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:	Chester	Date:	February 10, 2011
Project Manager:	Susan Kessler		
Position Title:	Technology Integration Specialist		
Mailing Address:	Chester Academy, 22 Murphy Drive, Chester NH 03036		
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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: | Chester School District

Criteria	*Applicants:* 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.
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.	Chester Academy's "It's a Small World" project replicates and adapts Somersworth's "Flat Somersworth" project from 2009-2010. Our project focuses on the second and third grade social studies curricula of continents and the regions of the United States, allowing for natural integration of technology, written and oral communication, reading, and math.
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.	Our second and third graders will answer the essential question, "*How would your life change if your family moved to a different region of the United States or another continent?*" by exploring their life in Chester and comparing it with other regions and continents using the Internet, literature, electronic graphic organizers, word processors, and paint programs. Digital tools including document cameras, Flip cameras, digital cameras, digital voice recorders, computers and MacBooks will enable the students to blog, Skype, use Google Earth, and create VoiceThreads, e-books, and videos to share their story and forge connections with students around the world.
Project Description (50 points) Describes project in general terms and indicates whether it is a replicated project or an original project. Projects which can directly impact more than one classroom are preferred. 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. 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.	
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.	**Introduction/Improved Technology Integration** Chester Academy's project replicates the *Flat Somersworth* 2009-2010 mini-grant project implemented in the Somersworth school district. Like Somersworth, the main focus of our project is integrating the social studies curriculum with technology, written and oral communication, and reading curricula. In addition, we will integrate the math curriculum. In the Somersworth project the students explored life in other countries and time periods. Our students will focus on the present day. The second graders will compare life in Chester with life in other countries on the different continents. Our third graders' comparison will be with life in the different regions across the United States. Chester's essential question, "How would your life change if your family moved to another region in the United States or to another continent?" will motivate our students to explore what it is like to live in Chester, what aspects of their life they value most, and how that would change. As they learn about other continents and regions of the United States, they will compare the culture, landforms, and climate with Chester's. They will forge connections with students across the United States and around the world through Skyping, blogging, podcasts, e-pals and more. Using the <u>Magic Treehouse</u> series as their literature connection and starting point the second graders will create passport books, research and write reflections about the different countries and continents, and use their existing blog, *A Second Helping*, <u>www.grade2duhaime.blogspot.com,</u> to share news of their life in Chester with their counterparts around the world. As a culminating project they will create digital and companion paper books about moving to another country. Third graders will use the <u>Flat Stanley</u> book to kick off their project. As a group they will decide on a "flat mascot" to share with 2 schools in each region of the United States. They will skype with third grade classes in those schools to learn first-hand about life in those regions. Using an interactive map they will document landmarks and landforms for each region. After researching each region they will create digital and companion paper travel guides.

Our grant project will provide daily access to digital tools such as an interactive projector, wireless document camera, digital voice recorders, digital cameras, and a teacher laptop. The wireless document camera and interactive projector will not only allow <u>all</u> students to be part of a lesson, but also capture and record lessons for those students who are absent or for future review. In addition, the students and teachers can use the document camera to Skype with their counterparts across the United States and in other countries. Using the Internet on a regular basis to access educational websites, blog and Skype with students around the world, and create podcasts, videos, VoiceThreads, and e-books will enhance the curriculum and extend our community of learners beyond Chester Academy. It will also model and promote safety when using the Internet.

Determination of Need
Chester Academy continues to be a school in Restructuring, per NCLB, with a focus on improving literacy. An analysis of testing data at all levels indicates the need for enhancement of instruction around content and informational text in particular. The grant's proposed project based learning units will promote content-area interests and development of authentic skills. We believe that providing an early foundation in these skills and reinforcing them through the integrated learning activities will result in improved student achievement and students who will become life-long learners.

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.	The project based learning (PBL) units will be the catalyst for integrating the focus content area, social studies, with written and oral communication, reading literacy, technology, and math, and for developing cognitive, communication, and problem solving skills. Collaborative decisions such as deciding on the type of "flat mascot" and brainstorming topics to research will promote problem solving. Using interactive projectors, document cameras, computers, digital voice recorders, digital cameras, video cameras, graphic organizers, application software, and the Internet will provide the students with the digital tools to successfully participate in the PBL units while learning about other cultures, geography, climates, and differences in time. Creating digital travel guides, story books, and traditional paper books, Skyping, blogging, podcasting, practicing Internet safety, and reflecting on the process in their digital portfolios will develop cognitive skills in the focus content areas and emphasize the importance of the connection between them. The following content area standards will be assessed during the project: **Grade 2** <u>Social Studies</u> SS:CV:2:3.1: Explain that the world is divided into different countries. SS:CV:2:3.2: Describe ways in which countries interact with each other culturally. SS:GE:2:1.1: Identify the characteristics and purposes of globes and maps. SS:HI:2:2.1: Recognize that the world is interconnected, e.g., trade or transportation. SS:HI:2:5.2: Identify the concept of diversity.

SS:WH:2:1.1: Recognize that people of different countries have different social and political systems.

Written and Oral Communication
W-2-1: Students demonstrate command of the structures of sentences, paragraphs, and text by… W-2-1.1 Writing short sentences (Local)
W:2-5 Students demonstrate use of narrative strategies by…W:2-5.5 Writing about observations and experiences
W-2-6: In informational writing (reports or procedures), students organize ideas/concepts by …W-2-6.1 Using a given organizational structure for grouping facts (e.g., template, frame, graphic organizer), with instructional support (Local)
W:2-7 In informational writing (reports or procedures only), students effectively convey purpose by… W:2-7.1 Establishing a topic
W:2-8 In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by … W:2-8.2 Using sufficient details/pictures to illustrate facts
W:OC:2-1 In oral communication, students demonstrate interactive listening by … W:OC:2-1.2 Conversing, and asking questions to what has been heard (eg: stories, songs or poems) W:OC:2-1.5b Attending to speaker and waiting for appropriate turn to speak
W:OC:2-2 In oral communication, students make oral presentations by… W:OC:2-2.1 Orally ordering ideas in a sequence, carrying on a conversation, ask and answer questions
W:OC:2:2.3: Telling stories or giving information using details
W:OC:2-2.5 Using eye-contact and adjustment of rate and volume

Reading
R:LT:2:1.4 Distinguishing among a variety of types of text (e.g., literary texts: poetry, plays, realistic fiction, fairy tales, fables, tall tales, or fantasy)
R:2-13 Uses comprehension strategies (flexibly and as needed) while reading or listening to literary and informational text.
R:2-17.2 Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others

Math
M:(CCR)-2-3 Students will recognize, explore, and develop mathematical connections and be able to: Recognize and use mathematics in their daily lives. Recognize and use mathematics in other curriculum areas.

Grade 3
Social Studies (These standards span grades 3 and 4)
SS:GE:4:1. 2. Display spatial information on maps and other geographic representations, e.g., home-to-school routes or settings in appropriate children's literature.
SS:GE:4:1. 3. Locate major physical and human features in the United States and on Earth, e.g., mountain ranges, principal parallels or meridians.
SS:GE:4:2. 1. Describe the physical and human characteristics of

places, e.g., land forms or where people live.

SS:GE:4:2. 3. Generalize the concept of region as an area of Earth's surface with unifying geographic characteristics, e.g., neighborhoods or climate regions.

SS:GE:4:2. 4. Illustrate the ways in which regions change, e.g., changes in local neighborhoods or changes to the United States through westward expansion.

SS:GE:4:2. 5. Compare and contrast the ways in which different people perceive places, e.g., drawings and sketch maps of familiar places or examples from children's literature.

SS:GE:4:5. 5. Compare how people in different regions use the same resource, e.g., water or wood

Written and Oral Communication

W-3-1: Students demonstrate command of the structures of sentences, paragraphs, and text by…W-3-1.1 Writing a variety of complete simple sentences (Local) EXAMPLES: declarative, exclamatory, and interrogative

W-3-6: In informational writing (reports or procedures), students organize ideas/concepts by …W-3-6.1 Using a given organizational structure for grouping facts and ideas (e.g., template, frame, graphic organizer)

W:OC-3-1: In oral communication, students demonstrate interactive listening by …W:OC-3-1.1 Following multistep verbal instructions and directions to answer questions, or to solve problems. W:OC:3:1.5 Understanding how alternative nonverbal actions reinforce a verbal message (e.g. use of gestures)

W:OC:3: 2: In oral communication, students make oral presentations by…W:OC:3:2.1: Identifying standards for good speaking in different kinds of small groups and cultural settings. W:OC:3:2.3: Telling stories, giving information using details and providing a conclusion. W:OC:3:2.5: by using eye-contact and adjustment of rate, pace and volume

Reading

R:RS:3 Uses comprehension strategies (with flexibility as needed)

R:IT:3:1.4 Demonstrate initial understanding of informational texts generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information.

R:B:3:3. Research by reading multiple sources to report information

Math

M:N&O:3-7 Makes estimates in a given situation by identifying when estimation is appropriate, selecting the appropriate method of estimation, and evaluating the reasonableness of solutions appropriate to grade level GLEs across content strands.

M:G&M:3-9 Demonstrates understanding of spatial relationships using location and position by interpreting and giving directions from one location to another (e.g., classroom to the gym, from school to home) using positional words; and between locations on a map or coordinate grid (first quadrant) using positional words or compass directions.

ICT Literacy Standards for Grades 2 and 3

		1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. 2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. 3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information. 4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. 5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. 6. Technology Operations and Concepts - Students demonstrate a sound understanding of technology concepts, systems, and operations.
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.	We look forward to implementing Chester Academy's "It's a Small World" mini-grant project. The project based learning units will help our students understand the connection between the content areas, as well as how technology can be used to enhance their learning experiences. We are especially motivated by the connections that our students will make with students in other countries including Johannesburg, Dubai, and Brazil, and in regions across the United States including Texas, California, and Tennessee. As they compare their life in Chester to other locations around the world, they will answer the essential question, "How would your life change if your family moved to a different region of the United States or another continent?" To help us implement our cross-curricular project we will use various digital tools. Chester Academy is fortunate to have interactive whiteboards in some classrooms. We have witnessed their value and power to engage students and improve student achievement. However, due to budget constraints and changes in technology, we have sought out alternatives. Purchasing Infocus IN3916 interactive DLP WXGA network projectors will provide the interactivity of an IWB with a lower cost. Students can participate in the lessons at the "board" or from their seat with the wireless adapter. We will also purchase Lumens UXGA document cameras along with the "Flyer" wireless base for each classroom. The combined unit will allow the teachers and students to project and photograph items from anywhere in the classroom. The document camera can also be used to Skype with students anywhere. The interactive projector combined with a document camera will not only allow <u>all</u> students to be part of a lesson, but also capture and record lessons for those students who are absent or for future extensions of the lessons and provide equal access to all students for all classroom activities. In addition, Chester Academy will provide digital cameras, digital voice recorders, computers, scanners, Flip video cameras, green screen technology, application software, electronic graphic organizers, and paint programs to engage our students and allow them to complete the PBL activities. Student work will be

assessed with formative and summative observations using rubrics, self-evaluation, and anecdotal notes. Each student will have at least one artifact and reflection for their digital portfolio. Following are the project based learning units for the "It's a Small World" project. The schedule may vary somewhat from class to class.

Note: The library media specialist will work with the students during their integrated arts classes. She will work with the classroom teachers to plan lessons and find resources for the project based learning units. The part-time gifted and talented teacher will work with small groups of students to extend the PBL activities, and work in classrooms monthly to help teachers with enrichment activities that focus on writing to enhance their study of continents or states. Those extensions will include, but are not limited to, using the Picturing Writing curriculum (from UNH) for parts of the books and travel guides, creative and non-fiction writing and blog entries.

Grade 2

- Introduce the students to the project and the essential question, "How would your life change if your family moved to another continent?"
- Students will complete an electronic KWL chart to begin answering the essential question. The KWL chart will be projected with the interactive projector and document camera. The digital file will be saved and revisited during the project.
- Begin learning about maps, globes, and continents and oceans in general. Students will use books and teacher-created hotlist. Students will use Google Earth, Google Maps, and appropriate webcams as they learn about the different continents and oceans.
- Internet safety will be taught, modeled, and practiced throughout the project based learning units.
- Introduce students to facts about our country and its government. They will begin exploring life in Chester and discuss what they like and dislike.
- Students will begin moving on to studying other countries. The Magic Treehouse series will be used throughout the year as our literature connection and "hook". The Magic Tree House series is an award-winning series of children books written by American author, Mary Pope Osborne. We will use the books that are set in the countries and continents the students are studying.
- Each month the students will learn about a new continent. As they do, they will connect with a second grade class living on that continent. They will communicate via e-pals, traditional penpals, their class blog, VoiceThreads, and Skype if time differences allow. They will create videos/podcasts to post to the class blog. Some topics for videos/podcasts include introduction to Chester and questions about life in that part of the world. Students around the world will be able to post to our blog, teaching us about their homeland.
- Students will create a passport book to record their findings about a country on each continent through guided discovery. Students will use this basic information for two purposes:
  - Compare and contrast facts between/among different countries
  - As a springboard for more in-depth studies based on interest

- Students will research and learn about the time difference in each of the countries. They will convert the time using terms they can understand and document it in their passports. For example: if it's 2:00 pm in New Hampshire it is _____ in _____.
- Through read-alouds, independent reading time, and grade level appropriate websites and webcams, students will learn about life in other countries and famous events and places.
- Students will formulate lists of questions for research. Students will be encouraged to think about things that are important in their lives (toys, activities, foods, etc.) and to explore the availability of these in other parts of the world.
- Students will learn to categorize their research – look in a book, interview, Internet, etc.
- Students will conduct research using the various resources. Students will have access to digital voice recorders, digital cameras, iTouch, and more when researching.
- Students will use electronic and paper graphic organizers to document their research.
- Students will reflect on each country using guiding questions. These will be audio or written reflections.
- Culminating project: Each student will create a digital book and a paper companion book in which they dream that they went in the Magic Tree House and had to go live in a new country. The book will explore how life would change/stay the same in a different country. Each book will share that theme but students will have the opportunity to personalize his book with his own interests and concerns for his own life, while demonstrating an understanding of life in another part of the world. Students will have the option to use PowerPoint, Word, Pixie2 or other software available at the school to create the digital book. They will also have the opportunity to include digital photos created with green screen technology in their books. Their books will be shared with family and friends at a "celebration" day at the end of the project.

Grade 3
- Introduce the students to the project and the essential question, "How would your life change if your family moved to different region of the United States?"
- Student will use a KWL chart to begin answering the essential question. The KWL chart will be revisited during the project.
- Internet safety will be taught, modeled, and practiced throughout the project based learning units.
- We will use the book Flat Stanley by Jeff Brown as our literature connection and "hook". Using the ideas in the Flat Stanley project, http://www.flatstanley.com/about.php, each class will brainstorm ideas for their Flat Stanley mascot and ways to create the mascot. Each class will vote on the final "Flat" mascot.
- Students will spend approximately one month studying each region of the United States. During that time each third grade class will connect with students in a state in that region. They will communicate via e-pals, traditional pen pals, their class blog, and Skype. Students will brainstorm questions to ask about the other regions when communicating with the other students. They will

create videos/podcasts to post to the class blog. Some topics for videos/podcasts include introduction to Chester and questions about life in that state and region. Students from the other regions will be able to post to our blog, teaching us about their state/region.

- Students will complete an electronic KWL chart as they begin to learn about each region. This will be projected with the interactive projector and document camera and saved for future use.
- Students will locate the school/state on an individual map which will be projected using the interactive projector and the document camera. Students will fill in the landmarks (rivers, etc) of the region on the class map and individual maps. The class map will be digitally saved and updated as they learn about a new region. Students will also use Google Earth, Google Maps, and appropriate webcams during the project.
- Students will research the landmarks and landforms of each region. They will use books and websites including interactive sites, Brainpop.com and National Geographic.com. All sites will be teacher reviewed and approved. Students will have access to digital voice recorders, digital cameras, iTouch, and more when researching.
- Students will research and calculate distance from Chester, New Hampshire to each state/region. This will be logged in the travel guide. Using Google Earth will give a visual/spatial sense of how far away the country or region/state is. Third graders will also use kinesthetic learning to walk a mile and get a sense of how far a mile is.
- Students will pair up with a student in the other third grade grant classroom to share what they have learned about their state. Their comparisons will be documented in a variety of methods including written notes, Venn diagrams, interviews recorded with digital voice recordings, and videos created with Flip video cameras.
- Culminating project – students will create a digital "Travel Guide to the United States", completing a regional section as they learn about the specific regions. They will also create a companion book which will be a traditional paper book. Students will brainstorm important facts to be included in the travel guides. Research will be conducted through class connections with the other schools, books, and grade level appropriate websites. Students will use electronic and paper graphic organizers as they research the regions. They will have the opportunity to use digital voice recorders and digital cameras to conduct their research. Students will have the option to use PowerPoint, Word, Pixie2 or other software available at the school to create the digital travel guide. Additionally, they can use Web 2.0 tools such as Wordle, Glogster, VoiceThreads, and Picnik.com to add to their guides. They will also have the opportunity to include digital photos created with green screen technology in their travel guides. The travel guides will be shared with their new friends in regions across the United States. The travel guides will be shared with friends and family at a "travel day" at Chester Academy.

| 4. | Proposal identifies and explains at least three specific learning goals | Chester's grant team realizes that this project will be a learning experience for them as well as their students. As with any group of people the needs vary. Each of the following learning goals applies to |

the team needs to address in its professional development activities and how the proposed professional development will address these.	at least 2 members of the grant team: 1. Teachers will learn how to effectively use the interactive projector and wireless document camera to enhance lessons, engage students, and improve student achievement. The proposed professional development will provide tutorials and allow the grant team time to meet on a regularly scheduled basis to share ideas and work out challenges using the interactive projector and wireless document camera. 2. Teachers will learn how to create, manage, and update a classroom blog to communicate with students in other countries and regions of the United States and share news of the mini-grant project with the Chester community and "beyond". The proposed professional development will provide instructional time as well as time to create the classroom blogs. This will be done at the Chester Academy Tech Day which will be held at the end of the current school year. Two members of the grant team (the technology integration specialist and the second grade teacher) will facilitate the workshop for the participants. 3. Teachers will learn how to effectively and easily use Skype to communicate with students in schools around the United States and in some countries (allowing for time differences). The proposed professional development will be offered to the grant team, their grade level team members, grade level special education case managers, and paraprofessionals. The training will include learning how to create a Skype account, setting up the technology needed, and an actual Skype session. 4. Teachers will learn how to integrate and maximize use of Google Maps, Google Earth, and Google Lit Trips in the classroom. The proposed professional development will explore the different Google Apps and provide time for the teachers to use Google Apps to create lessons. 5. Teachers will learn how to create a video using a digital camera, digital voice recorder, Flip video camera, and Windows Movie Maker. The proposed professional development will provide instruction and time to plan lessons using Windows Movie Maker. Skills learned in the workshop will also be used to create the short documentary for the Mini-grant Celebration Day.
5. 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.	The superintendent and principal are excited about the opportunities that this mini-grant will provide Chester Academy second and third graders. They look forward to the enhanced learning experiences that our students will have and the connections they will make with students around the world through this mini-grant project. The superintendent and the principal have read the RFP and understand that the teachers are required to attend mini-grant meetings to support the project. They support the mini-grant project and the training that the teachers will receive. Administrators acknowledge and are supportive of the team's plans to present their project to the school's faculty and to educators attending the Christa McAuliffe Technology Conference, and the requirement of team members to participate in post-project evaluations. (Please see attached signed letters of support.)

6.	Proposal supports schools, teams, or districts that haven't participated in mini-grants previously or partners with such entities.	Chester's grant team includes three teachers who are new to the mini-grant process. Tina Bento, Jill Duhaime, and Allison Fontaine are inspired by the success and achievement that their colleagues' students have had by participating in a mini-grant's project based learning activities. This will be their first opportunity to take the lead and participate in all aspects of the grant process. Susan Kessler, the grant team leader and school's technology integration specialist, will use her experience from previous mini-grant projects to mentor the second and third grade teachers. She is excited to work with a new grant team and help them to implement their vision.
7.	Proposal indicates partnerships which involve NH teacher preparation program faculty.	Chester has had student teachers from Rivier College, helping to prepare them as future teachers. Jill Duhaime has mentored three student teachers in the last few years. We have also had students from Chester College work with our third and fourth graders to create digital books using MacBooks, green screen, digital cameras and photo editing software. We welcome student teachers and the opportunity to work with NH teacher preparation program faculty in the future. In addition, Susan Kessler has been an active participant in the OPEN NH program as a member of the Leadership team, as well as a course developer and facilitator. OPEN NH provides high quality online courses for teachers across New Hampshire. Susan also facilitates the online course for the New Hampshire Tech Leader Cohort (TLC) and works with teachers from across New Hampshire.
8.	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.	The grant team works closely with the Special Education case managers and paraprofessionals to plan and adapt lessons for students with special needs. We are eager to use interactive projectors and wireless document cameras in the classrooms on a daily basis to allow all students to easily see the lessons, and allow them to be active participants in the lessons. Those tools along with digital voice recorders, digital cameras, Flip video cameras, will provide different modalities to meet the varying needs of our students and their learning styles. Participants of the professional development workshops supporting the grant project will include the grant team, the case managers, and the paraprofessionals, making sure that all staff can help to implement the project with all students.
9.	Proposal indicates plans for dissemination of the project to other schools and districts throughout the state, including presentations at 2 or more venues.	The Chester grant team will share our project with the Chester Academy staff at one of the monthly staff meetings, and with the School Board and public at a School Board meeting. We will also apply to present at the Christa McAuliffe Technology Conference. In addition, we'd like to present at one of the NHSTE Tech Integrator Workshops.
10.	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.	Both Jill Duhaime and Susan Kessler have experience creating videos with Flip video cameras, digital cameras, and Windows Movie Maker, and will mentor the other team members. In addition, Allison Fontaine and Tina Bento will attend a workshop focusing on Windows Movie Maker at Chester Academy's *Tech Workshop Day* in June, 2011. (Chester Academy's ARRA grant team will facilitate technology workshops for their colleagues at the June professional development day.) We will document the grant project with digital photos, audio clips of

	the students' thoughts about the PBL units, video of the PBL units and scanned documents of hand-written work. As a team we will review the documentation and create a video for the celebration day which will describe our project from design to implementation.
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.	
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.	Chester Academy has long promoted technology integration and innovative projects which encompass project based learning units that engage the students and promote higher level thinking. We have several teachers who participated in past mini-grant projects and continue to collaborate on project based learning units. Our students have successfully participated in PBL activities such as creating electronic books, podcasts, public service announcements and more. That success has ignited a desire among the staff to be involved in similar activities that directly relate to and enhance the curriculum. Although Jill Duhaime, Allison Fontaine, and Tina Bento have not been directly involved as grant team members, they have experience with project based learning. In the past, all three teachers have been indirectly impacted by previous grant projects which their team mates wrote and implemented. The positive experiences of creating electronic books, animal survival guides and podcasts have inspired them to take on the responsibilities of writing and implementing a mini-grant project. The grant team is fortunate to have the added resources of Susan Warnke, the library media specialist and Carol LaChance who teaches part-time at our school in the gifted and talented program. Susan is in her fourth year as Library Media Specialist at Chester Academy, teaching information skills and media literacy. She serves as a resource to the staff as well, collaborating with them on research projects. Susan has a Master's in Education in Library Media from Cambridge College. She is a member of the Technology Committee and is also on the committee that is writing the new technology plan for the school. She has received new technology tools through the school's ARRA grant, and has just finished a Web 2.0 course through OPEN-NH. She enjoys using technology to help students become more adept at accessing information. Carol, who is British, will share her cross-cultural experiences with both the students and the teachers. She has worked with gifted and talented students for the past 14 years. She has a M.Ed. in Curriculum and Instruction. She is a published author and teaches writing workshops for students and

		adults. Carol is a certified Picturing Writing and Image-Making in the Writing Process trainer and has trained many teachers in New Hampshire. She uses project based learning units in her classes whenever possible and fosters student learning about other cultures. Although Carol and Susan are not "official" members of the grant team, their experiences will be great resources to both students and teachers on the team! Chester teachers work in partnership with both their grade level team mates and other grade level teachers, creating a continuity and community within the school. To further enhance the success of all students there is collaboration between the grade level teams, the integrated arts team, and the special education department allowing for integration of all subjects at all levels. The technology integration specialist works closely with all teams to aid in the implementation of PBL activities. Chester Academy is fortunate to have previously participated in several grant funded projects. The administration and School Board encourage teachers to take part in these projects and have applauded the success that prior projects have achieved.
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.	Chester Academy teachers and administration subscribe to the mantra of "first use must inspire future use". The grant team has witnessed the success of several prior project based learning units which seamlessly integrated technology with the core content areas. They come with their classes to the computer lab each week for 45 minutes to try to replicate that success, but time is limited. They are motivated by the possibilities that this mini-grant project will offer their students on daily basis. They look forward to continuing to collaborate with the technology integration specialist and expand their students' experiences and achievement. The first use by their colleagues has definitely inspired future use of their students.
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.	As a leader in technology integration, this project is a natural extension of the curriculum for Chester Academy. In addition to the commitment by the staff, administration, and School Board, Chester Academy has the facilities to support the proposed project. Students in the primary grades have access to a media center with 7 thin clients, 3 Windows workstations, and an interactive whiteboard, a Mini MacLab with 9 MacBooks, a Windows based mobile lab with 26 laptops (at least 7 years old), and a computer lab with 30 Windows work stations. The computer lab also has an interactive whiteboard, scanners, and software to create graphic organizers, word processing, spreadsheets, paint, and more. Additionally, their classrooms have digital cameras and digital voice recorders. In the 2011-2012 school year the school will provide each of the grant team teachers with a laptop, allowing them the flexibility needed to research resources and plan lessons to ensure the project's success. These resources combined with the mini-grant purchases of interactive projectors and wireless document cameras will allow our students to do more than just view a lesson. They will be active participants in their learning and will share that learning with students near and far.
4.	Proposal discusses the abilities and expertise of	The Chester Academy grant team is comprised of teachers with diverse abilities and talents. They will learn from one another and help and

the individual team members with respect to their ability to collaborate, organize, schedule, and deliver a successful project to their students.	support each other as we implement the grant project. Similar to integrating content areas, they will be able to integrate their talents as they work together to enrich their students' learning experiences. Susan Kessler has been the technology integration specialist for 11 years. Prior to that she taught kindergarten and Title I Math and Reading for many years. Susan has a Masters degree in Education in Technology from Lesley University. She co-chairs the technology committee, has served on the NHSTE Board and the Tech Integrator Workshop committee. Susan also served on the OPEN NH Leadership Team and facilitates OPEN NH courses and the New Hampshire Tech Leader Cohort online course. Susan has been grant team leader for technology grants awarded to Chester Academy. She enjoys mentoring and working with her colleagues at Chester Academy and with students in the different grade levels. Jill Duhaime is enjoying her 12th year educating 7 and 8 year olds. She integrates the Responsive Classroom Approach into their day to build community. Together they've taken their community to the world through their blog: www.grade2duhaime.blogspot.com. Jill uploads video and audio clips of her students to the blog to demonstrate the learning and problem solving her students are achieving. She is excited about extending that community even further with students around the world. Jill's experience with classroom blogging will be a valuable resource to the grant team. Outside of the classroom Jill serves on the Restructuring Advisory Board and the Gifted and Talented Committee. She hopes to create lifelong learners by encouraging her students' natural curiosity. Allison Fontaine is completing her 9th year as a second grade teacher at Chester Academy. She has a Master's degree in Curriculum and Instruction with a specialization in Integrated Teaching Through the Arts. Allison has served on Chester Academy's curriculum council as a second grade representative and as a social studies chairperson. She enjoys bringing the curriculum to life and uses many modalities of teaching in her instruction. Allison will be joining the third grade team next year and looks forward to working with Tina Bento on this project. She is excited to foster cross-cultural connections through the use of technology in the classroom. Tina Bento has been instructing and shaping young minds at Chester Academy for the past 16 years. In that time, she has taught all grades K-8 and is currently a third grade teacher. Tina serves on the Positive Behavior Intervention and Supports Universal Team and the Restructuring Advisory Board. She has also mentored new staff. With a Bachelor's degree in elementary education and general special education, Tina has made it her goal to make learning fun! She is always looking for new and innovative ways to help students be active learners and participants in their education. Tina strongly believes that technology is a great tool for captivating the attention of our students and looks forward to working with her students as they expand their borders and learn about the regions of the United States.
5. Proposal indicates team	The grant team understands that to achieve success it takes a lot of

member and district/administrative support with respect to: • 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, • 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.	work. They are committed to meeting all of the grant's requirements including attending required mini-grant meetings, attending and presenting their project (including a 3 minute documentary video) at the Mini-Grant celebration day, presenting their project to their colleagues at Chester Academy and at a regional venue such as the Christa McAuliffe Technology Conference, and participating in post-project evaluations. They know that there will be a learning curve for them as well as their students and look forward to the professional development opportunities that the grant will afford them. They appreciate the support from the administration, and realize that their support is essential for them to fully implement the project. The grant team is ready to collaborate and work as a team to plan lessons, share ideas, and engage their students as they learn in a 21st century classroom.
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.	There will be four teachers directly impacted by the project – the technology integration specialist, one second grade teacher and two third grade teachers. We anticipate that there will be 66 students directly impacted by the grant project; 18 in the second grade class and 24 in each of the third grade classes. Indirectly, there will be a greater number of staff impacted, the library media specialist, the gifted and talented teacher, who will be a resource to the grant team and work with small groups of students in both the second and third grades, two second grade teachers, one third grade teacher, one special education case manager, and three paraprofessionals. We anticipate that there will be 60 students in the classes that are indirectly impacted (36 in grade 2 and 24 in grade 3). They will be able to participate in many of the project based learning units in the computer lab. The teachers and paraprofessionals will have the opportunity to attend a professional development workshop provided by the grant team.
7. Proposal discusses the Extent of Impact to Other Schools – Describes how the project will involve or include outreach to multiple schools, or multiple districts, in order	The impact to other schools will be great. A major goal of our project is for our students to connect with students in the different regions of the United States and in the different continents around the world. The grant team has already contacted schools around the world including the American School of the Hague, American School of Dubai, American School of Brasilia, American International School of Johannesburg, All Saints School in Australia, Singapore American

to increase the impact of the project.	School, and the education department at Kings College in London, UK. Teachers from the American International School of Johannesburg, the American School of Dubai, and American School of Brasilia have all agreed to be part of our project! In the United States we have contacted schools in many states including Tennessee, Florida, California, Alaska, Ohio, New Mexico, Vermont, and Texas. To further ensure the success of our project we have enlisted the help of Chester families to help us make connections with other schools. Parents of current first and second graders (who will be part of the project next year) received a letter explaining the project and asking if they knew of schools that might want to participate. Our hope is that this will reinforce the local community connection while providing us with a direct connection to schools beyond Chester. As far as a "more local" impact, we hope that other New Hampshire schools will share in the connections we make. Using the NHSTE listserv we will let districts know about our blogs and activities, inviting them to post their thoughts and how they have connected with students in other places. In addition, teachers in neighboring districts will be invited to attend professional development workshops at Chester Academy sponsored by the mini-grant. Availability will depend on the number of Chester Academy teachers attending the workshop.
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.	
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.	

Narrative	Unit Cost	Total Cost
Note: Classroom teachers mentioned in the budget narrative are grant team members Jill Duhaime, Allison Fontaine, and Tina Bento. The technology integration specialist is Susan Kessler, the 4th		

member of the grant team. The resource people are Carol LaChance, part-time gifted and talented teacher, and Susan Warnke, the library media specialist. They will work with the teachers and the students as resources and support for the grant project.		
Professional Development: *The following professional development purchases meet the district Technology Professional Development Goal - Increase teaching staff proficiency in technology to support student learning and skills, and curriculum integration based on educational reform initiatives (Develop integrated curriculum in conjunction with state standards, Utilize technology as a tool for individualizing instruction to meet the needs of diverse learners, Introduce teachers to emerging technologies).*		
Professional Development Events		
Christa McAuliffe Technology Conference: The classroom teachers, the resource person, and the technology integration specialist will attend the Christa McAuliffe Technology conference. Conference fees will only be charged for four people because the technology integration specialist will volunteer at the conference in return for free registration. The teachers, one of the resource people, and the technology integration specialist will attend workshops which will meet their learning goals. The cost of $200 per person includes conference registration, PDSC registration, and travel costs.	$200.00	**$800.00**
Tech Integration Workshop: Costs for 4 people to attend one day at a tech integration workshop at either a local LESCN center (SPDC or GMPDC) or at a NHSTE Tech Integrator Workshops. Both the local LESCN centers and NHSTE provide workshops during the school year. We will explore the workshops offered in the 2010-2011 school year and attend one that focuses on digital media and technology integration strategies to improve instruction and student achievement. Cost for each person will be approximately $75 including travel costs.	$75.00	**$300.00**
Chester Academy Tech Day – the grant team will attend workshops facilitated by members of the Chester Academy ARRA grant team. Workshops topics include Google Earth and Google Maps, Blogging in the classroom, Skyping in the Classroom, and Windows Movie Maker. There is no charge for the workshops.	$0	**$0**
Celebration Event in the Spring 2012: Six staff members will attend the celebration event: all 4 members of the grant team, one of the grant resource people, and an administrator.	$100.00	**$600.00**
Total Professional Development Events		**$1700.00**
Professional Development Other Costs		
Substitute Teacher Costs for workshops/conference days – 1 day for grant team members for a total of 4 substitutes at $70 per day.	$70.00	**$280.00**
Professional Development Stipends for teachers to attend summer trainings – Teachers will attend a full day workshop focusing on using the interactive projector and wireless document camera. There will be instructional time, as well as time to practice using the equipment and creating lesson plans. Each attendee will receive a stipend of $150. We expect up to 5 people at the workshop (4 grant team members and one of the resource people).	$150.00	**$750.00**
Supplies including lunch, snacks, and resources for PD workshops held at Chester Academy. $100	$100.00	**$100.00**

Total Professional Development Other Costs		**$1130.00**
Total Professional Development		**$2830.00**
Equipment/Hardware: *The following purchases meet the district Instructional and Curricular Technology Goal: Integrate the use of technology into all aspects of instruction and curricula for effective communications, critical thinking and problem solving which will enable students to become productive citizens (Provide hardware and software that is able to adapt to the physical and intellectual needs of each learner, Integrate technology into the instructional process, Provide the tools and instruction necessary for students to expand research skills, and explore diverse ideas).*		
3 Lumens DC120 Ladybug Document Cameras: this will be used by the classroom teachers for Skyping with partner schools, sharing student work, recording videos, digital photos and more. Each document camera will cost $315.	$315.00	**$945.00**
3 Lumens AC11 Flyer, Wireless Dock for the DC120 Document Camera: this will allow teachers to present their lessons from anywhere in the room while displaying on the screen without having to be bound by wires. Each Flyer will cost $315.	$315.00	**$945.00**
3 InFocus IN3916 DLP WXGA Interactive Network Projector: this will provide the interactivity of an IWB at a lower cost. We will purchase one projector as a demo at the cost of $875. The remaining two projectors will be purchased at the education cost of $1200. Each projector comes with an extra bulb at no cost.	$875.00 $1200.00	$875.00 $2400.00 **$3275.00**
3 Steren 50' SVGA Monitor Cable With 3.5mm Stereo Audio Cable – needed to operate the projector. Each cable costs $17.	$17.00	**$51.00**
3 Short Throw ProjArm -29-49IN BLK – wall mounts for the interactive projectors. District personnel will install the wall mounts saving installation costs. Each wall mount costs $200.	$200.00	**$600.00**
3 Liteshow III WRLS DISP Adapter – will allow teachers and students to use the interactive projector wirelessly. Each adapter costs $245.	$245.00	**$735.00**
Teacher Laptops: The Chester School District will purchase laptops for the classroom teachers and the grant resource teacher. The technology integration specialist has a laptop which was new last year. There is no cost to the grant budget.	$0	**$0**
Total Hardware		**$6551.00**
Indirect Cost has been waived by the Chester School District.	$0	**$0**
Other Costs		
Stipends - Project Manager is responsible for filing all reports, evaluations, and overseeing project and will receive a stipend of $150. (5 hours @ $30/hr.) The grant team will receive stipends for work sessions after school related to grant implementation. 4 Teachers at $90 each (3 hours @$30/hr).	$150.00 $90.00	$150.00 $360.00 **$510.00**
Travel Costs for grant team to attend Mini-grant Celebration Day. The team will carpool to save energy and costs. (based on district gas mileage reimbursement)	$79.00	**$79.00**
Total Other Costs		**$589.00**
Total Cost of Grant		**$9970.00**

Letters of Support

February 17, 2011

Dear Cathy Higgins,

I fully support the second and third grade teachers at Chester Academy who are applying for the 2011 mini grant. They have watched their teammates be successful previously and it has inspired them to move forward with a grant application of their own. I have completely read the RFP and will allow the team to fulfill all of their obligations because I truly believe this will be of great benefit for our students.

Our school has long promoted technology integration and innovative projects. Chester Academy is fortunate to have some grade-level and content-area teams of teachers who continually collaborate to provide project based learning activities that engage the students and promote higher level thinking. The teachers who applied for this grant have not yet benefited from 21st Century tools and training but will work just as hard as their predecessors. They have seen the benefits of writing a grant in provide technology tools, and hands on professional development training to create a richer learning environment. These are dedicated teachers who are ready to take on the responsibility of writing and implementing a mini grant.

I look forward to seeing the projects on cultural differences in regions of the US and the world be enriched and transformed as students use technology tools to create their projects. Using Skype and Blogs to allow students who are great distances from each other communicate on a regular basis is very exciting. The essential question "How would your life change if your family moved to another continent or region of the United States?" is appropriate to the increased relocation of Americans to other states and countries for work. Integration in a variety of content areas will intensify and enrich the learning opportunities. These projects will encourage peer on peer learning models which is a best practice. It also models for students the ease with which we are now able to communicate and work with citizens from other countries via the internet.

I fully support the 4+ days of professional development training required by the teachers to meet their goals as well as presenting at Christa McAuliffe in the fall and attending the Mini-Grant Celebration Day. The post project evaluation seems to a great way to assess benefits of their activities and reflect on methods for improvement.

This team has not participated in a Mini-grant activity before but they are very excited to expand their educational horizons and Mrs. LaChance and Mrs. Kessler will both be great resources for the team. I am especially excited to have them present to staff the projects that their student will be able to create through this grant. They were inspired to try for a grant by colleagues and they now will have the opportunity to inspire others.

I believe this mini-grant will be of great benefit to our teachers by expanding their horizons and to our student by enriching their learning experience. I fully support all training and other professional development required. I am open to supporting any other requirement s which may become part of the grant in the future. Small schools like ours are always grateful and appreciative of any opportunities to upgrade classrooms with 21st Century tools and training. Thank you for your consideration for this grant.

Sincerely,

Leslie Leahy

Leslie Leahy, Principal

CHESTER ACADEMY
22 Murphy Drive
Chester, New Hampshire 03036

Leslie Leahy, Principal

Mark Campbell, Assistant Principal   Jana Ruiz, Director of Special Services
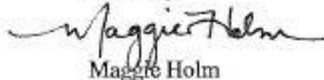Susan Buck, Director of Guidance   Maggie Holm, Director of Academic Programs

February 16, 2011

To the Grant Review Team, Title IID Technology Minigrant:

I am writing in support of the propose Title IID Minigrant project for grades two and three at Chester Academy related to forming relationships with students in other schools across the U.S. and in other countries. In reviewing the curriculum and student performance in our upper grades, student understanding of geography here at Chester Academy mirrors national reports that indicate that students are lacking in some concepts and general map skills. In addition, our school is involved in the process of Restructuring as a result of our continued designation as a School in Need of Improvement for Reading. The efforts of our teachers to support and enhance student learning in creative and authentic ways can only help our students develop better comprehension skills by building their knowledge base and understanding of the world around them,

In the recent past, I have met with both the grade two and grade three teams in particular to brainstorm ways to strengthen the conceptual base students begin to build in the primary grades around map skills and general understanding of U.S. and world geography. The opportunity to utilize the grant to make this project substantive is very exciting. I feel the activities being proposed would provide an engaging and innovative way to motivate student learning and provide real-world connections to other locales and ways of life.

Sincerely,

Maggie Holm

Director of Academic Programs, Chester Academy

"Where Futures Begin"

James Gaylord
Interim Superintendent
JimG@Chesteracademy.org

CHESTER SCHOOL DISTRICT, SAU #82
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Annmarie Scribner
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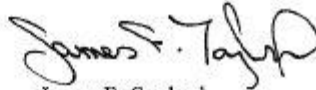February 16, 2011

To Whom It May Concern:

I am writing this letter of support for the mini grant proposal submitted by Chester Academy. This proposal enhances student perception of the world around them and the world as an entity outside of their community.

To accomplish this, it is understood that the team applying for this grant has requirements that must be met. I support the team as it fulfills these requirements through professional development activities both in school and at conferences. I might also add that the recently completed budget retains Board support for the continued integration of technology into the K-8 classrooms at Chester Academy.

I believe the team has tied together several elements – GLE's, technology, exploration, reading, writing and core subject areas – that will allow the 2nd and 3rd grade students to broaden their knowledge of the world, a world in which they will live as adults in the not too distant future.

Please give your highest consideration to this proposal.

Sincerely,

James F. Gaylord
Interim Superintendent, SAU 82