

**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:	Fall Mountain Regional School District	Date:	Feb. 17, 2011
Project Manager:	Lynne Phillips		
Position Title:	Technology Director		
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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:	Dori Ferreira & Sheila Grimsley of Vilas School, Fall Mountain Regional 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.	<u>Our project goal and our processing for implementing:</u> Our vision is to expand the current fifth grade curriculum to include more outreach to the Alstead community through our school-based conservation programs. Through the use of interactive technologies, such as SMART Boards and FlipVideo cameras, students will expand and showcase conservation programs within the Alstead community. Currently, the fifth grade is in its second year of a recycling program that includes both the Alstead Primary and Vilas Middle school buildings. We hope to answer the question, "Does recycling really make a difference?" Using digital resources, we will capture, document and compare the savings to the Alstead area. Students will therefore broaden their understanding that every person can have a positive impact on their immediate local community and ultimately the world.
1. <u>Describes the project</u> , including grade level(s) and <u>content area(s)</u> , indicates how this project fits into school/district curriculum, indicates <u>process for implementation and assessment</u> , as well as <u>how it would advance the achievement</u> of students.	<u>Project description:</u> The fifth grade at Vilas Middle School are in their second year of a recycling program. Our goal is to use the SMART Board to graph and chart the amount of recycled materials as an integrated part of the curriculum across the board. <u>Content areas addressed:</u> This technology grant will allow our fifth grade students the needed resources to expand our current recycling program. It will also support our mathematics and science curriculum and expand our outreach into the community with our fifth grade recycling program. Currently, the fifth grade students collect all recyclable products from the Alstead Primary and Vilas Schools. In addition to the recyclables brought to the transfer station, when large quantities of newspapers are amassed, which are used in the Science and Social Studies curriculum, they are donated to a local farm where they are shredded and used for animal bedding. Participating in the community helps foster social responsibility and civic duty. <u>Implementation and assessment:</u> This project will be implemented by the fifth grade teachers under the guidance of our Technology Integration Specialist, and evaluated by the team members, participating students and our building Principal. <u>Student achievement:</u> Academic assignments will be project-oriented as teaching through problem solving is the most effective way to engage students in the development of meaningful ideas. Students will benefit from extended practice solving real world problems while being engaged in the learning process through the use of technology.
2. Abstract includes an <u>essential question</u> , connected to the <u>state frameworks</u> , which probes for deeper meaning and broader understanding of the framework content addressed by this project, <u>fostering the development of higher order thinking</u> and problem solving.	<u>Essential Question: Does recycling really make a difference?</u> <u>State frameworks that foster higher order thinking include:</u> Science Environmental Change: - Provide examples of how to reduce waste through conservation, recycling, and reuse. (ESS4:5 & 6:3.3) Social Studies - Discuss the reasons for conflicts between and among countries and peoples (SS:CV:6:3.3) Math Communication, Connections, & Representations: - Employ the use of calculators, computers, and other technology to solve mathematical problems and to document solutions (CCR 3-3) - Make connections to activate prior knowledge (CCR 5-1), (CCR 5-3) Problem Solving, Reasoning, & Proof: - Use appropriate problem solving strategies (PRP 5-1) - Determine whether solutions are reasonable (PRP 5-1) - Solve problems with multiple solutions, recognize when a problem has no solution, and recognize problems where more information is needed (PRP 5-1) - Use evidence to support solutions (PRP 5-2)

<p>Project Description (50 points) Describes project in general terms and indicates whether it is a replicated project or an <u>original project</u>. 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. <u>Includes specific goals and objectives that relate to the essential question, and explains how those goals will be achieved</u> 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>The project that we propose is original, and it is new to the Alstead Attendance Area. As previously stated, we are in the second year of participating in a school-based recycling program. In an attempt to improve and expand this program to include the community, we are applying for this technology grant. Imagine students engaged independently or in collaborative groups with hands-on activities organized all around the room. Students will clearly understand how recycling can make a difference.</p> <p>Our project will incorporate key content areas in science, language arts and mathematics while actively engaging all students. Each and every student will be able to participate in creating solutions for our recycling program while answering the essential question for our project.</p> <p>Through the use of technology, students will construct graphs and collect data to prove theories. They will use technology to demonstrate creative thinking and develop new products. Students will keep a "running" record of the amount of recyclables collected as well as the amount of money saved by the district. Through technology, students will practice fundamental science and mathematics skills as they chart and graph the results, calculate money and experience a real-world problem firsthand. As science and social studies are incorporated into the project, students will use the scientific method as they construct questions and possible solutions.</p> <p>Writing across the curriculum will improve as well, as students are actively engaged using a laptop writing summaries of their findings. Because of the hands-on approach technology brings, each student becomes an active and engaged learner. It is our attempt to incorporate new technology into our current curriculum as an innovative way to improve curriculum across the content areas.</p>
<p>1. Proposal generally discusses how implementing this project will improve <u>technology integration within classrooms and in the core content areas</u>. Indicates the need for technology integration in school or district. Describes the <u>determination of need</u> for this project and includes <u>one or more examples of data that support the rationale of need</u> for the project, such as NECAP assessment or other data. This explains to the reviewer <u>why the project is worthy of funding as it relates to student achievement</u>.</p>	<p>This project will Improve technology integration in our school: The technology that will be utilized by this grant will be advantageous to the students of the fifth grade in the Alstead Attendance Area who are unable to utilize technology outside of the classroom.</p> <p>Rationale of need: This project would benefit our entire fifth grade team. Currently, the sole SMART Board in our school is on the second floor in the main building so access to it requires reserving the computer lab and then arranging the extra time to organize our classes. The two fifth grade classrooms at Vilas are housed in a separate "Outback" building. (Our classrooms are literally out back behind the main school building.) To go to the computer lab, we have to cross a parking lot, in all kinds of weather, and go to the main building and then proceed up two sets of stairs. It is a challenge to do this in a reasonable time while not disturbing other classrooms.</p> <p>If we were granted a SMART Board for each of the fifth grade rooms, we could share (by trading rooms for a day, for example). Therefore, the six core subject areas would benefit. That would be a significant improvement over enjoying technology only a few times per year. Certainly the video cameras could be used by any of our fifth grade-eighth grade staff (10 teachers, 100+ students) for projects in their classrooms. Of course, this is the simple impact of having the technology in our own building without having to travel across the parking lot to the main building. That alone will save considerable time, add more instruction time and will allow us to use technology on a consistent basis.</p> <p>The school itself would be greatly enhanced by having us regularly use technology. We would happily share our expertise and our ideas, our enthusiasm, and our interest to our Vilas Middle School and to Alstead Primary School which is located next door but also to the neighboring schools in Langdon and Acworth which are part of our attendance area. In addition, we have support from our Information Technology Services team that we will see new computers in our classroom to help with this project.</p> <p>Why this project helps student achievement and is worthy of funding: This project helps students in key content areas As a school in need of improvement (SINI), this project will enable students to integrate technology with their everyday lives and provide the tools that will have a direct impact on not only our school recycling program and local community, but will provide students of all levels the tools to be more successful on standardized tests and at the same time encourage mastery of basic mathematical skills. These statistics will be measured through NECAP test results as well as the MAPS tests that are taken in the fall, winter and spring of each school year.</p> <p>This project helps the school community. The Fall Mountain District has had a recycling program in effect for many years. However, there are tremendous differences in how they are administered in the different Attendance areas. Another obstacle has been that there are smaller schools located in outlying areas which have been left to fend for themselves. The technology provided through this grant will enable students to be in contact with these often neglected buildings to assist them in improving their efforts. Our facilities department is actively involved with improving the recycling efforts throughout the district and is supportive of all ideas that will cut costs. The district business department also actively supports and encourages staff and students to do more to improve our environmental efforts. Earlier this year, a survey was taken to make sure that recycling bins were placed throughout schools in the district.</p> <p>Another primary goal of this original project is to save the Fall Mountain District and its local communities money in the following ways: <ul style="list-style-type: none"> - Decreasing the amount of trash which will allow for smaller dumpsters being used in each school. - The frequency of trash pick up can be scaled down - Due to the large size of the district, many communities will benefit from the reduction of trash at their local landfills. </p>

	-The community recycling centers will see tremendous benefits allowing them to save money as well.
<p>2. Project is focused on <u>one or more content areas</u>, with the proposal indicating which content area <u>and associated standards</u> are the main focus. Proposal indicates <u>how the project will address ICT literacy skills</u> without focusing solely on the acquisition of ICT literacy skills devoid of core content learning.</p>	<p><u>Educational Standards</u></p> <p>Science Environmental Change: Provide examples of how to reduce waste through conservation, recycling and reuse. (ESS4:5&6:3.3)</p> <p>Mathematics Data, Statistics, & Probability: - interpret charts, tables, diagrams, and graphs (P/S 5-1) - construct, analyze, and interpret graphs and tables (P/S 5-2) - understand mean (P/S 5-2) - use given and collected data to create appropriate charts, tables, and graphs (P/S 5-3) - determine the probability (likelihood) of the occurrence of an event which may or may not contain equally likely outcomes, use fractions to express solutions(P/S5-5) - determine the most effective method to generate and hypothesize questions in connection to real world situations(P/S5-6),(PRP5-1)</p> <p>Communication, Connections, & Representations: - employ the use of calculators, computers, and other technology to solve mathematical problems and to document solutions(CCR3-3), - make connections to activate prior knowledge (CCR 5-1), (CCR 5-)</p> <p>Problem Solving, Reasoning, & Proof - use appropriate problem solving strategies (PRP 5-1) - determine whether solutions are reasonable (PRP 5-1) - solve problems with multiple solutions, recognize when a problem has no solution, and recognize problems where more information is needed (PRP5-2)</p> <p>ICT Standards From NETS for Students 2007 Profiles - Produce a media-rich digital story about a significant local event based on first-person interviews. (1,2,3,4) - Recognize bias in digital resources while researching an environmental issue with guidance from the teacher. (3,4) - Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses. (3,4,6) - Identify and investigate a global issue and generate possible solutions using digital tools and resources (3,4) - Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support. (4,6) - Debate the effect of existing and emerging technologies on individuals, society, and the global community. (5,6) - Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems. (4,6)</p> <p>From Fall Mountain Regional School District Information Technology Exit Level Skills for Fifth Grade - Use the Internet efficiently and effectively to remotely access information and to communicate with others. Students will use correct web addresses and type them directly into the address bar. (5) - Use technology tools (e.g., PowerPoint, Word, iPhoto, iMovie, Photoshop Elements, Web tools, and digital equipment) for individual and collaborative writing, communication, and publishing activities to create projects for audiences inside and outside the classroom. (3, 4) - Use online resources to participate in collaborative problem-solving activities for developing solutions or products for inside and outside the classroom. (4, 5)</p> <p>NETS for Students- The adapted indicators for our project above reflect these core standards.</p> <ol style="list-style-type: none"> 1. Creativity and Innovation 2. Communication and Collaboration 3. Research and Information Fluency 4. Critical Thinking, Problem Solving, and Decision Making 5. Digital Citizenship 6. Technology Operations and Concepts
<p>3. Proposal describes in detail the <u>project based learning unit(s)</u> that will encompass the project, and project features <u>support acquisition of digital and media literacy skills</u>. 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><u>Project Based Learning Units:</u></p> <p>Science: In order to determine whether recycling makes a difference in the community, we will utilize the scientific method of making a hypothesis, conducting experiments, and ultimately reaching conclusions.</p> <p>Step One: The hypothesis: Students will mathematically calculate and record through virtual simulation and will demonstrate on the SMART Board the amount of recycled materials in both of the Alstead schools on a weekly basis as the program now stands and average them over a 2 -3 week period. We will also separate our studies at this point into "Primary" versus "Middle School" efforts. Does for example a middle school or primary school building recycle more or less? Are grade levels a factor, and if so, how and why? These statistics will provide us with our base calculations.</p> <p>Step Two: Conducting Experiments: Using the data obtained from our hypotheses, students will incorporate all the current conclusions into a SMART Board presentation on how recycling can be improved in these buildings. The data will include, but is not limited to, taking student and staff surveys, consultation</p>

	<p>with recycling coordinators throughout the district, and of course, local environmental specialists. These will be presented to the Principal and Vilas staff as suggestions and how the recycling program could be improved. Once the students have met these requirements, they will document how the changes will positively affect the community of Alstead.</p> <p>Math: In the area of mathematics, students will solve real world problems using the SMART Board to create a presentation of charts and graphs. Through visuals created, students will explain and demonstrate with confidence and persistence in problem solving. Using the data collected and compiled they will analyze, formulate, and solve simple and multi-step problems using basic operations. Students will use the calculator on SMART Board to compute addition and subtraction problems with and without regrouping.</p> <p>Another key component of the fifth grade math curriculum is data, statistics and probability. It is an extremely hard concept for young learners to comprehend. Through the use of the SMART Board fifth graders will be able to interpret charts, tables, diagrams, and graphs, construct, analyze, and interpret graphs and tables. Students will determine the probability of the occurrence of an event which may or may not contain equally likely outcomes, use fractions to express solutions. Determine the most effective method to generate and hypothesize questions in connection to real world situations.</p> <p>Our district recently adopted a new mathematics program, <i>Bridges in Mathematics</i>. <i>Bridges</i> is a comprehensive K-5 curriculum designed to meet the standards established by the National Council of Teachers of Mathematics and many states. <i>Bridges</i> facilitates the development of children's mathematical thinking and reasoning abilities by providing a mixture of direct instruction in areas of number, algebraic thinking, geometry, probability, data analysis, and measurement. <i>Bridges</i> uses everyday world situations in conjunction with mathematics - reading stories, using maps, playing games, collecting data. It would be 'wonderful' to incorporate the use of technology into my mathematical lessons to further enhance the students' ability to solve real world problems using mathematics, and the most up to date technology, putting them on 'par' with other more technically advanced communities.</p> <p>Language Arts: Writing across the curriculum will improve as well, as students are actively engaged at a laptop writing summaries of their findings. Because of the hands-on approach technology brings, each student becomes an active and engaged learner. It is our attempt to incorporate new technology into our curriculum as an innovative method to improve curriculum across content areas. Gaining the interest of even the most challenging of students.</p> <p>This project will support Digital and Media Literacy skills: Through the use of technologies such as the SMART Board and the FlipVideo cameras, students will get to experiment as part of the problem solving process. Using technology will expand students to think globally, ethically while encouraging creativity. Our project will have students working together in groups towards a common goal through the recycling project while fostering their own individual creativity as they design their SMART Board presentations.</p>
<p>4. Proposal <u>identifies and explains</u> at least three <u>specific learning goals</u> the team needs to address in its professional development activities and how the proposed professional development will address these.</p>	<p>Professional Development Goals: Our team will need training with the following: SMART Boards, FlipVideo cameras, document cameras, and with using iMovie.</p> <p>Goal 1- FlipVideos- We will receive training from the Southwest Tech Center in Keene and have classroom support and from our district Technology Integration Specialist. Goal 2- iMovie- We will receive training from the Southwest Tech Center in Keene and have classroom support and from our district Technology Integration Specialist. Goal 3- SMART Board training and Notebook software- Neither of us have used a SMART Board before. However, we are very excited about the possibility of having one in our classrooms. We will be working with the Technology Integration Specialist individually and having support within the classroom as we start to use this technology. Goal 4- Document cameras- Again, we will be working with the Technology Integration Specialist individually and having support within the classroom as we start to use this technology.</p>
<p>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.</p>	<p>(See attached letters of support)</p>
<p>6. Proposal supports schools, teams, or districts that haven't participated in mini-grants previously or partners with such entities.</p>	<p>The Alstead Attendance Area fifth grade has never applied for or participated in any mini-grant program offered by the State.</p>
<p>7. Proposal indicates partnerships which involve NH teacher preparation program faculty.</p>	
<p>8. Proposal indicates thoughtful <u>inclusion</u> of students with special needs and <u>uses</u> appropriate technology to assist those learners in</p>	<p>Inclusion of Special Needs Students: The current science, social studies, mathematics and language arts curriculum uses technology but at a minimal level. Using the technology this grant will provide, students of all learning styles will be able to</p>

<p>order to promote the achievement of all students.</p>	<p>focus on improving their weaknesses and enhancing and developing their strengths. All fifth graders will be able to use the various technological tools simultaneously affording interactive live-time responses and results. This would vastly improve our current method of trying to integrate the technology curriculum into our plans on a much more frequent basis.</p> <p>Currently, every member of the fifth grade participates in recycling through the collection of materials. However, we would like to enrich the experience of special needs students through the use of technology that will not only benefit them now, but serve them well in their future academic education as well as in their daily lives as responsible citizens and community members. Students will use technology to communicate with others locally and globally. Students will create a basic presentation using either software, such as PowerPoint or an online application.</p> <p>Vilas Middle School meets the needs of special education students through an inclusionary approach. It is our philosophy that all students are entitled to the least restrictive environment. Currently, the fifth grade special needs students receive their education within the general education classroom. Our team believes the incorporation of technological tools will improve the delivery of services as it provides yet another means of instruction: <i>all modalities of learning</i>.</p> <p>Appropriate Technology for Special Needs Students:</p> <p>The use of the technological tools in this project can be modified and adjusted to meet the needs of all students. One method is to set up teams of mixed capabilities and strengths so they can support one another and devise strategies that will be effective for their specific team. Special needs students learn best through a multi-sensory approach. Current advances in technology will allow students to learn through all modalities.</p>
<p>9. Proposal indicates <u>plans for dissemination of the project to other schools and districts throughout the state</u>, including presentations at 2 or more venues.</p>	<p>Dissemination Plan: The team will make arrangements with the district Staff Development Committee to share the outcome of this proposal as well as presenting it to the attendance area and include members of the community, school board, etc. We also plan on presenting at the Christa McAuliffe Technology Conference and at the mini-grant presentation in Meredith.</p>
<p>10. Proposal indicates <u>specific plans for video production training</u> as needed and <u>an outline</u> for the promotional video that describes the various stages of design and implementation of the project.</p>	<p>Video Production Training: The fifth grade classroom teachers and their students will work closely with the Technology Integration Specialist associated with this grant, Selena Garrison, to document the progress made throughout the school year. Using FlipVideo cameras, photos, and other technologies, we will meet bimonthly record what is being accomplished as well as evaluate and revise goals to increase our interaction with the Alstead community. Videos and updates will also be submitted to the Alstead Conservation Committee for their input and suggestions as well.</p> <p>Outline of Promotional Video: Introduction- Explanation of the current recycling program and how using technology could really help to assure the program's success.</p> <ol style="list-style-type: none"> 1. Arrival of the equipment 2. Students and teachers learning how to use the equipment. 3. Teachers receiving professional development 4. Teachers and students actively engaged using the technology in the classroom, collecting videos from community members and creating SMART Board presentations. 5. Students share their experiences with using the technology with the recycling program.
<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 <u>policies</u> in place that will support success in terms of <u>professional development, technology leadership</u>, and how this program would <u>meet specific achievement needs of the students</u>.</p>	<p>Our project will be successful. We feel very strongly that, if awarded this grant, the project would come to fruition and be carried to a successful completion. First of all, we have a dedicated staff of professionals who, when making a commitment, follow through on a commitment. Additionally, this project would be joyful to implement as we are passionate about this recycling program and love expanding students' perspectives about their community. Third, we are craving training in and access to technology so that our students can improve their technology literacy in this very technologically based society. So, we anxiously look forward to this challenge and this opportunity.</p> <p>About our school: Vilas School houses grades 6-8 and the fifth grade has recently been included under the umbrella of the Middle School. In order to lessen the influence of "teenage drama," however, the fifth grade classrooms are located in a separate building on the school property. The classes are divided into classes where Dori and Sheila both teach reading, language arts and spelling to their homerooms. Additionally, Dori teaches mathematics to both classes and Sheila teaches social studies and science to both classes. When it was first decided that the fifth grade team would be applying for this grant, the Principal, Art teacher and Guidance Counselor all offered their support and encouragement.</p> <p>About our team:</p> <p>Dori Ferreira I began teaching at Westport Middle School in Westport, Massachusetts as a special needs teacher in 1983. I ran the Alternative Ed. program which included some of the most needy and difficult students. I am proud to say that I bring years of experience to my current position at Vilas Middle School. I hold a Master's Degree from Rhode Island College in the area of Emotional Disabilities. My teaching certificate includes</p>

	<p>Elementary Education K-8, General Special Education, with an endorsement in Learning Disabilities. Most of my teaching experience lies in the area of special education at the middle school level. Currently, I am teaching fifth grade at Vilas Middle School. I have served on the state ICT Portfolio Rubric committee. This committee created the rubric that is now used to assess portfolios and the portfolio artifacts. In addition to teaching fifth grade, I am currently enrolled in an online Bridges Mathematics class. I am a member of our district's Staff Development Committee where I have witnessed many technological changes over time. Most recently, our committee and its members began completing staff development paperwork electronically. Sheila and I look forward to advances in new technology, and being able to incorporate them into our teaching program.</p> <p>Sheila Grimsley</p> <p>With 29 years of experience as an educator, Sheila Grimsley has seen a multitude of changes in technology development during her career. In her earlier days, she taught a class for 5-9th graders in "typing" unaware that in the future such classes would be known as keyboarding. Later, she taught her classes how to use what are now considered primitive desktops and how to store information on floppy disks.</p> <p>Her most recent accomplishment was to advocate for and receive the administration's support to allow the fifth grade in the Alstead Attendance Area be included in the PowerSchool grading system when the fifth grade became affiliated with the Vilas Middle School. This past summer, the district administration took this a step further, to include all fifth grades in the Fall Mountain School District in using the PowerTeacher gradebook.. Sheila and Dori are always looking for ways to "ignite" the sparks in each of their students and utilize all available resources to accomplish this goal.</p> <p>Professional Development and Technology Leadership: The Southwestern NH Educational Support Center will be providing direct technology training for using iMovie and the FlipVideo cameras. They will also receive individual and classroom support from the Technology Integration Specialist on a regular basis.</p> <p>Meeting Student Achievement Goals: Our district continues to fall below state standards in the area of mathematics. We have been working diligently to improve test scores and overall progress. It is our attempt to access all resources available to improve learning outcomes. Technology, such as a document camera, would be beneficial during mathematics instruction when teaching area, perimeter, and provide students the opportunity to share their work with their classmates. Sharing their work in this fashion will allow students to explain their thinking and problem solving strategies enhancing the learning of all 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>Our team is willing and able to conduct the scope of this project. The Fall Mountain District Superintendent, Principal of the Alstead Attendance Area, Technology Specialists, numerous community members and parents of current and former students in conjunction with the fifth grade team members, are prepared to offer their support and assist in any way to fulfill the goals of this project. It not only addresses the goals of the fifth grade curriculum as it stands, but also the district and attendance area goals. Additionally, it will empower the students to be proactive in relating to the entire community of Alstead.</p>
<p>2. Proposal describes why participation in this effort is <u>appropriate for district</u> and the capacity the <u>school or district</u> has that <u>will insure the success</u> of the project.</p>	<p>Why this project is appropriate for our district: The Alstead Attendance Area is lucky to have the active interest and participation of its community members in school business. The towns are relatively small and it is evident from turnout at school functions, fund raisers and sporting events to name a few, that all have the best interest of the students' at heart.</p> <p>This proposal comes at a time when the recycling program in Alstead is fairly new and adjustments are being made to improve and broaden its effects. It also addresses the problems that occur if students live in isolated areas, without Internet access. Students can utilize these technology tools in the classroom so they do not fall behind their peers who have the means to stay on top of the latest advances in technology. One of our goals is to make sure that through the support of parents and community members we can include even the smallest of towns to actively participate in the process thereby ensuring success for all.</p> <p>Our school and our district will insure the success of our project. We are very confident that this project will be a success due to the multiple layers of support and expertise provided by district administration, school administration and the IT department. Administration is very supportive of current, standards-based curriculum and pedagogy. Additionally, we are enthusiastic for engaging students in rich, real-world challenges using technology. Third, we are craving training in and access to technology. Our district has placed technology literacy as a high priority.</p>
<p>3. Proposal describes any <u>structures, policies, and/or procedures</u> already in place in school or district <u>that support</u> the project and the <u>project-based learning philosophy</u>.</p>	<p>Project-based learning philosophy is supported in our school. We are not aware of any official structures or policies in our district regarding project-based learning. However, we do know that we have a very supportive principal who encourages her teachers to seek training, share our professional development, differentiate within the classroom, try innovative lessons, and perform authentic assessments. Our principal fully supports and promotes project-based learning and alternate assessments. She has pledged her support through this entire grant process will give us the time and the backing to complete this project. I know that she looks forward to Vilas Middle School being part of this statewide collaborative effort to bring more technology into our classrooms.</p>
<p>4. Proposal discusses the abilities and expertise of the individual <u>team members</u> with respect to</p>	<p>Our team can collaborate, organize, schedule and work together to deliver a successful project. Each of the team members who will lead this endeavor have strengths in a variety of areas that will enhance</p>

<p>their <u>ability to collaborate, organize, schedule, and deliver a successful project to their students.</u></p>	<p>the proposal of what will be accomplished. In fact, it is more than likely that the outcome of their teamwork will be extended beyond the spectrum of what is required by the state.</p>
<p>5. Proposal indicates team 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.</p>	<p><u>Our district and administrative support includes:</u></p> <p>Supporting our professional development: Please see attached letters of support from: parents, building principal, technology integration specialist and Superintendent of the Fall Mountain School District.</p>
<p>6. Proposal discusses the Extent of Impact within the School – indicates the <u>anticipated number of staff that will be directly and indirectly impacted by the project</u>, as well as the number of students that will be directly and indirectly impacted, along with supporting explanations for each.</p>	<p><u>Our project will impact both students and staff in our school.</u> Currently there are 122 students in Vilas Middle School and 107 in Alstead Primary with a combined total of 40 staff members in these 2 schools. All of these individuals will be positively impacted as the fifth grade makes changes to the current recycling program and educates them about how we, as a school community, can make a real impact on our world. The impact will increase as the program expands to include community members and other schools within the Alstead Attendance Area that are located in the towns of Acworth and Langdon.</p> <p>Our primary goal is to decrease the amount of recyclables being "thrown away" which should ultimately be recycled. We are also anticipating involving the food service to gather data on the amount of recyclable produced daily in our lunchrooms and have the students determine viable options to steadily decrease it. Students will also present their findings to students and staff in each building explaining what changes need to be made, and how they ultimately affect the community at large.</p>
<p>7. Proposal discusses the Extent of Impact to Other Schools – <u>Describes how the project will involve or include outreach to multiple schools, or multiple districts</u>, in order to increase the impact of the project.</p>	<p><u>Our project will impact other schools.</u> The impact of this project will begin in a limited control group: Vilas Middle School and Alstead Primary School. We will compare and contrast the similarities and differences between the elementary and middle school level recycling program and its effectiveness in each building. Students will analyze the data collected and determine what changes need to be made to try and equalize the success of both. Graphs using SMART Board tools can be used to track the progress of the recycling program as students expand their knowledge of technology and implement different strategies to improve our outreach.</p> <p>When enough data is collected and improvements are noted in the control group, results can be shared with the other two schools in this attendance area with the goal of having them attain similar results. Throughout the process, community outreach will be instrumental in order to improve their recycling programs and gain insight into how we, as an attendance area, can positively impact their needs.</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>2 Smart Interactive SmartBoard with Notebook Software @ \$ 1494.00 each 2 Infocus DLP LCD projectors @ \$509.00 each 2 Universal Ceiling Mounts @ \$69.00 each District Electrician will do all electrical wiring and mounting the LCD 2 Lumens DC265 document cameras with a 22-inch gooseneck to capture larger or wide-angle subject matter. The DC265 includes dual cold-cathode lamps on the gooseneck to illuminate objects uniformly from any angle. \$759.50 6 Flip Video – 3 per classroom @ 149.00 each</p>	<p>\$2988.00 \$1018.00 \$138.00 \$1519.00 \$894.00</p>
<p>Professional Development Activities \$2,500 for mini-grant professional development provided by The SouthWest Professional Development Center and District Technology Integration Specialist, Technology Director, Technicians. Teachers will be trained in using video, movie-maker and iMovie for culminating piece, ongoing</p>	<p>\$2500</p>

support, Smart Notebook Software, and Flip Video Celebration Event \$100.00 per teacher	\$200
Indirect Cost	\$128.00
Total	9385.00

Fall Mountain Regional School District
ACWORTH * ALSTEAD * LANGDON - ATTENDANCE AREA
Gail C. Rowe, Principal
PO Box 670
Alstead, NH 03602 (603)835-6351

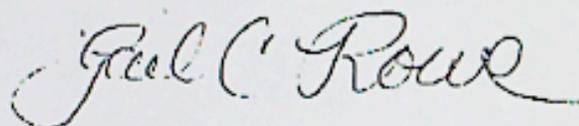
February 11, 2011

To Whom It May Concern:

I, Gail Rowe, Principal of Alstead Attendance Area schools, support the Tech Mini-Grant application for the Vilas School submitted by Sheila Grimsley and Doris Ferreira, teachers of the Fall Mountain Regional School District, as part of NCLB, Title II-D.

I understand the requirements, and will allow the applying teams to fulfill their requirements, should they be awarded the grant.

Sincerely,



Gail C. Rowe, Principal
Alstead Attendance Area

dgg

Fall Mountain Regional School District does not and will not discriminate in any way of its educational programs, activities or employment practices on the basis of age, race, color, religion, national origin, sex, sex orientation, marital status, familial status, physical or mental disability.

Title IX Coordinator, 504 Coordinator, and English Language Learners Coordinator Lori Landry, Assistant Superintendent SAU60, PO Box 600, 159 East St., Charlestown, NH 03603 (603) 826-7756.

February 14, 2011

To whom it may concern:

My son is a student in the fifth grade class at Vilas Middle School. He is a student in Dori Ferreira and Sheila Grimsley's classroom. He has been identified with a Learning Disability in the area of reading, written language and mathematics. Vilas Middle School provides him with an inclusionary program which allows the majority of his education to take place within the regular classroom environment.(Least Restrictive Environment)

I understand that Mrs. Ferreira and Mrs. Grimsley have applied for a technology grant which will enable the school to purchase Smartboards, LCD projectors, hovercams, digital cameras as well as computers. It is my opinion that the technology will support the school's current recycling program. I am writing in support of the grant, and to state that I am willing to help out where I can with the implementation of the technology, and the recycling project.

In addition to this, as a parent of a special needs student I am excited at the thought of new technology. I feel it is another means of education for students, and will help meet the needs of special education students as it presents with another method of instruction. I believe that this technology will benefit all students in Mrs. Ferreira and Mrs. Grimsley's classrooms for years to come.

Sincerely,

Terry Sullivan

February 14, 2011

To Whom It May Concern:

I, Selena Garrison, Technology Integration Specialist for the Fall Mountain Regional School District, wholeheartedly endorse the New Hampshire Title II-D Technology Mini-Grant application submitted by Dori Ferreira and Sheila Grimsley, fifth grade teachers of Vilas School located in Alstead, New Hampshire.

I understand the requirements involved and I will definitely provide any technical support needed as Dori and Sheila fulfill all of the grant requirements. This technical support includes working with Dori and Sheila in their classrooms every week to help them directly integrate the technology with their classroom recycling programs. It also includes individual technical assistance, as necessary. I will also ensure that all school network computers and peripheral devices are working adequately for all of their classroom activities.

Sincerely,

A handwritten signature in cursive script that reads "Selena Garrison".

Selena Garrison
Technology Integration Specialist
Fall Mountain Regional School District
603-835-6318 ext. 261
sgarrison@sau60.org

FALL MOUNTAIN REGIONAL SCHOOL DISTRICT
INFORMATION TECHNOLOGY SERVICES

Lynne Phillips
Director of Technology

Phone: 603-835-0110
Fax: 603-835-0109

February 19, 2011

I am writing this letter in support of the Title IID Mini-grant application submitted by Dori Ferreira and Sheila Grimsley. Dori and Sheila are teachers of the Vilas Middle School and are extremely committed to this project involving Recycling, Technology Integration and the new tools they are hoping to learn and use.

We are partnering with the SouthWest PD Center in Keene to help us deliver a wide-variety of training and professional development including Smart Notebook Software, Interactive SmartBoard in the Classroom, Flip Video, using the Doc Camera and other software to help integrate technology, seamlessly into their curriculum.

Myself, our district Technicians and Integration Specialists will all be assisting these teachers regularly to help achieve a successful outcome.

Thank you.

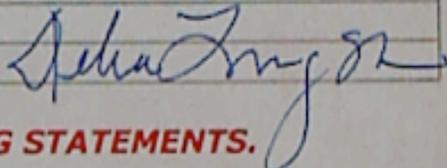


Lynne Phillips

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

**Step 2: Application Narrative for Classroom Mini-Grants
Program**

District:	Fall Mountain Regional School District	Date:	2/15/2011
Project Manager:	Lynne Phillips		
Position Title:	Director of Technology		
Mailing Address:	134 FMRHS Road		
Email Address:	lphillips@sau60.org		
Phone:	603-835-0110		



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.

February 13, 2011

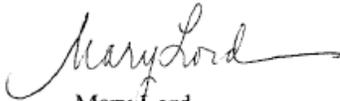
To whom it may concern:

I am writing in support of a technology grant that is being submitted by Dori Ferreira and Sheila Grimsley, two fifth grade teachers from the Vilas Middle School. It is my understanding that the equipment that they are proposing to purchase includes Smartboards, LCD projectors, hovercams, digital cameras as well as computers. This equipment will be used to implement a school-based conservation program that will allow the teachers to expand their recycling program into the community.

It is my belief that the two components of this grant, the new equipment and the outreach into the community, will enhance the education of students for years to come. The new equipment will allow students to become adept at utilizing 21st-Century technology in their learning, and will allow more students to access instructional content as the teachers become proficient in the implementation of these tools in their instruction. The expansion of the recycling program will also allow students to develop a stronger connection with their community, and allow them to see how their learning applies to the real world.

As a school in a community with limited financial resources, the opportunity to apply for technology grants is instrumental in providing our students access to the new technology that families and the school district rarely have the resources to purchase themselves. Please know that I will do everything in my power to assist these teachers in the implementation of the grant, should they be awarded with such, and should they need my help.

Sincerely,

A handwritten signature in cursive script that reads "Mary Lord". The signature is written in black ink and is positioned above the printed name and title.

Mary Lord
Parent