

**New Hampshire NCLB Title II-D
Regular Funds for Round 9
Competitive Grants – February 2011**

Step 2: Application Narrative for Classroom Mini-Grants Program

(Please be sure to complete Step 1 online at: www.nheon.org/oet/nclb)

District:	Alton School District	Date:	February 28, 2011
Project Manager:	Pam McLeod		
Position Title:	Director of Technology		
Mailing Address:	P.O. Box 910, Alton, NH 03809		
Email Address:	pmcleod@alton.k12.nh.us		
Phone:	(603) 875-0394		

BE SURE TO READ ALL OF THE FOLLOWING STATEMENTS.

ASSURANCES

I hereby certify that:

1. To the best of my knowledge, the information contained in this application is correct, and the school board of the district named above has authorized me as its representative to submit this application.
2. The District has submitted to the New Hampshire Department of Education (NHDOE) a General Assurances signature page for the current year.
3. The District has consulted with the appropriate non-public schools during the design and development of this Ed Tech project prior to all decisions that affect the opportunities of private school children to participate in the program.
4. All funding for this project will be obligated and reported no later than the quarterly report ending **6/30/2012** and expended and reported no later than quarterly report ending **9/30/2012**.
5. The grant funds expended will supplement, not supplant, funds from non-federal sources.
6. The District will keep records and provide information to the NHDOE as may be required for program evaluation, consistent with responsibilities under NCLB Title II-D as outlined within the Grant Application Guidance (e.g., annual tech survey, case study report).
7. The schools to be funded by this program are compliant with the Children’s Internet Protection Act (CIPA) because the district employs a filtering mechanism for student access or because Ed Tech funds referenced in this application will NOT be used to purchase computers used to access the Internet or pay for direct costs associated with accessing the Internet.

Superintendents: When you submit your final grant application in the online grants management system, you will be certifying the above assurances.

Application Form for Classroom Tech Mini-Grant	
Applicant:	Alton School District

Criteria	Applicants: <i>Criteria used to review each grant application are listed in the left column. Please do not delete the criteria column. By using this right column to describe how your project proposes to meet the criteria, you can increase the likelihood that you won't leave out important information. There is no page limit, but please be as clear and concise as possible.</i>
Project Abstract (10 points) A clear and concise abstract (100-150 word limit) outlines the mini grant project and overall goals, along with the process for implementing it in the classroom.	
1. Describes the project, including grade level(s) and content area(s), indicates how this project fits into school/district curriculum, indicates process for implementation and assessment, as well as how it would advance the achievement of students.	<p>Two teachers will use a SMART Board and four (4) MacBooks to teach students in Second and Third Grade music classes to compose songs about their community, using rhythms, time, and poetry. Students will compose on the SMART Board and record/edit on the Macbooks. This project will naturally incorporate mathematics and writing, both areas of need at our school.</p> <p>We will implement professional development in the Spring and Summer; install new equipment by Summer; and carry out the lesson plan during a 6-week period in the Fall semester, 2011.</p> <p>We will carry out the project with two (2) of each of the three (3) sections of students in Grades Two and Three, for research design purposes, assessing students in Writing using pre- and post-project rubrics; in Math using NWEA MAP testing (pre- and post); and in Music using teacher-designed rubrics.</p>
2. Abstract includes an essential question, connected to the state frameworks, which probes for deeper meaning and broader understanding of the framework content addressed by this project, fostering the development of higher order thinking and problem solving.	"How can Music Composition Help us Connect to our World?"
Project Description (50 points) Describes project in general	

<p>terms and indicates whether it is a replicated project or an original project. Projects which can directly impact more than one classroom are preferred.</p> <p>If project is replicated, proposal describes the intended changes to the project idea and how they will improve the project in order to be appropriate for the situation. Includes specific goals and objectives that relate to the essential question, and explains how those goals will be achieved by the project. Include a rationale for any changes made to the original project.</p> <p>If your project is original, proposal describes how the project is appropriate for current situation. Includes specific goals and objectives that relate to the essential question, and explain how those goals will be achieved by the project.</p>	
<p>1. Proposal generally discusses how implementing this project will improve technology integration within classrooms and in the core content areas. Indicates the need for technology integration in school or district. Describes the determination of need for this project and includes one or more examples of data that support the rationale of need for the project, such as NECAP assessment or other data. This explains to the reviewer why the project is worthy of funding as it relates to student achievement.</p>	<p>How can Music Composition Help us Connect to our World? is an <i>original</i> project intended to give our students another avenue to explore the concepts they are learning in their classrooms and are expected to know to make academic growth. Many children find that music is an area through which they internalize information, giving us a brilliant way to differentiate for core content and musical content.</p> <p>Currently, Alton Central School 2nd and 3rd grade students compose using a method that brings them through steps including brainstorming a topic, writing complete sentences about the topic, and then creating rhythms and melodies to change their work from poetry to song. Most of the hands-on work, however, is done by the teacher on a traditional whiteboard that cannot interact with the student or play back the music the students are writing – we currently have no technology in our Music classrooms.</p> <p>With the addition of technology, the project will become much more interactive and will appeal to students of different learning styles. Each student will go to the SMART Board to write their notes, see and hear that the notes do or do not fit mathematically, and then edit and change their work to fit our boundaries. Students will then be able to</p>

record their songs on MacBooks, taking ownership of their work and having a concrete product to see, hear and display for themselves and the community. We feel that the integration of technology is a natural enhancement to our music curriculum!

In this lesson, the process of composition will help students connect to their community and the world around them; the topic of the songs will be derived from relevant Science or Social Studies topics studied in their grade-level classrooms, with a focus on “My Community”. In each grade level, students will be given the choice to write about something they have observed in their community, such as indigenous wildlife, activities on or around Lake Winnepesaukee, or fall foliage. We will *collaborate with grade-level teachers* to connect this lesson with a topic that students are studying at the time of the project.

NECAP assessment begins at the start of Grade 3, and ***our recent results show a need for more growth in both mathematics and writing***. Although Grade 2 does not take the NECAP, it is clearly a critical year as they will be assessed at the start of the next school year. Our school emphasizes writing and mathematics across the curriculum, and this project connects to many core content areas, including **writing** through the creation of poetry; **mathematics** through the connection of musical rhythm and time; and **science and/or social studies** through the community-related topics of their compositions.

Our Unified Arts (Specialists) classrooms have had less of an opportunity to receive technology advancements in our school than our grade-level classrooms; in fact, outside of our Computers and Enrichment programs, we have almost no classroom technology in our Unified Arts classrooms. Additionally, our Music classroom is in a separate wing of our K-8 school, and up a flight of stairs, which makes it difficult to wheel a portable SMART Board or laptop cart into the classroom. While we do have computer labs, they are scheduled by the entire school, and it is difficult for Unified Arts teachers to reserve them at the consistent times needed for their classes – these are often the exact same times that the Computer “specials” are taught in the lab (for each grade level, one section of students is likely in Computer class while another section is in Music). This year, the District chose to open the MiniGrant only to Unified Arts teachers who could propose a project *with strong ties to the core, general education curriculum*. Although our teachers proposed several great project ideas, this Music Composition project was an ideal lesson for technology integration, building ICT skills, and has strong connections to the core curriculum. This project will help strengthen young students’ ties to and knowledge about their Community, and members of our community will enjoy hearing the final compositions.

This project will incorporate the following pieces of technology:

- **SMART Board** and SMART Notebook software – for interactive composition and playback of music – students can manipulate notes manually and instantly hear feedback. We selected SMART brand interactive whiteboards (IWBs) for this project because we already have SMART Boards and very experienced SMART Board teachers in our school. This “SMART Board culture” enables our teachers to collaborate easily and to share lesson plans. They have even created a SMART Board User’s Group which meets after school throughout the year! Using a consistent brand of IWB is good practice from a technology management standpoint, as well, because we have only one piece of IWB software, SMART Notebook, to include in our imaging process, and because our portable computers can be used with any IWB in the building. We are finding that traveling teachers such as our Guidance and Health teams take advantage of this by using netbooks with SMART Notebook software when they are teaching in a grade-level classroom equipped with a SMART Board.
- **Finale Notepad** software (download) – for use on the SMART Board and on the MacBooks – this inexpensive (\$9.95/license) music notation software provides the framework for students to set their poetry to music. Budgeted for five (5) licenses – one for each of the four (4) MacBooks, and one extra for a teacher computer.
- **MacBooks (qty 4)** – the MacBooks will be used to record and play back compositions using GarageBand and Finale Notepad software. As with all of our Macs, these four (4) laptops will be dual-bootable into Windows 7 for maximum use in the classroom.
- **iPads** – two (2) iPads obtained as part of professional development make-it-take-it (MITI) sessions. These devices will be used to play back/review compositions and to accommodate special needs students. Some educational musical apps, are available for the iPad, as well – although we haven’t had the opportunity to try these apps, we expect that they will augment the teaching of some of the fundamental skills in this project and/or will be beneficial for special needs students.

The Technology in this project will address NETS-S standards, particularly Creativity and Innovation (NETS-S #1) and

	<p>Communication and Collaboration (NETS-S #2) [2007 ISTE NETS: http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx]. Students will upload final projects into our Sharepoint Digital Artifacts Library for future inclusion in their middle-school ICT portfolios.</p> <p>At the completion of the project, the two participating music teachers will have been trained to use and implement the technology pieces, and expect to extend the tools to some or all of their classes, Pre-K through Grade 8. Our Music classroom is a large space, partitioned into two smaller classrooms with a movable divider. This room is used for many public events, including School Board meetings and staff trainings, and the inclusion of a SMART Board in this space will enable us to use it for staff workshops, as well!</p>
<p>2. Project is focused on one or more content areas, with the proposal indicating which content area and associated standards are the main focus. Proposal indicates how the project will address ICT literacy skills without focusing solely on the acquisition of ICT literacy skills devoid of core content learning.</p>	<p>Our school emphasizes writing and mathematics across the curriculum, and this project, How can Music Composition Help us Connect to our World? , connects to several core content areas, including</p> <ul style="list-style-type: none"> • Written and oral communications through the creation of poetry and the expression of a musical composition; • Mathematics through the connection of musical rhythm and time; and • Science and/or social studies through the community-related subjects of the students' compositions. <p>Part of our professional development activities in preparation for this project will be to review the NECAP Item Analysis in Mathematics for the current Grade 3 students. Although these students will not participate in this project, these data will yield some good information regarding our weaknesses in math in Grades 2 and 3. We will also review the Spring, 2011, NWEA MAP assessment results for Mathematics for students currently in Grade 2.</p> <p><u>Music:</u></p> <p>In music, our project will meet the criteria of NH Frameworks in</p> <ul style="list-style-type: none"> • Curriculum Standard 1: "Sing, alone and with others, a varied repertoire of music," • Curriculum Standard 4: "Compose and arrange music within specified guidelines," and • Curriculum Standard 5: "Read and notate music." <p>Students will have the opportunity to choose the rhythms, melodies and instruments they will use to perform the piece.</p> <p><u>Math:</u></p> <p>Grade 2: "<i>M:N&O:2:3 Demonstrates conceptual</i></p>

understanding of mathematical operations involving addition and subtraction of whole numbers by solving problems involving joining actions, separating actions, part-part whole relationships, and comparison situations; and addition of multiple one-digit whole numbers. Students will use addition and subtraction skills when putting together their 4 beat measures during the composition lesson. They will manipulate the different kinds of notes and put them together (or take them away) to ensure that there are 4 beats in all measures of their composition. Students will use one-digit whole numbers during this process.

Grade 3: “*M:N&O:3:4 Accurately solves problems involving addition and subtraction with regrouping; the concept of multiplication; and addition or subtraction of decimals (in the context of money).*” In grade 3, they will use the concept of money to ensure that these concepts are learned. We will reinforce this by using the note values in comparison to these money values. Students will group and regroup note values (using whole notes, half notes, quarter notes, and eighth notes) using addition and subtraction to ensure that each measure has 4 beats. Students may use slightly more complicated rhythm groups in grade 3 than in grade 2, taking the project a step further and advancing the students musically as well as mathematically.

Written and Oral Communication:

Grade 2:

W:OC:2:2:3 – In oral communication, students make oral presentations by using various linguistic elements and structures to convey meaning.

W:HW:1 – Use of a Writing Process.

Grade 3:

W:HW:3:2:3 – Demonstrates the habit of writing extensively by generating topics for writing (e.g. poetry).

W:HW:1 – Use of a Writing Process.

NH ICT Literacy / ISTE NETS :

This project will meet NETS for students (NETS-S) [2007 ISTE NETS: <http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx>] ICT skills in:

Creativity and Innovation (NETS-S #1) – by using technology to create original works (compositions) as a means of expression, and

Communication and Collaboration (NETS-S #2) – by using technology in the collaboration and publishing process.

	<p>The project will also meet state of New Hampshire ICT standards, Ed 306.42 (a) (2): <i>“Become proficient in the use of 21st century tools to access, manage, integrate, evaluate, and create information within the context of the core subjects of ... b. Mathematics; c. English and language arts; c. Science; e. Social studies ... f. Arts”</i></p> <p>We discuss Research Design and Assessment of these content areas in the next section.</p>
<p>3. Proposal describes in detail the project based learning unit(s) that will encompass the project, and project features support acquisition of digital and media literacy skills. Project based learning (or problem based learning) with a constructivist approach and essential questions are the heart of these projects. Team projects must show evidence that these pedagogies are clearly understood and applied.</p>	<p>In this project, How can Music Composition Help us Connect to our World?, we will introduce the students to the process of music composition using SMART Board technology and Finale Notepad music writing software. Students will write songs about a familiar subject, then will use Finale Notepad to add rhythms and lines of text all the while editing their work to fit the mathematical restrictions of musical time signatures. Students will manipulate musical rhythms, melodies and lines of text on the SMART Board. The topics of their songs will reinforce their knowledge of their community and/or the subjects they are learning in their grade levels. Students will use the SMART Board and the MacBooks to listen to and edit their compositions. Finally, the students will record their compositions with the MacBooks, which will be played publicly at a school event.</p> <p>Our specific lesson plan is as follows – we anticipate this lesson plan to require 5 to 6 weeks of instructional time at 45 minutes per week:</p> <ol style="list-style-type: none"> 1. Introduce students to the SMART Board and music writing software, Finale Notepad (Week 1 - 45 minutes) 2. Brainstorm ideas about a topic relating to Alton Central School and the subjects we’ve learned in our general education classrooms this year (Week 2 - 20 minutes) 3. The students will break into groups to brainstorm ideas about their chosen topic and then will write their ideas on the SMART Board (Week 2 - 10 minutes) 4. Students are aurally reminded of simple rhythms that are already in their music memory repertoire through rhythm games in 4/4 time (Week 2 - 10 minutes) 5. Students speak their sentences out loud as a group. Teacher assists students in assigning rhythms at the SMART Board in Finale Notepad. Students clap what they have written then listen to it play back from the computer and make any changes that need to be made in terms of counting and time. The question will be asked, “Does the rhythm fit within the space provided.” The students will need to use their math skills to decide if the rhythms fit within two musical measures of space. Students need to ensure that each measure is equal to four beats using their math skills. (Week 3 - 15 minutes) 7. In Grade 3, we will take the project a step further and add notes for every rhythm the children have chosen. Students learn basic

composition rules. Students are separated into small groups and use xylophones to compose melodies for each sentence they have composed rhythmically. Then, the students gather together and show the class the melody they have composed by manipulating the notes on the SMART Board to be in the correct position on the staff. (Week 3 - 35 minutes)

8. Students in both Grades 2 and 3 will edit their compositions, keeping in mind mathematical concepts and musical rules.

9. Students will experiment with GarageBand on the MacBooks to add accompaniment to their composition. Final edits will be made to the compositions and students will learn to sing their compositions in full. (Week 5 - 45 minutes)

10. Students will present their compositions at a school event (TBD).

Assessment - Music Composition Rubric:

We developed a rubric to assess the students' understanding of the musical aspects of this project. Students will be assessed on a scale of 1-10, a "1" meaning that the student displays no understanding of the criteria; a "5" showing average understanding; and a "10" meaning that the student is above average and can perform the task above and beyond expectations of a child at that grade level. The areas marked with a star (*) are evidence of higher-order thinking skills.

From Grade Two on the student demonstrates the ability to:

1. Repeat a rhythm accurately and in time
2. *Improvise a rhythm in the given time signature
3. *Create a 4 beat rhythm and can tell the difference between note values
4. *Put smaller note values together to form a complete beat
5. Recognize/read notes and say their corresponding rhythm solfège
6. (Grade 3 students only) Work with a partner to compose a melody using the composition rules that are taught to them
7. (Grade 3 students only) Present their melody to the class using correct notes, rhythms, and xylophone playing skills

Assessment – Math, Writing, and ICT:

Pre- and post-assessment will be done for each class in both grade levels measuring their achievement in mathematics, writing, and music before and after the project, measuring the change in success of each student individually. In *mathematics*, we will use NWEA MAP testing; in *written and oral communications*, we will use a standard rubric from each grade-level team; and in ICT, we will develop a rubric to measure technology skills in the areas of NETS-S #1 & #2 with the help of our computer teacher.

	<p>Research Design:</p> <p>To measure the impact of our project, we will select two (2) sections from each of the two grade levels to participate in the project, teaching the other section in a traditional manner. Typically, we have three (3) heterogeneous sections per grade level in our school. At the completion of the lesson period, we expect to use the technology with all of our music classes. All sections in each grade level will be assessed in the same manner. Because the sections are heterogeneous, we will choose the project sections based upon the classroom teachers who are most willing to truly actively collaborate with us in the project.</p>
<p>2. Proposal identifies and explains at least three specific learning goals the team needs to address in its professional development activities and how the proposed professional development will address these.</p>	<p>It is our goal to complete most of our professional development, with the exception of conferences scheduled in the Fall, before school begins for the 2011-12 academic year. We will carry out some PD activities in the Spring, particularly those that involve training on equipment and collaborating with teachers in our building. In the summer, we will use what we have learned to collaborate with each other and with other music teachers in the state on our lesson planning as we prepare for the opening of the school year.</p> <p>Goal #1 - SMART Board training: teachers will dedicate the necessary number of hours to learning how to use a SMART Board in the classroom. We have a number of very experienced SMART Board teachers in our school, including a certified trainer, and we will partner with those mentor teachers for basic training on the use of the board. For additional training <u>specific to the teaching of music on the SMART Board</u>, we will partner with two (2) music teachers in other New Hampshire districts who have experience in teaching music with interactive whiteboards and Finale Notepad – we have already identified the mentor teachers. This training will be sustained over a period of several months as we prepare for the start of the school year, and will take place at their schools and ours, as well as some virtual collaboration.</p> <p><i>Cost: \$300. We are allocating an amount of \$300 for stipends for these two mentor teachers, 6 hours each at a rate of \$25 per hour.</i></p> <p>Goal #2 - iPad training: in order to learn how to use and integrate iPads in the classroom, teachers will each attend an iPad MITI (Make It Take It) session at Seacoast Professional Development Center (SPDC).</p> <p><i>Cost: 2 * \$700 = \$1,400.</i></p> <p>Goal #3 - Music Software training: we will spend time with teachers in NH who have experience using Finale Notepad and potentially other pieces of software in the music classroom. Any consulting fees are budgeted above in Goal #1, SMART Board training. We will attend</p>

	<p>webinars for our initial Finale Notepad training, which available online from Atomic Learning, a product to which our school already subscribes from previous Title IID and REAP grants: http://www.atomiclearning.com/finale_notepad .</p> <p><i>Cost: \$0 or included in SMART Board training line above.</i></p> <p>Goal #4 - Technology Integration and iMovie Training (Mac): some training in use of the MacBooks for technology integration is necessary, but much of that can be done in collaboration with mentor teachers at our school who already use MacBooks and iMovie. We will attend a LESCN session on the use of iMovie in order to produce our documentary project, if offered. We also wish to attend Christa McAuliffe Technology Conference in December, 2011, to build our technology integration skills.</p> <p><i>Cost: \$300 (\$130 each, plus travel) for one day at CMTC11.</i></p> <p>Other PD Costs:</p> <ul style="list-style-type: none"> • \$500 Celebration Day for 3 project team members plus 2 Administrators • \$350 Stipends (2 @ \$175 each) – stipends for the two participating teachers, to accommodate personal time spent on the project in the summer months.
<p>3. Proposal indicates that support has been obtained from the superintendent AND the principal, preferably by attaching letters of support within the grant application pages (not as separate files). Such support acknowledges that he/she has read the RFP, understands the requirements, and will allow the applying team to fulfill the requirements, if they are awarded the grant.</p>	<p>Please see attached letters of support from our Superintendent and Principal. The administration supports this project, and in fact selected it for submission from multiple projects submitted by Unified Arts teachers. Our school has done MiniGrant and other Title IID projects in the past, and we have read the RFP and have a good understanding of the requirements. Our Administrators also enjoy attending Celebration Day in support of our teachers' projects, and agree to provide two (2) district assignment release days per teacher, specific to this project.</p>
<p>4. Proposal supports schools, teams, or districts that haven't participated in mini-grants previously or partners with such entities.</p>	<p>This team of teachers (Music Department) has neither applied for nor been awarded a grant in the past. It was very important to our school that we select a team who had not participated in a grant in the past, and that we supported a classroom in need of additional technology.</p>
<p>5. Proposal indicates partnerships which involve NH teacher preparation program faculty.</p>	<p>The two music teachers participating in this project graduated from UNH and welcome the opportunity to give back to their alma mater. We contacted Sue Noseworthy of the UNH faculty, and we have mutually agreed to present this project to a class in the Spring of 2012. Alternatively, we hope to present a seminar at UNH showing the results of our MiniGrant and our enthusiasm for the use of IWB's in Music Education. We will also share our documentary video with</p>

	UNH.
6. Proposal indicates thoughtful inclusion of students with special needs and uses appropriate technology to assist those learners in order to promote the achievement of all students.	<p>We focus on differentiation of instruction school-wide. The use of the SMART Board and MacBooks in the music classroom will aid students with special needs in understanding the music project more fully; in fact, including students with special needs is one of the primary benefits to adding a SMART Board into any classroom. In a recent article, a New Hampshire teacher working with autistic students noted that students were surprisingly engaged when manipulating graphics on an IWB to create a story. In using the IWB for morning activities, this teacher was able to increase students' engagement time to ninety minutes each morning within the first year¹.</p> <p>Without the implementation of these pieces of technology, students are forced to sit for long periods of time and watch the teacher record their ideas. With the SMART Board, students, and especially students with special needs, are able to fully participate in the project, hands-on. Students will manipulate notes on the interactive whiteboard themselves and will truly take ownership of the project.</p> <ul style="list-style-type: none"> • Special learners with an affinity for technology will soar during this project. • <i>Special learners who have a weakness in math will more fully understand the concepts through differentiation of instruction.</i> • Students with more intense physical needs will be able to participate, using touch, with the interactive whiteboard and iPad in a hands-on way. • Learners with such disorders as ADHD will be engaged in the visual aspect of this technology during the project and, again, will be able to participate fully in the hands-on part of the project. <p>Integrating these technologies will help all students take a more active and hands-on approach to this project.</p> <p>The addition of two (2) iPads to the Music classroom will also be beneficial to students of special needs, enabling them to play back music on a multi-touch device, even if they have difficulty handling the keyboard on a MacBook. An iPad is also an outstanding device for recording voices and controlling a computer remotely, and apps are available for training students in various elements of music. We have several iPads in our Special Education Department, and can easily collaborate with those teachers on appropriate use of the device with their students.</p>
7. Proposal indicates plans for dissemination of the project	Music teachers will apply to present findings at the NHSTE 2011 Christa McAuliffe technology conference in December. Results will

¹ McClaskey, K., & Welch, R. 2009, February. Whiteboards engage autistic students. *Learning & Leading with Technology*, pp. 30-31

<p>to other schools and districts throughout the state, including presentations at 2 or more venues.</p>	<p>also be presented at the MENC Octoberfest conference in 2012, which takes place each year for music teachers throughout the state of New Hampshire. In addition, data will be presented at a school faculty meeting, and to our School Board.</p>
<p>8. Proposal indicates specific plans for video production training as needed and an outline for the promotional video that describes the various stages of design and implementation of the project.</p>	<p>The music teaching team would like to be trained on iMovie in the Macintosh system, and fortunately, several of our peers have the knowledge to train us in that application. Teachers also will attend CACES trainings if they are available.</p> <p>We anticipate our video outline to be:</p> <ol style="list-style-type: none"> 1. Equipment arrives; 2. Students learn about their community in their grade-level classrooms; 3. Students compose poetry; 4. Using the SMART Board, students learn how set their poetry to music and learn about rhythm and time. 5. Students use GarageBand to record their compositions. 6. Students listen to their final compositions. 7. Students share compositions with members of our community.
<p>Capacity for Success (35 points) Describes the capacity of each team member to achieve meaningful success at achieving the goals of the Tech Mini-Grant Program in the school or district. Clearly articulates the program and policies in place that will support success in terms of professional development, technology leadership, and how this program would meet specific achievement needs of the students.</p>	
<p>1. Proposal demonstrates capacity for success by providing strong evidence that school/district and the individual team members are willing and able to conduct the scope of work involved in implementing this project.</p>	<p>We are excited to present this project for consideration, in large part due to the enthusiasm expressed by the two participating music teachers; in fact, they wrote the majority of this proposal. These teachers have common planning time, and already collaborate well on many projects for their classrooms. They competed with other Unified Arts teachers and teams for the opportunity to have their project idea developed into this grant application. These two teachers have also done some past work with technology integration, despite not having the tools in the classroom; for example, one of the teachers co-teaches a Grade 8 multimedia course with our Enrichment Coordinator and our Computer teacher. Although these teachers have not participated in a grant project in the past, there are several teachers on our staff who have done so, and are willing to serve as</p>

	<p>mentors with various aspects of the project.</p> <p>The Project Manager, our Technology Director, has participated in several Title IID grant projects and understands the scope and implementation of this type of project, as well as the process for purchasing and installing the equipment.</p> <p>We also have the support of our Director of Instruction, who provides us with fantastic guidance in assessment, rubrics, and differentiation of instruction.</p>
<p>2. Proposal describes why participation in this effort is appropriate for district and the capacity the school or district has that will insure the success of the project.</p>	<p>At our school, we are concerned with our recent NECAP results. At the same time, we wanted to focus this project where the technology tools are most lacking, which is in our Unified Arts classrooms. As such, we selected a Unified Arts project that we thought would best utilize technology integration and The Arts to enhance our core curriculum. This follows the work we already do in encouraging integration across the curriculum – our staff currently participate in <i>many</i> integrated projects and activities. Additionally, the grade-level teachers of the students involved in this project are willing to work with the music teachers to ensure that this integration enhances students’ understanding of math, writing, science, and social studies concepts.</p> <p>The MiniGrant documentary video has been done at our school in the past, and our music teachers feel that they have a great level of support in creating the final product.</p>
<p>3. Proposal describes any structures, policies, and/or procedures already in place in school or district that support the project and the project-based learning philosophy.</p>	<p>Our school supports and encourages differentiation of instruction (DI), project-based learning (PBL), and integration of technology (ICT) through the strong guidance from our Principal, Director of Instruction, and Director of Technology. DI and PBL are, in fact, two of the methods we strongly encourage teachers to use in order to increase student growth. The champion of these methods in our school is our Director of Instruction, supported by the Superintendent and the Principal. One example of her encouragement of PBL is in science instruction – for the past two (2) school years, she has hired Prescott Farm Environmental Education Center to come into the school to work with students in all grade levels with hands-on, outdoor science activities. As another example, we also have a school television studio in our Enrichment classroom, which is used by middle school students to create, produce, and film green-screened videos and a school television show. This was a MiniGrant project several years ago, and is open to all Grade 8 students as an elective course; the studio is also used by students in other grade levels as part of our Enrichment program or upon request by their teachers.</p> <p>To support this project specifically, we have a growing practice of technology integration here, and a number of teachers with SMART</p>

	<p>Boards in their classroom to support and mentor our project teachers. In addition to a Certified SMART Board trainer on staff, we have a SMART Board User's Group, and positive energy around the use of SMART Boards in the classroom. We have solid experience in specifying, installing, and supporting SMART Boards in our school. We have experience implementing MacBook laptops, as well – we own a cart of MacBooks at this time. Thanks to the new NHSTE / Microsoft EES Consortium, we can easily absorb additional student workstations without additional Microsoft Server licensing costs. And, we have sufficient wireless coverage in our Music classrooms via our Aruba Enterprise wireless network.</p>
<p>4. Proposal discusses the abilities and expertise of the individual team members with respect to their ability to collaborate, organize, schedule, and deliver a successful project to their students.</p>	<p>The music teachers at Alton Central School have a great love for incorporating technology into the classroom. On multiple occasions throughout the year, these teachers reach out to technology staff for both the use of the technology and ways to better understand this technology. One of the teachers co-teaches a Grade Eight multimedia class with our Computer teacher and Enrichment teacher, and has done so for two years in a row.</p> <p>The music teachers are also very successful in working together to collaborate on many other projects (concerts, projects, etc.) and also team teach a variety of classes. For example, one of the two teaching positions is half-Music, half-FCS, but <i>both</i> teachers pitch in to help with one of the FCS classes because it works well for the school from a scheduling standpoint. Both teachers are organized with scheduling and have similar teaching philosophies. They have a great advantage in that they have more common planning time than some other teams.</p>
<p>5. Proposal indicates team member and district/administrative support with respect to:</p> <ul style="list-style-type: none"> ● implementing the project in classrooms, ● supporting the professional development opportunities necessary to successfully participate in the Mini-Grant program, ● participating in required mini-grant meetings, ● producing the 3 minute documentary video for presentation, ● preparing the lesson plans and materials necessary for sharing with other, 	<p>The three (3) team members of this project include our Director of Technology (Project Manager), and two (2) music teachers. The Project Manager has managed at least seven (7) Title IID grants for our school and has a solid understanding of the project requirements from both the management and the technology implementation perspectives. The teaching team, who will be implementing the bulk of the project, are very excited to participate and took a very active role in the writing of this proposal. Because of our previous Title IID grant experience, our Administrators are aware of the grant requirements, have read and reviewed this application, and are supportive of the professional development and other grant commitments.</p> <p>We agree to the following requirements:</p> <ul style="list-style-type: none"> ● Implementation of the project in the classroom; ● Carrying out specified professional development; ● Participating in any required Mini-Grant meetings; ● Production of a 3-minute documentary video presentation; ● Sharing of lesson plans and materials;

<ul style="list-style-type: none"> ● attending the Mini-Grant celebration day, ● presenting the project within the district and at a regional or state venue, and ● participating in post-project evaluations for program improvement. 	<ul style="list-style-type: none"> ● Attending the Mini-Grant Celebration day; ● Presenting the project at a faculty meeting and School Board meeting, and to a class at UNH (Spring 2012); applying to present at Christa McAuliffe (2011) and MENC Octoberfest (2012). ● Participating in post-project evaluations. <p>Additionally, our grade-level teachers in grades 2 and 3 are aware and supportive of the project idea and will participate in data analysis before and after the project takes place. Many teachers throughout the school are available to assist the music teachers in using the technology hardware and software required for the video presentation.</p> <p>Although this project will require the time and effort of many additional parties, all are willing to help and understand the value of what is being taught to our students.</p>
<p>6. Proposal discusses the Extent of Impact within the School – indicates the anticipated number of staff that will be directly and indirectly impacted by the project, as well as the number of students that will be directly and indirectly impacted, along with supporting explanations for each.</p>	<p>We have already begun to collaborate with teachers in Grades Two and Three (six teachers) as to how this project will work with their math, written / oral communications, science and/or social studies frameworks. We, in conjunction with the classroom teachers, will assess NWEA scores (mathematics) and the Rubrics both before the project begins, and again, once the project has taken place. The Director of Instruction will also assist in data analysis.</p> <p>Directly, this project will impact nine (9) staff members: the Project Team and the grade-level teachers in Grades Two and Three. Indirectly, this project will impact approximately forty (40) teachers, as we present the project at a staff meeting and share the results with our peers.</p> <p>In Grades Two and Three, there will be a group (two sections) in each grade that experience the project with the implementation of the new technology while the other section will learn the project without the technology tools. This control group will help us to evaluate and assess data in the best possible manner and will show us the results of implementing the technology.</p> <p>Directly, the project will impact approximately eighty-eight (88) students, the project groups. Another forty-four (44) students, the control groups, will be indirectly impacted. Additionally, we have the ability to reach the entire student body – 550 students – indirectly with this project, because our Music teachers work with nearly every student in our school and will use the equipment with other classes when the project period is over.</p>
<p>7. Proposal discusses the Extent of Impact to Other Schools –</p>	<p>Teachers will offer to present their data at music educator workshops, specifically at the “MENC Octoberfest” gathering that occurs for music</p>

<p>Describes how the project will involve or include outreach to multiple schools, or multiple districts, in order to increase the impact of the project.</p>	<p>teachers across the state of New Hampshire every October. We will offer to present for October, 2012. This will allow the impact of the project to be heard around the state.</p> <p>We will also apply to present the project at Christa McAuliffe Technology Conference in December, 2011, and will post our project video to SchoolTube.</p>																																					
<p>Budget (5 points) Budget contains a narrative and justification of expenses regarding equipment, supplies, travel, and professional development expenses appropriate to carry out the proposed project. The total for professional development is at least 25% of the total budget requested. Include \$100 per team member for each teacher to attend the spring 2012 celebration event.</p>																																						
<p>Budget is formatted with the narrative in left column and total amounts in right column. Within the narrative, proposal describes a logical connection to district goals and shows how costs were calculated. Proposal includes \$100 per teacher for attendance at celebration event.</p>	<table border="1"> <tr> <td colspan="2" data-bbox="594 978 1424 1052">Budget</td> </tr> <tr> <td colspan="2" data-bbox="594 1052 1424 1083"></td> </tr> <tr> <td colspan="2" data-bbox="594 1083 1424 1125">Software</td> </tr> <tr> <td data-bbox="594 1125 1279 1230">Finale Notepad @ \$9.95 per download. Purchasing five (5) licenses, to include the four (4) MacBooks used in this project, and one (1) existing teacher computer</td> <td data-bbox="1279 1125 1424 1230">\$50</td> </tr> <tr> <td data-bbox="594 1230 1279 1272">Subtotal</td> <td data-bbox="1279 1230 1424 1272">\$50</td> </tr> <tr> <td colspan="2" data-bbox="594 1272 1424 1304"></td> </tr> <tr> <td colspan="2" data-bbox="594 1304 1424 1346">Hardware – New Equipment</td> </tr> <tr> <td data-bbox="594 1346 1279 1419">SMART Board with wall-mounted projector, Bluetooth adapter, and integrated speakers</td> <td data-bbox="1279 1346 1424 1419">\$3,500</td> </tr> <tr> <td data-bbox="594 1419 1279 1461">MacBooks, qty = 4 @ \$900 each.</td> <td data-bbox="1279 1419 1424 1461">\$3,600</td> </tr> <tr> <td data-bbox="594 1461 1279 1503">Subtotal</td> <td data-bbox="1279 1461 1424 1503">\$7,100</td> </tr> <tr> <td colspan="2" data-bbox="594 1503 1424 1535"></td> </tr> <tr> <td colspan="2" data-bbox="594 1535 1424 1577">Professional Development</td> </tr> <tr> <td data-bbox="594 1577 1279 1650">Celebration Day – three (3) members of project team, plus two (2) invited Administrators (5 *\$100)</td> <td data-bbox="1279 1577 1424 1650">\$500</td> </tr> <tr> <td data-bbox="594 1650 1279 1713">Consulting fees for mentor teachers, 6 hours @ \$25/hr * 2 teachers</td> <td data-bbox="1279 1650 1424 1713">\$300</td> </tr> <tr> <td data-bbox="594 1713 1279 1755">Stipends, 2 participating teachers @ \$175 each</td> <td data-bbox="1279 1713 1424 1755">\$350</td> </tr> <tr> <td data-bbox="594 1755 1279 1818">NH CMT11 (Christa McAuliffe) one day plus shared travel for 2 teachers (\$130/day *2 + \$40 travel)</td> <td data-bbox="1279 1755 1424 1818">\$300</td> </tr> <tr> <td data-bbox="594 1818 1279 1860">SPDC iPad MITI Session for 2 teachers (\$700 * 2)</td> <td data-bbox="1279 1818 1424 1860">\$1,400</td> </tr> <tr> <td data-bbox="594 1860 1279 1890">Subtotal</td> <td data-bbox="1279 1860 1424 1890">\$2850</td> </tr> </table>		Budget				Software		Finale Notepad @ \$9.95 per download. Purchasing five (5) licenses, to include the four (4) MacBooks used in this project, and one (1) existing teacher computer	\$50	Subtotal	\$50			Hardware – New Equipment		SMART Board with wall-mounted projector, Bluetooth adapter, and integrated speakers	\$3,500	MacBooks, qty = 4 @ \$900 each.	\$3,600	Subtotal	\$7,100			Professional Development		Celebration Day – three (3) members of project team, plus two (2) invited Administrators (5 *\$100)	\$500	Consulting fees for mentor teachers, 6 hours @ \$25/hr * 2 teachers	\$300	Stipends, 2 participating teachers @ \$175 each	\$350	NH CMT11 (Christa McAuliffe) one day plus shared travel for 2 teachers (\$130/day *2 + \$40 travel)	\$300	SPDC iPad MITI Session for 2 teachers (\$700 * 2)	\$1,400	Subtotal	\$2850
Budget																																						
Software																																						
Finale Notepad @ \$9.95 per download. Purchasing five (5) licenses, to include the four (4) MacBooks used in this project, and one (1) existing teacher computer	\$50																																					
Subtotal	\$50																																					
Hardware – New Equipment																																						
SMART Board with wall-mounted projector, Bluetooth adapter, and integrated speakers	\$3,500																																					
MacBooks, qty = 4 @ \$900 each.	\$3,600																																					
Subtotal	\$7,100																																					
Professional Development																																						
Celebration Day – three (3) members of project team, plus two (2) invited Administrators (5 *\$100)	\$500																																					
Consulting fees for mentor teachers, 6 hours @ \$25/hr * 2 teachers	\$300																																					
Stipends, 2 participating teachers @ \$175 each	\$350																																					
NH CMT11 (Christa McAuliffe) one day plus shared travel for 2 teachers (\$130/day *2 + \$40 travel)	\$300																																					
SPDC iPad MITI Session for 2 teachers (\$700 * 2)	\$1,400																																					
Subtotal	\$2850																																					

	TOTAL	\$10,000
<p>Budget Narrative:</p> <ol style="list-style-type: none"> 1. Software: five (5) licenses for Finale Notepad, which are \$9.95 per download. This software will be installed on each of the four (4) MacBooks purchased for the project. One additional license is budgeted for a teacher computer or another projection computer in another part of the building, in the event that teachers bring their classes to the computer lab at times, for a 1:1 editing. 2. Hardware: equipment consists of a SMART Board with wall-mounted or integrated short-throw projector, accessories, and four (4) MacBook laptops. <p>The SMART Board projector will be wall-mounted / integrated for three reasons: (a) because the music room has very high ceilings, and the existing projector may not work well with a SMART Board; (b) because the short-throw projectors really help to reduce shadowing on the SMART Board; and (c) the music room is a large room which is partitioned into two teaching spaces, one of which has a high, ceiling-mounted projector. Adding a projector to the SMART Board will allow us to have a projection device in each of the teaching spaces.</p> <p>SMART Board accessories include a Bluetooth unit, which replaces the USB cable and allows the host computer or laptop to connect wirelessly; and integrated speakers, which are necessary since this will be a sound-based project.</p> <p>The four (4) MacBook laptops will provide Garageband and Finale Notepad editing devices within the music classroom. Although we are primarily a Windows school, MacBooks are the natural choice for a Music department (and the MacBooks can also be configured to boot to Windows 7 in BootCamp). We do have shared MacBook cart in the school and iMacs in the computer lab, for those times when the teachers wish to have their students work on a 1:1 basis. However, the scheduling of those devices is such that some dedicated machines are needed within the classroom itself.</p> 3. Professional Development: <ol style="list-style-type: none"> (a) Celebration Day: at \$100 per participant, we budgeted for the three (3) team members (Technology Director + two teachers) and two (2) Administrators to attend Celebration Day. 		

	<ul style="list-style-type: none">(b) Consulting Fees: we budgeted a nominal amount to reimburse two (2) selected mentor teachers from outside of our district for their time in consulting with our teachers on our project. This could include time spent in our school, at their school(s), and virtual collaboration.(c) Stipends: a small stipend for each of the participating teachers is included, to accommodate personal time spent on this project.(d) NHCMTTC11: the teachers will each spend one day at CMTC enhancing their technology integration skills.(e) iPad MITI Session: the teachers will participate in an iPad MITI (Make It Take It) session during the project period. This will train them in effective use of the iPad, and provide them with an iPad for classroom use. This will give them two additional devices to use in the classroom for playing back student-composed music and songs.
--	--

SAU #72

Alton School District
*252 Suncook Valley Road
Alton, New Hampshire 03809
603-875-7890
603-875-0391 fax*

Deborah L. Brown
Executive Secretary

Kathleen Holt
Superintendent of Schools

Kathy O'Blenes
Business Manager

February 24, 2011

Hilary Camire
Andrea Von Oeyen
Alton Central School
41 School Street
Alton, NH 03809

Dear Andrea and Hilary,

It was a pleasure to read through your application for funding for a Mini-grant under Title II-D Technology Funding for your proposal on music composition for Alton Central School's second and third graders. Over the past three and one-half years, I have had the opportunity to see first-hand the results your instruction provides as I sit in the audience at your holiday and spring concerts. Your programs are increasing the numbers of students electing to participate, which was one of the things I asked you to do when I came to Alton. When I have had a chance to stop in to your classrooms, I see amazing things – inter-departmental instruction such as the "Reader's Theater" which coordinated different instruments within the story to different characters (similar to Peter and the Wolf), and the collaboration with other teachers in using songs to teach.

This Mini-grant proposal will add one more opportunities for students to learn about how music is connected to what they are learning in the core areas in the classrooms. You are both so energetic and this will help students make better connections to more complex mathematics, as is being encouraged by our District. Having the technology to make this happen will be key to its success. As you know, I believe music in itself is a critical content learning area and a great career for so many individuals in society. But the research on the connections between music, technology and better learning is undeniable. Your project will go far to help students "build their brains" in many ways.

I fully support this project, will authorize substitute coverage for your time out of school, and am working with Pam McLeod to ensure adequate infrastructure to make sure you can connect to the internet without much frustration.

Sincerely,
Kathleen Holt
Superintendent of Schools



Bonnie Jean Kuras
Principal
Principal

Alton Central School

41 School Street, P.O. Box 910, Alton, NH 03809
603-875-7500 FAX 603-875-0380
www.alton.k12.nh.us

Steve Ross
Assistant

"Small enough to create a safe environment that inspires each child to excel"

February 16, 2011

Dear Mini Grant Selection Committee,

It with great enthusiasm that I write this letter of support for the technology mini grant application presented by Alton Central School music teachers, Andrea von Oeyen and Hilary Camire. Their request of a SmartBoard and MacBook computers, would greatly enhance their programming and assist them in working to connect their creative art forms of music and performance with our general education grade level expectations and core standards in math and language arts.

These two dynamic teachers have already taken the time to create a unit of study that includes composition of music and have it connected to what our students are learning here in school. They plan, as part of their project to employ the use of technology in this process by using the free downloadable program, Finale Notebook. Together the students brainstorm their topic and work together to create lyrics for their song, related to what they have learned. The writing of musical lyrics and combining it with music and rhythm, assists students in applying specific academic skills related to language arts and math. The use of the SmartBoard and the ability for students to use the MacBook computers would provide for more student interaction, engagement and ownership into the process. This will allow more songs to be created, written and performed.

Already, our team has met with our grade 2 and grade 3 teachers to define how more standards and expectations could be folded into this project. This includes expanding the math skills to include the use of fractions and multiplication as it relates to music. The ability to produce and record this music will also allow the students to present their new found skill at the variety of Arts and Academic celebrations that we value here at ACS. These include our Arts Abound Evening, where parents are invited to view the excellent work that their students have done in our Unified Arts classes; and our curriculum Showcase events, where students share their work and celebrate it with the entire learning community at ACS.

It is with this in mind that I welcome and appreciate their efforts to increase their use of technology in their instruction, for the sake of our students and enhancing our music program. I applaud their efforts and believe that the activity is worthy of consideration regarding the granting of funds. Should you have any questions regarding my support or strong beliefs pertaining to the use of technology in the integration of skills across curriculums, please do not hesitate to call me. I can be reached at my office, (603) 875-0376.

Yours in Education,

Bonnie Jean Kuras
Principal, Alton Central School