis</p>
<ul style="list-style-type: none"> • Provide a protected, dedicated 90-120-minute block which is allocated for literacy instruction in grades for all students in self-contained classrooms. • Schedule time for collaborative planning teams within and across the grade levels. • Selection, training, and implementation of a research based school-wide writing program that utilizes common formats, rubrics, anchor papers, and assessments. • Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance. • Provide professional learning on best practices in writing instruction in all subject areas. • Develop a coordinated plan for 	<ul style="list-style-type: none"> • All teachers will receive on-going professional development in this area. • Design a vertical and horizontal writing plan throughout the school consistent with CCGPS. • Share professional learning at team and staff meetings. • Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations). • Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives. • Ask teachers to identify exemplary samples of student work to model features of quality writing. 	<ul style="list-style-type: none"> • According to the “Why” document, CCGPS standards require students to write across all content areas, in a variety of formats and genres.
		<p>Person(s) Responsible</p>
		<ul style="list-style-type: none"> • Elementary Curriculum Director • Administrators • All teachers and personnel

Tunnel Hill Elementary
Whitfield County Schools

<p>writing instruction across all subject areas to include: Explicit instruction Guided practice Independent practice</p> <ul style="list-style-type: none"> • Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum 	<ul style="list-style-type: none"> • Host family nights that engage parents in activities that demonstrate the importance of proficiency in literacy. • Celebrate and publish good student writing products in a variety of formats (i.e., school or classroom blogs and websites, student blogs, local newspapers, literacy magazines, classroom and school libraries, etc.). 	
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<p>Goal 3: To provide teachers and administrators with high quality professional development on Tiered instruction (RTI) and differentiation strategies as it relates to literacy instruction.</p>		
<p>“What” Building Blocks and Actions Related to Goal 3</p>		
<p>Building Block 4: Best Practices in Literacy Instruction A. Action: Provide direct, explicit literacy instruction for all students</p> <p>Building Block 5: System of Tiered Intervention for All Students A. Action: Use information developed from the school-based data teams to inform RTI process B. Action: Provide Tier I instruction based upon the CCGPS in all grades to all students in all classrooms C. Action: Implement Tier 2 needs-based interventions for targeted students D. Action: In Tier 3, ensure that Student Support Team and Data Team monitor progress jointly E. Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies, or instruction based upon students’ inability to access the CCGPS any other way</p> <p>Building Block 6: Improved Instruction Through Professional Learning B. Action: In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.</p>		
<p>“How” Planning & Implementing</p>	<p>“How” Expanding & Sustaining</p>	<p>“Why” Research Basis</p>
<ul style="list-style-type: none"> • Teachers and administrators will receive high-quality professional development in planning for tiered instruction and differentiating instruction to meet the needs of all learners. • Develop protocols for identifying students and 	<ul style="list-style-type: none"> • All teachers will receive on-going professional development in this area. • Weekly grade level collaboration for lesson planning and data review • Share effective differentiated lessons and differentiation 	<ul style="list-style-type: none"> • According to the “Why” document, it is necessary to provide a four-tiered instructional model in order to meet the needs of all students.
		<p>Person(s) Responsible</p>

Tunnel Hill Elementary
Whitfield County Schools

<p>matching them to the appropriate intervention.</p> <ul style="list-style-type: none"> • Examine student data to determine the correct percentage of successful students in the areas of literacy. • School-wide understanding of assessment data and anticipated levels of student mastery during the school year. • Provide appropriate supplemental and intervention materials. • Continue and expand upon daily literacy block in all grade levels that includes whole-group explicit instruction as well as small group instruction for differentiation for all students • Establish a Tier 3 team that meets at least monthly to discuss student progress based on daily interventions • Use technology to differentiate learning within content areas 	<p>strategies in teacher team meetings.</p> <ul style="list-style-type: none"> • Monitor and track student movement between the Tiers • Ensure that Tier 3 includes proven interventions that address specific needs • Schedule grade-level data-analysis team meetings. • Establish protocols to ensure consistent progress monitoring, data collection, and reporting • Provide sufficient resources • Teachers consistently provide research-validated interventions designed to meet students' needs 	<ul style="list-style-type: none"> • Elementary Curriculum Director • Administrators • School psychologist • All teachers and personnel
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<p>Goal 4: To increase the use of 21st Century technology to assist students in becoming literate, productive members of society.</p>		
<p>“What” Building Blocks and Actions Related to Goal 4</p>		
<p>Building Block 2: Continuity of Instruction</p> <p style="padding-left: 40px;">B. Action: Support teachers in providing literacy instruction across the curriculum</p> <p>Building Block 4: Best Practices in Literacy Instruction</p> <p style="padding-left: 40px;">B. Action: All students receive effective writing instruction across the curriculum. 5. Technology is used for production, publishing, and communication across the curriculum.</p> <p style="padding-left: 40px;">D. Action: Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school.</p>		
<p>“How” Planning & Implementing</p>	<p>“How” Expanding & Sustaining</p>	<p>“Why” Research Basis</p>

Tunnel Hill Elementary
Whitfield County Schools

<ul style="list-style-type: none"> • Equip classrooms with additional technology to ensure that students have the literacy skills to be college and career ready in the 21st century. • Differentiated professional development based on needs for staff members in the areas of effective technology use and integration, planning technology based instruction, and managing technology integration. • Utilize technology to provide students with standards based instruction across the curriculum in a 21st century classroom. • Discuss ways and provide training on ways to infuse literacy throughout the day including the use of technology • Use technology to differentiate learning within content areas • Leverage the creative use of technology within the learning process to promote engagement and relevance • Develop meaningful opportunities for students to write, speak, and listen using social media. • Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum. 	<ul style="list-style-type: none"> • On-going professional development in technology integration • Preventive maintenance and upkeep on all technology equipment • Utilize funding to maintain and expand access to current technology resources. 	<ul style="list-style-type: none"> • According to the “Why” document, technology is a key component in improving, instructing, and maintaining student engagement. <p style="text-align: center;">Person(s) Responsible</p> <ul style="list-style-type: none"> • Administrators • System technology specialist • All teachers and personnel
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Goal 5: To optimize literacy instruction by implementing ongoing, multiple assessments that will be used as diagnostic and monitoring tools to determine the need for and intensity of interventions and differentiate instruction.

“What” Building Blocks and Actions Related to Goal 5

Building Block 1: Engaged Leadership

- A. Action:** Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school.

<p>Building Block 3: Ongoing Formative and Summative Assessments</p> <p>A. Action: An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.</p> <p>B. Action: A system of ongoing formative and summative assessments is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.</p> <p>C. Action: Problems found in screenings are further analyzed with diagnostic assessment.</p> <p>D. Action: Summative data is used to make programming decisions as well as to monitor individual student progress.</p> <p>E. Action: A clearly articulated strategy for using data to improve teaching and learning is followed.</p> <p>Building Block 6: Improved Instruction through Professional Development</p> <p>B. Action: In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.</p>		
“How” Planning & Implementing	“How” Expanding & Sustaining	“Why” Research Basis
<ul style="list-style-type: none"> • Research and select effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students. • Examine student data to identify areas of instruction with greatest needs (e.g., word identification, fluency, vocabulary, comprehension) • Schedule grade-level data-analysis team meetings. • Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms. • Ensure that teachers develop and agree upon common classroom-based formative assessments within each subject area to ensure consistent expectations across classrooms. • Identify and purchase assessment and intervention materials aligned with students’ needs. • Administer assessments and input data according to the established timeline. • Use results of the diagnostics for 	<ul style="list-style-type: none"> • Review teacher and student data to improve instruction. • Analyze student data in teacher teams to develop and adjust instructional plans. • Continue to provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities. • Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals. • Recognize and celebrate student’s improvements toward reaching literacy goals. • Plan lessons, re-teaching, and intervention activities that target areas of need. • Use a decision-making model to evaluate the effectiveness of assessments. 	<ul style="list-style-type: none"> • According to the “Why” document, there should be a deliberate and comprehensive plan for assessment to aid students in becoming self-sustaining lifelong learners.
		Person(s) Responsible
		<ul style="list-style-type: none"> • Elementary Curriculum Director • Director of Assessment and Accountability • Administrators • All teachers and personnel

Tunnel Hill Elementary
Whitfield County Schools

student placement within an intervention and to adjust instruction.		
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Needs Assessment

(Rubric a, b, and d)

In order to generate data for the Needs Assessment, teachers completed an electronic survey which was created using the Georgia Literacy Plan Needs Assessment for Literacy in Kindergarten to Grade 12 document. This survey was created by the school district and administered throughout the system. It required teachers to use a Likert-type scale regarding literacy instruction in the classroom. To obtain more comprehensive information and involve all staff members in our school, an open-ended questionnaire was given with the following questions:

- What are the gaps in the Tunnel Hill Elementary literacy program in regards to Reading and Language Arts?
- What are the gaps in content area literacy instruction?
- What resources are lacking in being able to create an environment in your classroom that supports literacy?
- What technological advances could be used to aid in literacy instruction in the classroom/school?
- What intervention resources are needed to promote literacy (both remediation and acceleration)?
- What do you view as the key obstacles in raising literacy achievement at Tunnel Hill Elementary?

The Needs Assessment Process involved the following participants:

Grade Level/Department	Teacher Names
Kindergarten	Niki Rann, Missy Rittenhouse, Suzanna Stanley
1 st Grade	Wendy Ensley, Donna Trew, Gayle Worley
2 nd Grade	Heidi Long, Kelly Mardis, Lesli Talley
3 rd Grade	Tracie Ellis, Ruth Gonter, Tom Tolliver
4 th Grade	Landon Sawyer, Sandra Williams
5 th Grade	Jammie Brown, Phillip Ward
Administration	Connie Kopesak, Chris Woods
Non-Classroom (Media, Gifted, Counselor, EIP, ELL, Special Ed.)	Denise Hornsby, Jennifer Leaderer, Tracie Hargis, Jamie Gonzalez, Teresa Fowler, Kathy Blackwell, Tara Chumley
Paraprofessionals	Sally Jones

Areas of Concerns

Literacy Team members analyzed the data from the surveys, CRCT and MAP data, and “The What” document to determine the greatest areas of need. These areas of need were then presented to the entire faculty for discussion and to gain consensus.

The following areas of concern were identified:

(Rubric f)

Main Findings from “What Document” Researched-Based Practices	Areas of Concern As They Relate to the Researched-Based Practices	Steps to Address the Problems
<p>Incorporate best practices in literacy instruction (“The What” document; Building Block 4, Building Block 2, Building Block 1c and Building Block 6)</p>	<ul style="list-style-type: none"> • Need a core program to provide continuity and ensure all students receive direct, explicit instruction in reading • Time for vertical conversations/ collaborative school teams to apply literacy strategies • Provide professional learning about best practices in literacy instruction, including reading, writing, and vocabulary 	<p><u>Steps Already Taken:</u></p> <ul style="list-style-type: none"> • Implementation of CCGPS (K-5) • Grade level common planning time • Established a school literacy team • Analyze test data by grade level <p><u>Steps To Take:</u></p> <ul style="list-style-type: none"> • Intentional time for vertical planning • Research and implement a school-wide core literacy program • Analyze test data school-wide to look for specific needs and trends • Establish school-wide goals and strategies for literacy • Professional development (All certified staff)
<p>Implement effective writing instruction across the curriculum (“The What” document; Building Block 4 and Building Block 1E)</p>	<ul style="list-style-type: none"> • Our school needs a coordinated plan for writing instruction across content areas and vertically • Academic vocabulary 	<p><u>Steps Already Taken:</u></p> <ul style="list-style-type: none"> • Some teachers have attended writing workshops and shared information with staff • The writing process is taught by teachers (K-5)

	<p>should be taught using a common, systematic procedure</p> <ul style="list-style-type: none"> • Technology should be used to produce, publish, and communicate across the curriculum 	<ul style="list-style-type: none"> • Many classrooms have word walls or construct personal dictionaries • Word Study (grades K-2) • 6 teachers are SIOP trained <p><u>Steps to Take:</u></p> <ul style="list-style-type: none"> • Adoption of a school-wide, commonly adopted writing rubric (accommodations for EIP, ELL, and Sp. Ed) • Exemplars in each grade level for instruction and student reference • Update technology for student publication and vocabulary development • Increase exposure to a variety of reading materials • Professional learning
<p>Develop and maintain interest and engagement as students progress through school (“The What” document; Building Block 4)</p>	<ul style="list-style-type: none"> • Technology is needed to keep up with the 21st century learner • Increase access to reading materials students find interesting 	<p><u>Steps Already Taken</u></p> <ul style="list-style-type: none"> • Projectors and active boards in all academic classrooms • Teacher laptops updated • School computer lab and mobile devices <p><u>Steps to Take:</u></p> <ul style="list-style-type: none"> • Replace/update hardware • Provide teachers with a variety of reading materials • Exposure to different types of media • Use technology to differentiate learning • Professional learning • Resources available to students over the summer
<p>Plan ongoing, multiple measures that will be used as diagnostic and monitoring tools to plan for instruction (“The What” document; Building Block 3)</p>	<ul style="list-style-type: none"> • Need higher-level assessments • Need professional learning on how to administer and use higher-level assessments 	<p><u>Steps Already Taken</u></p> <ul style="list-style-type: none"> • Implementation of Measures of Academic Progress (MAP) • Professional development on using MAP • Grade levels plan together

		<p><u>Steps to Take:</u></p> <ul style="list-style-type: none"> • Higher-level assessments • Professional development • Need diagnostic testing materials • A data collection plan and calendar outlining assessment dates
<p>Provide research-based interventions through the use of Response to Intervention (“The What” document; Building Block 5)</p>	<ul style="list-style-type: none"> • Need to review the RTI process and develop an active data team • Not enough materials for intervention 	<p><u>Steps Already Taken:</u></p> <ul style="list-style-type: none"> • RTI process • Data review meetings <p><u>Steps to Take:</u></p> <ul style="list-style-type: none"> • Training in RTI process • Research interventions for effective programs • Purchase materials for interventions • Training in how to use new interventions
<p>Provide professional learning on literacy instruction including differentiating instruction and selection of appropriate text (“The What” document; Building Block 4 and Building Block 6)</p>	<ul style="list-style-type: none"> • Need for an organized and updated book room and training on how to use it • Professional learning for differentiation, including enrichment 	<p><u>Steps Already Taken:</u></p> <ul style="list-style-type: none"> • Purchased Guided reading materials • Guided reading materials are cataloged • Scheduled intervention time <p><u>Steps to Take:</u></p> <ul style="list-style-type: none"> • Need an organized book room • Training on how to use the book room • Professional development in differentiation

Root Cause Analysis

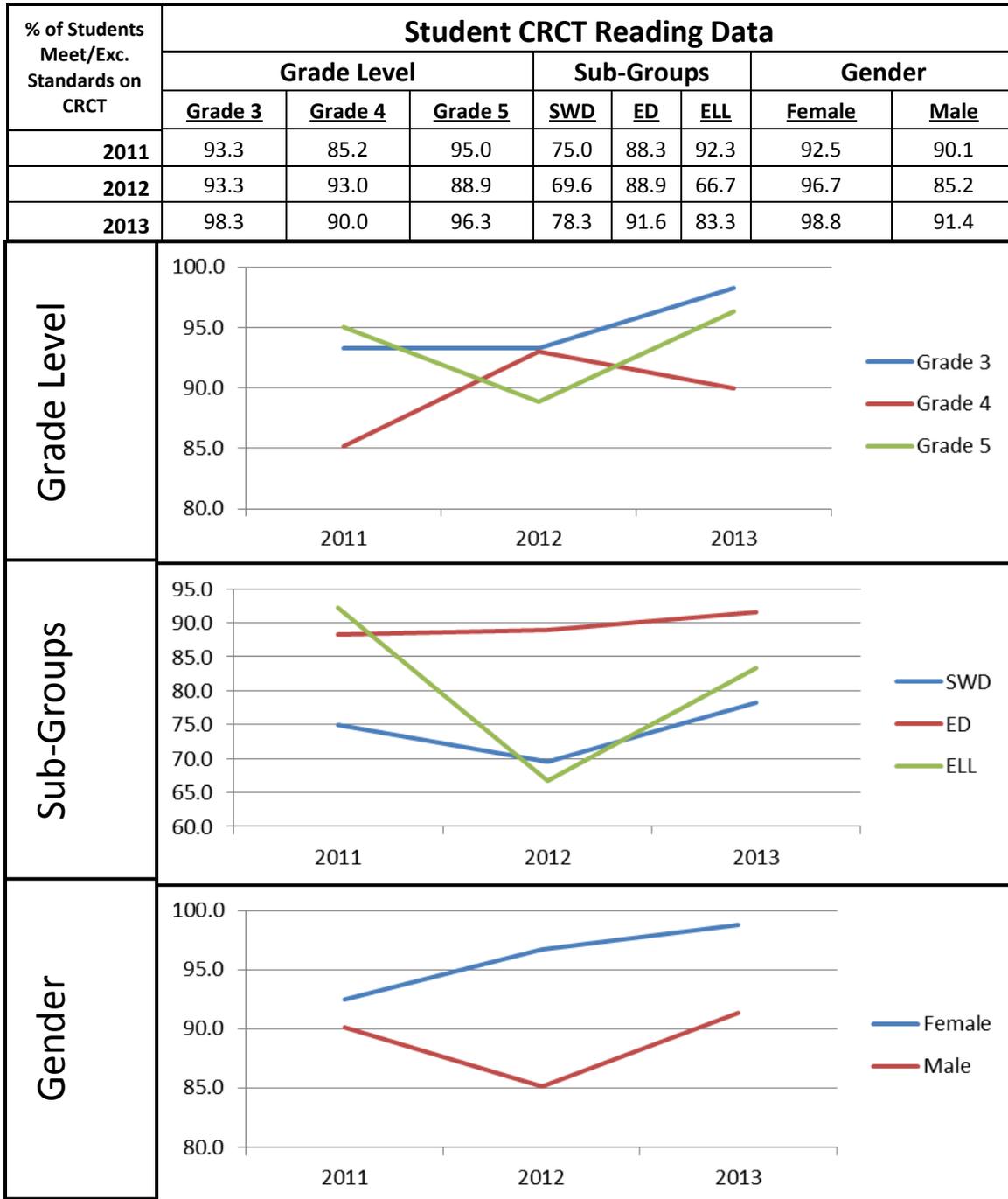
(Rubric c and e)

The faculty of Tunnel Hill Elementary conducted a root cause analysis by dividing into small groups to study the areas of need and analyze the respective causes. The Literacy Team then reviewed the information to look for patterns.

Areas of Concern	Identified Root Causes
<p>Teacher Instructional Areas</p> <ul style="list-style-type: none"> • Need a core program to provide continuity and ensure all students receive direct, explicit instruction in reading • Academic vocabulary should be taught using a common, systematic procedure • There should be a coordinated plan for writing instruction across content areas and vertically • Technology should be used to produce, publish, and communicate across the curriculum • Need to review the RTI process and develop an active data team 	<p>Not one of the Literacy Collaborative Schools in Whitfield County due to socioeconomics; Lack of professional learning due to limited funds; Lack of technology; Lack of materials for remediation (K-5); Vertical collaboration hasn't been a priority due to teachers focusing on learning CCGPS for their specific grades; Teacher work days have been cut due to lack of funds; Lack of school-wide training on writing standards</p>
<p>Resources</p> <ul style="list-style-type: none"> • Time for vertical conversations/ collaborative school teams to apply literacy strategies • Increase access to reading materials students find interesting • Need for an organized and updated book room and training on how to use it • Not enough materials for intervention 	<p>Limited opportunities for vertical planning due to time and money; Limited resources for intervention materials (K-5); Teacher work days have been cut due to lack of funds; Lack of technology</p>
<p>Technology</p> <ul style="list-style-type: none"> • Technology is needed to keep up with the 21st century learner 	<p>Budget cutbacks have prevented technology updates; Technology is ever-changing so it is hard to stay current</p>
<p>Data Analysis</p> <ul style="list-style-type: none"> • Need higher-level assessments • Need professional learning on how to use assessments 	<p>Lack of diagnostic assessment tools for comprehension and specific skills; Lack of training on administering and using assessments</p>
<p>Professional Learning</p> <ul style="list-style-type: none"> • Need professional learning on how to administer and use higher-level assessments • Provide professional learning about best practices in literacy instruction, including reading, writing, and vocabulary • Need professional learning for differentiation, including enrichment 	<p>Limited professional training in the following areas: administering and using higher-level assessments; best practices in literacy instruction; differentiation; and enrichment; Limited resources for higher level thinking/comprehension skills</p>

Analysis and Identification of Student and Teacher Data

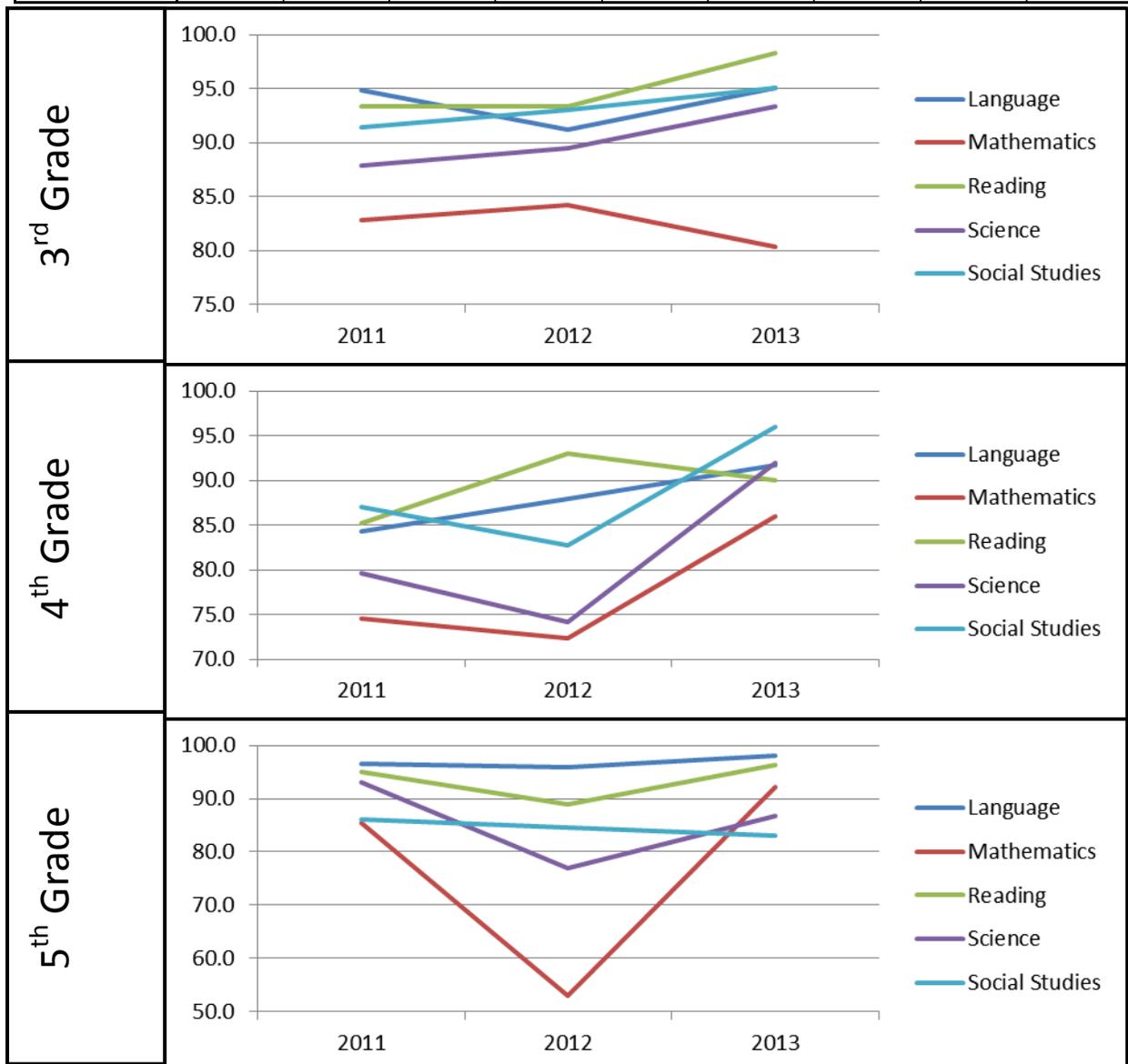
(Rubric a, b, c, and d)



Tunnel Hill Elementary
Whitfield County Schools

% of Correct Responses on 2013 Reading CRCT	Reading by Domains			
	0-25 %	26-50%	51-75%	76-100%
Info. / Media Literacy	1	6	20	23
Literacy Comprehension	0	7	15	81
Reading for Information	0	10	25	18
Readiness Skills / Voc. Acq.	3	5	18	77

% of Students Meet/Exc. Standards on CRCT	Student CRCT Data in All Content Areas								
	3rd Grade			4th Grade			5th Grade		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Language	94.8	91.2	95.1	84.3	87.9	91.7	96.5	95.9	98.1
Mathematics	82.8	84.2	80.3	74.5	72.4	86.0	85.5	53.0	92.2
Reading	93.3	93.3	98.3	85.2	93.0	90.0	95.0	88.9	96.3
Science	87.9	89.5	93.4	79.6	74.1	92.0	93.0	76.9	86.8
Social Studies	91.4	93.0	95.1	87.0	82.8	96.0	86.0	84.6	83.0



(Rubric g)

Measures of Academic Progress (MAP) Scores

Fall 2012 - Spring 2013

	Avg. RIT		Mean Growth	Projected Growth	Growth Index	Percent of Projection	% Meeting Projection	
	Fall 12	Spring 13						
Reading	Grade K	139.2	159.9	20.7	15.4	5.3	134.4	73.7
	Grade 1	162.2	177.1	14.9	16.8	-1.9	88.7	38.4
	Grade 2	179.1	188.1	9.1	13.2	-4.2	68.9	38.0
	Grade 3	188.7	200.4	11.7	9.4	2.3	124.5	62.1
	Grade 4	200.7	207.0	6.3	6.9	-0.5	91.3	52.0
	Grade 5	209.2	214.0	4.9	5.1	-0.3	96.1	46.2
L. Arts	Grade 3	188.5	200.7	12.2	9.5	2.7	128.4	69.5
	Grade 4	201.3	208.1	6.8	6.1	0.7	111.5	56.0
	Grade 5	208.4	214.5	6.1	4.9	1.2	124.5	59.6

Fall 2011 - Spring 2012

	Avg. RIT		Mean Growth	Projected Growth	Growth Index	Percent of Projection	% Meeting Projection	
	Fall 11	Spring 12						
Reading	Grade 1	167.1	179.6	12.6	16.9	-4.3	74.6	33.3
	Grade 2	179.8	187.1	7.3	13.2	-5.8	55.3	22.6
	Grade 3	190.1	199.5	9.4	9.3	0.1	101.1	59.3
	Grade 4	201.1	204.9	3.8	6.8	-3.0	55.9	32.7
	Grade 5	207.4	210.9	3.5	5.2	-1.7	67.3	44.0
L. Arts	Grade 3	191.6	200.2	8.6	9.2	-0.6	93.5	43.4
	Grade 4	202.6	206.7	4.1	5.9	-1.9	69.5	42.6
	Grade 5	207.9	211.5	3.6	5.0	-1.4	72.0	48.0

Fall 2010 - Spring 2011

	Avg. RIT		Mean Growth	Projected Growth	Growth Index	Percent of Projection	% Meeting Projection	
	Fall 10	Spring 11						
Reading	Grade 3	192.5	200.3	7.9	9.2	-1.3	85.9	45.8
	Grade 4	200.1	207.4	7.2	6.8	0.4	105.9	52.0
	Grade 5	209.1	216.2	7.1	5.1	1.9	139.2	61.8
L. Art	Grade 3	193.4	200.5	7.1	8.9	-1.8	79.8	44.1

Tunnel Hill Elementary
Whitfield County Schools

Grade 4	201.0	207.0	6.0	6.1	-0.1	98.4	56.0
Grade 5	209.5	216.2	6.8	4.8	2.0	141.7	69.1

Analysis of Student Data

(Rubric c and f)

CRCT –

The CRCT data over the last three years indicate relatively strong scores in reading. While many subgroups saw declines in reading scores from 2011 to 2012, those same subgroups saw significant gains from 2012 to 2013; with all subgroups, except ELL, scoring at a higher proficiency than two years before. Our 3rd grade students, economically disadvantaged students, and our female students have seen steady gains over the last 3 year period. With the exception of our students with disabilities and our ELL population, at least 90% of our students in all subgroups and grade levels met or exceeded the standards on the 2013 CRCT.

Data collected by reading domains show strengths in the areas of literacy comprehension, readiness skills, and vocabulary acquisition. Some areas that we need to place a little more focus on are informational and media literacy, reading for information, and our overall 4th grade scores.

MAP (Measures of Academic Progress) –

We only have consistent MAP data for grades 3 – 5. Kindergarten through 2nd grades have recently begun taking the MAP assessment; therefore, we only have data for the past two years.

As we look at the progress of students, measuring the same students from year to year, we see a diverse range of improvement as shown in the table:

	2010-2011	2011-2012	2012-2013	% Change
Data taken from "MAP Data" (included in this report)	Grade K N/A	Grade 1 33.3%	Grade 2 38.0%	+ 4.7%
	Grade 1 N/A	Grade 2 22.6%	Grade 3 62.1%	+ 39.5%
	Grade 2 N/A	Grade 3 59.3%	Grade 4 52.0%	- 7.3%
	Grade 4 52.0%	Grade 5 44.0%	Grade 6 N/A	- 8.0%
	Grade 3 45.8%	Grade 4 32.7%	Grade 5 46.2%	+ 0.4%

5th Grade Writing Exam –

Overall, our 5th grade students have been at, or above, 90% meeting/exceeding the standards on the state writing exam for the past six years. All subgroups have been at or above the state average for the past six years, as well.

Goals and Objectives –

Goals	Objectives
1. Increase the percentage of students scoring in the 76%-100% range in the “Reading for Information” domain of the CRCT.	<ul style="list-style-type: none"> • Utilize more non-fiction literature in the reading curriculum. • Provide more informational books, of various Lexile levels, in the classrooms and Media Center.
2. Increase the percentage of students meeting/exceeding the standards in reading on the CRCT in the 4 th grade.	<ul style="list-style-type: none"> • Use textual readings associated with the specific curriculum in all subject areas. • Provide more instructional time focused on reading and provide more opportunities for students to read.
3. Increase the percentage of SWD and EL students meeting/exceeding the standards in reading on the CRCT.	<ul style="list-style-type: none"> • Provide professional learning around effective co-teaching strategies focused on reading. • Continue with the involvement of SIOP (Structured Instruction Observation Protocol) model and have more teachers trained in utilizing the components.
4. Increase the percentage of students meeting their growth projection goals on the MAP (Measures of Academic Progress) Assessment.	<ul style="list-style-type: none"> • Continue with current data meetings to analyze the data collected from MAP reports to better identify areas of need. • Use MAP data to form flexible grouping in the classroom based on individual RIT scores.
5. Achieve 100% of 5 th grade students meeting/exceeding the standard on the 5 th Grade State Writing Assessment.	<ul style="list-style-type: none"> • Provide professional learning on effective writing techniques. • Implement writing across the curriculum and have students utilize more writing in all subject areas.

Teacher Data (Rubric e and h)

There is, typically, very little turnover at Tunnel Hill Elementary. Over the last several years, retirement has been the major factor for loss of staff members. Because of the low percentage of turnover, we have a very experienced staff at Tunnel Hill. The years of experience range from 4 years to 42 years with 19.6 years of experience being the average. In addition to being very experienced, most of our staff

Tunnel Hill Elementary
Whitfield County Schools

have advanced degrees - 17.4% of our staff have bachelor degrees, 39.1% of our staff hold master degrees, while 43.5% of our staff have attained specialist degrees. We have one staff member that holds a doctorate of education degree.

On-Going Professional Learning		
Trainings	Dates	Participation
Common Core Georgia Performance Standards	2011 – Present	100%
Grade Level Collaboration Days	2011 – Present	100%
Data Review Meetings	2010 – Present	100%
Technology integration	2010 – Present	100%
Teacher Keys Effectiveness System	2012 – Present	5 teachers this year (100% beginning next year)
MAP Data Analysis	2012 – Present	100%
Compass Learning	2011 – Present	100%
WIDA/ELL Standards	2010 – Present	100%
Non-Negotiables (Best Practices)	2013 – Present (just began this year)	100%

Project Goals and Objectives:

(Rubric a, b, f, g, and j)

Goals to be funded by SRCL	Objectives
Goal 1: To develop, implement, expand, and sustain a school-wide reading initiative that incorporates research-based best practices in literacy instruction. (Building Blocks 1.C, 1.D, 1.E, 2.A, 2.B, 2.C, 4.A, 4.C, 6.B)	<ul style="list-style-type: none"> • Incorporate rigorous literacy instruction to advance and integrate reading across the curriculum. • Provide teachers with professional learning to ensure that literacy is integrated across the curriculum for all students.
Goal 2: To develop, implement, expand, and sustain a school-wide writing initiative with emphasis on integrating writing across the curriculum to meet the diverse needs of all learners. (Building Blocks 1.C, 1.D, 1.E, 2.A, 2.B, 2.C, 4.B, 4.C, 6.B)	<ul style="list-style-type: none"> • Incorporate rigorous instruction to improve writing skills and integrate writing across the curriculum. • Provide teachers with professional learning on the writing process and ensure that writing is integrated across the curriculum for all students.
Goal 3: To provide teachers and administrators with high quality professional development on Tiered instruction (RTI) and differentiation strategies as it relates to literacy instruction. (Building Blocks 4.A, 5.A, 5.B, 5.C, 5.D, 5.E, 6.B)	<ul style="list-style-type: none"> • Provide all teachers with professional learning on how to effectively utilize Tiered instruction, differentiation strategies, and higher-order thinking skills in order to strengthen literacy. • Provide additional training opportunities for teachers to enhance their ability to analyze student work, as well as training for the implementation of higher-order thinking strategies at all Tier levels.
Goal 4: To increase the use of 21st Century technology to assist students in becoming literate, productive members of society. (Building Blocks 2.B, 4.B, 4.D)	<ul style="list-style-type: none"> • Equip the school with technology to meet the demands required of the 21st century learner. • Provide opportunities for students to use technology that supports digital-age literacy, inventive thinking, effective communication, and high productivity. • Provide teachers with training and support needed to be able to utilize technology to engage the 21st century learner.
Goal 5: To optimize literacy instruction by implementing ongoing, multiple assessments that will be used as diagnostic and monitoring tools to determine the need for and intensity of interventions and differentiate instruction. (Building Blocks: 1.A, 3.A, 3.B, 3.C, 3.D, 3.E, 6.B)	<ul style="list-style-type: none"> • Implement effective screening, diagnostic and, progress monitoring tools to determine the need for and intensity of interventions. • Provide professional learning so that teachers can use assessment data to remediate and enrich instruction.

Measuring Project Goals and Objectives (Rubric c)

Project goals and objectives will be measured by:

- Ensuring that literacy strategies are incorporated by:
 - Documentation in lesson plans
 - Peer observations in classrooms
 - Administrative formal and informal observations
- Providing teachers opportunities to share effective teaching strategies
- Analyzing writing samples in grade level meetings
- Monitoring technology use through online check-out system calendar

(Rubric h)

Goals to be funded with other revenue sources	Objectives
1. To utilize Title 1 funding and eSPLOST money for sustaining and upgrading technology in the classroom.	<ul style="list-style-type: none"> • Upkeep and preventative maintenance on all technology equipment.

Project Procedures and Support

(Rubric d, e, f, and i)

Grade Level	Tier 1 Personnel	Tier 2 Personnel	Tier 3 Personnel	Tier 4 Personnel
K	Classroom Teacher & Paraprofessional 90 minutes	<ul style="list-style-type: none"> • Classroom Teacher (20 minutes, two days a week) • Paraprofessional • EIP Teacher (45 minute segment) • ESOL Teacher (45 minute segment) 	<ul style="list-style-type: none"> • Classroom Teacher (20 minutes, four days a week) • Speech/Language Pathologist • Paraprofessional • EIP Teacher (45 minute segment) 	<ul style="list-style-type: none"> • ESS Inclusion Teacher • Speech/Language Pathologist (45 minute segment)

Tunnel Hill Elementary
Whitfield County Schools

1 st	Classroom Teacher & Paraprofessional 90 minutes	<ul style="list-style-type: none"> • Classroom Teacher (20 minutes, two days a week) • Paraprofessional • EIP Teacher (45 minute segment) • ESOL Teacher (45 minute segment) 	<ul style="list-style-type: none"> • Classroom Teacher (20 minutes, four days a week) • Speech/Language Pathologist • Paraprofessional • EIP Teacher (45 minute segment) 	<ul style="list-style-type: none"> • ESS Teacher • Gifted (ALPHA Teacher) • Speech/Language Pathologist • ESOL Teacher (45 minute segment)
2nd	Classroom Teacher 90 minutes	<ul style="list-style-type: none"> • Classroom Teacher (20 minutes, two days a week) • EIP Teacher (45 minute segment) • ESOL Teacher (45 minute segment) 	<ul style="list-style-type: none"> • Classroom Teacher (20 minutes, four days a week) • EIP Teacher (45 minute segment) 	<ul style="list-style-type: none"> • ESS Teacher • Gifted (ALPHA Teacher) • Speech/Language Pathologist • ESOL Teacher (45 minute segment)
3rd	Classroom Teacher 90 minutes	<ul style="list-style-type: none"> • Classroom Teacher (20 minutes, two days a week) • EIP Teacher (50 minute segment) • ESOL Teacher (50 minute segment) 	<ul style="list-style-type: none"> • Classroom Teacher (20 minutes, four days a week) • EIP Teacher (45 minute segment) 	<ul style="list-style-type: none"> • ESS Teacher • Gifted (ALPHA Teacher) • Speech/Language Pathologist (45 minute segment)
4th	Classroom Teacher 90 minutes	<ul style="list-style-type: none"> • Classroom Teacher (20 minutes, two days a week) • Paraprofessional • EIP Teacher (50 minute segment) • ESOL Teacher (50 minutes) 	<ul style="list-style-type: none"> • Classroom Teacher (20 minutes, four days a week) • EIP Teacher (45 minute segment) 	<ul style="list-style-type: none"> • ESS Teacher • Gifted (ALPHA Teacher) • Speech/Language Pathologist (45 minute segment)

Tunnel Hill Elementary
Whitfield County Schools

5th	Classroom Teacher 90 minutes	<ul style="list-style-type: none">• Classroom Teacher (20 minutes, two days a week)• Paraprofessional• EIP Teacher (50 minute segment)• ESOL Teacher (50 minute segment)	<ul style="list-style-type: none">• Classroom Teacher (20 minutes, four days a week)• EIP Teacher (45 minute segment)	<ul style="list-style-type: none">• ESS Teacher• Gifted (ALPHA Teacher)• Speech/Language Pathologist <p>(45 minute segment)</p>
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Assessment/Data Analysis Plan

Current Assessment Protocol:

(Rubric a)

Assessment	Grade Level(s)	Purpose	Skills/Content Areas	Frequency
GKIDS	K	D	AK, PA, CoP, AR, V, RC	Ongoing
AIMS Web	K-5	PM	AK, PA, CoP, AR, V, RC Math	Ongoing
MAP Test	K-5	S, PM, O, D	AK, PA, CoP, AR, V, RC Math	3 times per year
Star Reading	1-5	S, PM, O, D	RC, V	3 times per year
CRCT	3-5	O	all content areas	1 time per year
CRCT-M	Special Education	O	all content areas	1 time per year
GAA	Special Education	O	all content areas	1 time per year
GA Writing Test	3,5	O	Writing skills	1 time per year
Local Writing Test	4	O	Writing skills	1 time per year
WAP-T	K-5 English learners	S, D	English Language	1 time
ACCESS for ELLs	K-5 English learners	O, D	English Language	1 time per year
CAMA 1	4,5	S,D	C	entry into gifted program
Cognitive Abilities Test	K-5	S, D	MA	entry into gifted program
Gifted Rating Scale	K-5	S,D	C	entry into gifted program
Naglieri Non-Verbal Ability Test	K-5	S, D	MA	entry into gifted program
Iowa Test of Basic Skills	K-5	S, D	A	entry into gifted program
Torrence Test of Creative Thinking	K-5	S, D	C	entry into gifted program

AK-Alphabet Knowledge, PA-Phonological Awareness, CoP- Concepts of Print, AR (Alliteration and Rhyming), NWF (Decoding), ORF (Oral Reading Fluency), V (Vocabulary), RC (Reading Comprehension), MA (Mental Ability), A (Achievement), C (Creativity), M (Motivation).
S=Screening, PM=Progressing Monitor, O=Outcome, D=Diagnostic

Comparison of Current/SRCL Assessment Plan (Rubric b)

At the present time, Tunnel Hill Elementary does not utilize all of the assessments recommended by the SRCL Grant. We currently use data from an older version of the *STAR* test to guide all students to text at an appropriate level. If awarded the grant, we will use the *Scholastic Reading Inventory (SRI)* to guide students to appropriate texts within their *Lexile* range. We do not use the *DIBELS Next* at the present time. We use the *MAP* assessment to guide instruction and interventions. Standardized tests like the *CRCT* for grades 3rd-5th and *ACCESS* for ELL’s also help to guide our instruction and interventions. If awarded the grant, we would use the *DIBELS Next* as recommended by the SRCL Grant. Staff would need to be trained on how to use both the *SRI* and the *DIBELS Next*.

(Rubric c, d, e, f and g)

Implementation of New Assessments	If awarded the SRCL Grant, Tunnel Hill Elementary will implement the assessments <i>Scholastic Reading Inventory (SRI)</i> and <i>DIBELS Next</i> as recommended by the SRCL. In implementing these assessments, we will create an assessment schedule. New assessments will also require teacher training on how to conduct the assessment and how to use the data to improve instruction. During the course of this grant, if SRCL recommends additional assessments, Tunnel Hill Elementary will fully comply with the requirements of the grant.
Current Assessments that Might Be Discontinued	Currently, we are using assessments required by the State of Georgia and Whitfield County. If awarded Striving Readers Literacy Grant, Cohort 3, WCS will create a District-wide Assessment Committee that includes representatives from all campuses to ensure successful implementation of Striving Readers Grant assessment requirements along with continuing with the district assessment plan. Student assessments will be monitored and reviewed to balance time spent on assessments and adequate time for instruction.
Professional Learning Needs	Teacher training needs related to assessment include: -Conducting the SRI assessment -Conducting the DIBELS Next -Utilizing data reports from each assessment to create focused interventions -Utilizing Lexiles to differentiate and remediate instruction

Tunnel Hill Elementary
Whitfield County Schools

Data Presented to Stakeholders	All stakeholders are informed about data throughout the school year. Parents receive all CRCT, ACCESS, Georgia State Writing Test, and GKIDS results. Our school report card is posted annually online for public access. The school improvement plan is updated annually and available for all stakeholders. Our school council receives a report of all CRCT data and Georgia Writing Test data annually.
Use of Data	We will use data to direct literacy instruction in all content areas. The additional training provided by the SRCL Grant will give us strategies to make assessment data more effective for our students. Assessment data will be used to help determine areas of need and the purchasing of materials. Purchases with SRCL funds will be related to needs determined by the examination of student assessment data.

(Rubric h)

Assessment	Personnel Responsible for Assessing	Assessment Plan	Frequency
GKIDS (Kindergarten)	Classroom Teachers	Teachers will conduct this assessment with individual students in the classroom.	Ongoing
AIMS Web	Classroom Teachers	Teachers will conduct this assessment with individual students in the classroom.	Ongoing
DIBELS Next	Classroom Teachers	Teachers conduct 3 Benchmark assessments and continuously progress monitor students at interval prescribed by DIBELS Next	Ongoing PM Benchmark 3X per year
MAP Test	Map Test Coordinator	Students will take this assessment in the computer lab, at a time designated by the school system, except where required by testing accommodations.	3 X per year
CRCT (3 rd -5 th Grades)	Classroom Teachers	The CRCT will be given in each 3 rd -5 th Grade classroom by the classroom teacher except where required by testing accommodations.	1 X per year
CRCT-M	Special Education Teachers	Special Education teachers will give this test to students who need this accommodation.	1 X per year
GAA	Special Education Teachers	Special Education teachers will give this test to students who need this accommodation.	1 X per year

Tunnel Hill Elementary

Whitfield County Schools

Scholastic Reading Inventory (SRI)	Classroom Teachers	Teachers will conduct this assessment with students in the computer lab	3 X per year
GA Writing test (5 th grade)	Classroom Teachers	Fifth grade students will take the timed writing test on the designated day in their homeroom class.	1 X per year
Local Writing test (4 th grade)	Classroom Teachers	Fourth Grade teachers collect writing samples and evaluate each genre based on the rubrics provided by Whitfield County	1 X per year
WAP-T	ESOL Teacher	The WAP-T is given to ELs in the ESOL classroom by the ESOL teacher.	1 X per year
WIDA ACCESS for ELs	ESOL Teacher	The Access test is given to ELs in the ESOL classroom by the ESOL teacher.	1 X per year
CAMA 1	ALPHA Teacher	The ALPHA teacher will conduct this assessment with students referred for ALPHA testing.	1 X per year
Cognitive Abilities Test	4 th Grade Teachers	The ALPHA teacher will conduct this assessment with students referred for ALPHA testing.	1 X per year
Gifted Rating Scale	ALPHA Teacher	The ALPHA teacher will conduct this assessment with students referred for ALPHA testing.	1 X per year
Naglieri Non-Verbal Ability Test	ALPHA Teacher	The ALPHA teacher will conduct this assessment with students referred for ALPHA testing.	1 X per year
Iowa Test of Basic Skills	ALPHA Teacher	The ALPHA teacher will conduct this assessment with students referred for ALPHA testing.	1 X per year
Iowa Test of Basic Skills	ALPHA Teacher	The ALPHA teacher will conduct this assessment with students referred for ALPHA testing.	1 X per year
Torrence Test of Creative Thinking	ALPHA Teacher	The ALPHA teacher will conduct this assessment with students referred for ALPHA testing.	1 X per year

Resources, Strategies, and Materials (Existing and Proposed) Including Technology to Support the Literacy Plan

(Rubric references are in parentheses)

Resources and materials purchased using SRCL grant funds will be utilized to increase student engagement and enhance the current instructional programs. Specific areas of need that were determined include RTI support, a core literacy program, and a core writing program.

Needed Resources (a)	Current Shared Resources (c)	Current Library Resources (d)	Current Classroom Resources (g)
<ul style="list-style-type: none"> • Leveled Intervention materials • Differentiated center activities • Class sets of Expository text related to science and social studies CCGPS • Additional class sets of chapter books • Common Core reading materials • Common Core writing materials • Materials to build comprehension skills • Bilingual materials • English language development materials • Trade books • Listening centers (audiobooks) • Phonics program • Non-fiction texts (Media Center) • Vocabulary development materials <p>Technology</p> <ul style="list-style-type: none"> • Computers/Laptops • Technology Carts • Tablets and accessories • Additional document cameras 	<ul style="list-style-type: none"> • Computer lab • I-pads • I-pods • Brainpop • Brainpop Jr. • ELL Brainpop • Activotes • Document cameras • Readers’ theater • Teacher created flip charts for reading stories • Games for building reading skills • Class set of short novels • FCRR activities • Promethean Planet flip charts • Destiny • Compass Learning • Galileo 	<ul style="list-style-type: none"> • Library books • Reference materials • Novel sets • Guided Reading materials • Listening centers • DVDs • Audiobooks • Reading centers • Activity centers • Science kits • Digital cameras • Set of student response systems • I-pads • Laptop computers • Science/Social Studies book sets 	<ul style="list-style-type: none"> • Make-a-word • Card Master • Avenues for Reading for ELs • Leveled Libraries • Reading Eggs • Herman Reading • Specific Reading Skills Program (SRA) • Jr. Great Books (ALPHA) • Read Naturally • Quick Reads • Reading skills games • Coach CRCT Preparation Workbooks: Reading/Language • Educational board games • Text Talk kits • Reader’s Theatre Kits <p>Technology</p> <ul style="list-style-type: none"> • Activboards • Projectors • Classroom computers • Accelerated Reader • Brain Pop, Brain Pop Jr., ELL Brain Pop • Compass Learning • Study Jams • Reading Eggs • Silver Burdett

<ul style="list-style-type: none">• E-books• Ear buds• Interactive software• Tablet educational activities• Publishing software• Printers (color/ink)			
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Activities that Support the Intervention Program (b)
Instructional Resources <ul style="list-style-type: none">• SRA Reading• Herman Reading• Vanilla Vocabulary• Auditory Bombardment• Earobics• Read Naturally• Incremental Rehearsal• Reading Eggs• Burns and Roe Fluency Practice• Compass Learning• Destination Reading• Jack and Jilly• Learning, Building Fluency: Lessons and Strategies for Reading Success by Scholastic• Intervention Central• Choral Reading• Echo Reading• Timed Repeated Readings• Paired Reading, Shared Reading• Florida Center for Reading Research-Student Centered Activities• Scott Foresman Intervention Handbook• Phonics Fluency Toolbox• Phonemic Awareness in Young Children• Word Study• Mountain Language• Embedded Writing, Daily Language Review• SIOP Strategies• Differentiated Instruction• Compass Learning• Aims Web• Silver Burdett• Fluency Passages

- Fry Phrases
- Sight Word Activities
- Reading Plus
- SOS (Strategies for Older Students)
- Elements of Reading: Phonics

Assistive Technology

- *Reading With Colors* by Irlin
- Writing with Symbols
- Boardmaker
- Tracking Aids
 - Reading Window
 - EZC Reader Strips
- Contrast Aids
 - Hi-lighter Tape
 - Color Overlays
- Page Turners
 - Page Fluffer
- Positioning Aids
 - Bookstands
 - Slant Boards/ Easels
 - Clipboard
 - Binder Clip

Teaching Aids

- Whisper Phones
- Leap Frog Leap Mat
- Leap Frog Leap Pad
- Frog Kits
- Hot Dots

Assessments

- DIBELS Benchmarks
- DIBELS progress monitoring
- *Word Journeys* by Kathy Ganske spelling inventories (chapter 2)
- STAR test
- Achievement Series Benchmark Assessments
- SOS (Strategies for Older Students)
- Aimsweb
- MAP

Instructional Activities to Support Classroom Practices (e)					
Phonological Awareness	Phonics and Word Study	Fluency	Vocabulary	Comprehension	Writing
<ul style="list-style-type: none"> • Identifying rhyming words • Creating rhymes • Matching words with beginning sounds • Blending sounds into words • Blending, segmenting, substituting, and manipulating phonemes 	<ul style="list-style-type: none"> • Modeling sound relationships of both consonants and vowels • Developmental spelling • Word building • Word families and rhyming patterns • Blending together the components of sounded-out words and chunking together the parts of longer words • Phonetically irregular words using practice activities and stories 	<ul style="list-style-type: none"> • Timed reading • Repeated reading • Choral reading • Echo reading • Partner reading • Guided reading • Fluency phrases 	<ul style="list-style-type: none"> • Graphic organizers • Content area vocabulary • Creating background knowledge • Context clues • Graphic representations • Affixes and roots • Teacher read-alouds • Realia • Shared Reading 	<ul style="list-style-type: none"> • Modeling and think-alouds • Explicit instruction • Sequencing activities • Multiple opportunities for practice • Immediate feedback • Activating prior knowledge • Answering and generating questions • Making and verifying predictions • Using mental imagery and visualization • Monitoring comprehension • Recognizing story structure 	<ul style="list-style-type: none"> • Explicit teaching of writing process • Frequent practice • Responding to literature • Summarizing text • Writing notes about text • Answering questions about text in writing • Creating and answering written questions about text • Math/ Reading/ Science journals • Interactive Writing

Additional Strategies to Support Student Success (f)
<ul style="list-style-type: none"> • Utilize rubrics for writing projects
<ul style="list-style-type: none"> • Conferencing with students concerning writing projects
<ul style="list-style-type: none"> • E-books with audible text
<ul style="list-style-type: none"> • Increase instructional technology (tablets, computers, laptops, etc.) to support literacy across the content areas

Professional Learning Strategies Identified on the Basis of Documented Needs

Tunnel Hill Elementary staff has participated in a wide variety of Professional Learning (PL) opportunities. The following is a list of professional learning over the past year and on-going professional learning opportunities currently provided to teachers. The percentage of staff attending some training varies due to the differing professional development needs among teachers and allowable number of participants for some training.

Professional Learning During the Last Year (Rubric a)	% of Staff Attended (Rubric b)
ESOL Staff Development	100%
SIOP Training	14%
Gifted Endorsement	14%
Book Study (<i>Ethics of Excellence, Drive</i>)	100%
Project Based Learning	100%
Brenda Erwin Math Training	93%
Writing Behind the Glass	57%
Schlechty Center Workshops	21%
Advanced Degrees	14%
Leadership Academy	21%
TKES Professional Learning	18%
On-Going Professional Learning (Rubric c)	% of Staff Attended (Rubric b)
Common Core Georgia Performance Training	100%
Cross Curriculum Planning and School Wide Showcase of Learning	100%
Data Review and Data Training	
Technology Training	100%
MAP/Compass Learning	100%
WIDA/ELL Standards	100%
	100%

PL Needs Identified in the Needs Assessment (Rubric d)
<ul style="list-style-type: none"> • Effective Literacy Instruction • Effective Writing Instruction • Effective Vocabulary Instruction • Strategies to implement writing across the curriculum • Training on the RTI process • Training on differentiated instruction • Effective technology integration • Administering new assessments • Training on how to use assessment results to drive instruction

Determining the Effectiveness of Professional Development (Rubric e)

The effectiveness of professional development is ultimately determined by student achievement. Lesson plans and classroom observations will be used to determine the extent that best practices are being incorporated into classroom instructions. In addition, teachers complete a survey at the end of each year to determine their perceptions of the professional learning and how it has been used throughout the year. See the chart below for more information about methods for measuring effectiveness.

Connection to Literacy Plan Goals and Objectives (Rubric e, f, and g)		
Literacy Plan Goals and Objectives	Professional Learning Necessary to Achieve Goals	Methods of Measuring Effectiveness of Professional Learning
1. Goal 1: To develop, implement, expand, and sustain a school-wide reading initiative that incorporates research-based best practices in literacy instruction.	<ul style="list-style-type: none"> • Training for effective literacy instruction • Observations in classroom where effective literacy instruction occurs 	<ul style="list-style-type: none"> • Increased student achievement • Classroom observations • Lesson plans
2. Goal 2: To develop, implement, expand, and sustain a school-wide writing initiative with emphasis on integrating writing across the curriculum to meet the diverse needs of all learners.	<ul style="list-style-type: none"> • Training on strategies to effectively implement writing across the curriculum • Training on how to effectively teach writing 	<ul style="list-style-type: none"> • Increased student achievement • Student work samples • Exemplars and rubrics posted • Classroom observations • Lesson plans
3. Goal 3: To provide teachers and administrators with high quality professional development on Tiered instruction (RTI) and differentiation strategies as it relates to literacy instruction.	<ul style="list-style-type: none"> • Training on the RTI process • Training on differentiated strategies and how to effectively implement them. 	<ul style="list-style-type: none"> • Increased student achievement • Classroom observations • Lesson plans
4. Goal 4: To increase the use of 21st Century technology to assist students in becoming literate, productive members of society.	<ul style="list-style-type: none"> • Intensive, hands-on technology training for teachers • Training on effective technology integration to enhance instruction and increase engagement 	<ul style="list-style-type: none"> • Increased student achievement • Classroom observations showing both teachers and students using technology • Lesson plans documenting the use of technology
5. Goal 5: To optimize literacy instruction by	<ul style="list-style-type: none"> • Training on new assessments 	<ul style="list-style-type: none"> • Increased student achievement

<p>implementing ongoing, multiple assessments that will be used as diagnostic and monitoring tools to determine the need for and intensity of interventions and differentiate instruction.</p>	<ul style="list-style-type: none">• Training on the use of assessment results to drive instruction	<ul style="list-style-type: none">• Increase in the number of students moving from “meets” to “exceeds” on state tests• Classroom observations
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Sustainability Plan

Whitfield County Schools (WCS) will sustain programming beyond the grant period by securing funds from sources including WCS general operating funds, Title I funds, and the local business community. Throughout this document, sustainability has been a major focus. WCS District Administration is committed to the successful implementation and subsequent sustainability of the Striving Readers' Grant, Cohort 3. The WCS Curriculum Directors have been actively involved in planning and writing the Striving Reader Grant application with the goal of expanding to all campuses professional learning gained for this grant opportunity.

Extending the Assessment Protocol (Rubric a)	<ul style="list-style-type: none">• Consider purchasing assessments with a one-time charge• Purchase paper/pencil assessment, if possible• Utilize local, state, and federal funds to continue formative and summative assessments
Developing Community Partnerships (Rubric b)	<ul style="list-style-type: none">• WCS currently has successful partnerships with numerous business and organizations in the local community. We will continue to cultivate those relationships and use those resources to help provide funds necessary to support literacy goals and plans.
Sustaining (Rubric c, f, g, and h)	<ul style="list-style-type: none">• The District and Campus Instructional Coaches will participate in trainings in order to become an in-district resource for all teachers and to insure that all lessons learned through professional development are implemented with precision and fidelity.• We will expand on the lessons learned by continuing to examine data, through stakeholder input, and through collaboration with other schools in the LEA.• The assessment protocol will be extended by carefully purchasing assessments that can be maintained using our existing Title I budget.• Training for new employees will be conducted by the district and campus instructional coaches and participating grant recipient teachers.• The District and Campus Instructional Coaches will also provide coaching and assistance to all teachers in order to assist in fully implementing the lessons learned from professional development.• New teachers will also be assigned a teacher leader as a mentor to ensure that they receive relevant professional learning and assistance in the classroom.• A plan to replenish technology resources at every grade level will

Tunnel Hill Elementary
Whitfield County Schools

	<p>be developed.</p> <ul style="list-style-type: none">• After the grant period, we will continue the practices learned through the needs assessment to examine data and determine areas in which improvement is needed. After the grant period, it may be necessary for the district instructional coach to attend trainings and redeliver to the staff.
Training New Teachers (Rubric d)	<ul style="list-style-type: none">• New teachers will also be assigned a teacher leader as a mentor to ensure that they receive relevant professional learning and assistance in the classroom.• Trainings will be offered throughout the school year ensuring that new teachers will have opportunities to benefit from the Striving Readers Grant information and findings.
Replacing Print Materials (Rubric e)	<ul style="list-style-type: none">• When possible, purchased print materials will have library binding to ensure durability.• Title I funds, local and state funds, funds from community partners, and fundraisers will be used to replenish print materials after the grant period.• A rotating schedule to replenish materials on a yearly basis will be developed to maintain a wide variety of print materials in a range of Lexile levels and student interest.• An annual inventory of print materials will be conducted in order to determine areas of need.

Budget Summary

In a time with scarce resources, the funding provided through the Striving Readers Comprehensive Literacy Grant would assist Tunnel Hill Elementary in providing students with the instruction, resources, and technology needed to become literate, productive citizens. Sixty-eight percent of the budget will be used for instruction, such as purchasing materials to improve instruction in all aspects of literacy (guided reading, writing, interventions, assessments, etc.) as well as technology. Twenty-seven percent of the budget will be used for improvement of instructional services. This part of the budget will focus on professional development in literacy, RTI and assessment since teacher training is an integral component in developing literate students. Five percent of the budget will be used for educational media services. The media center will use this part of the budget to update media materials and books.

	Amount	Percent of Total Budget
Instruction	\$119,000	68%
Pupil Services	\$0	0%
Improvement of Instruction Services	\$47,250	27%
Educational Media Services	\$8,750	5%
Support Services – Business	\$0	0%

Budget

Georgia Striving Reader Subgrant	
Budget Breakdown and Narrative	
Function Code 1000 – Instruction	Year 1
Object Codes	Amount Budgeted
300 – Contracted Special Instructors	
610 – Supplies	\$5,000.00
611 – Technology Supplies	\$10,000.00

Tunnel Hill Elementary
Whitfield County Schools

612 – Computer Software	\$15,000.00
615 – Expendable Equipment	\$5,000.00
616 – Expendable Computer Equipment	\$74,000.00
641 – Textbooks	
642 – Books and Periodicals	\$10,000.00
Function Code 1000 – Instruction Narrative:	
The majority of instructional funds are earmarked for technology purchases and software purchases to focus on a core reading program and interventions.	
Function Code 2100 – Pupil Services	Year 1
Object Codes	Amount Budgeted
300 – Contracted Services	
520 – Student Liability Insurance	
580 – Travel	
610 – Supplies	
641 – Textbooks	
642 – Books and Periodicals	
Function Code 2100 – Pupil Services Narrative:	
Function Code 2210 – Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted
113 – Certified Substitutes	\$10,000.00
114 – Non-Certified Substitutes	\$2,500.00
116 – Professional Development Stipends	\$5,000.00
199 – Other Salaries and Compensation	
200 – Benefits	
300 – Contracted Services	\$15,250.00
580 – Travel	\$4,000.00
610 – Supplies	\$2,000.00
810 – Registration Fees for Workshops	\$8,500.00

Tunnel Hill Elementary
Whitfield County Schools

Function Code 2210 – Improvement of Instructional Services Narrative: Ongoing professional learning will be provided to train teachers in literacy instruction as well as assessments.	
Function Code 2220 – Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 – Supplies	\$1,000.00
642 – Books and Periodicals	\$7,750.00
Function Code 2220 – Educational Media Services Narrative: Funds will be used to purchase materials to engage and motivate struggling and reluctant readers.	
Function Code 2500 – Support Services – Business	Year 1
Object Codes	Amount Budgeted
148 – Accountant	
200 – Benefits	
300 – Contracted Services	
580 – Travel	
880 – Federal Indirect Costs	
Function Code 2500 – Support Services – Business Narrative:	
Total Budget for Year 1	\$175,000.00