Step 2: Application Narrative for Classroom Mini-Grants Program

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

District:	Hampton School District	Date:	2/26/2011
Project Manager:	Carla Smith		
Position Title:	Technology Director		
Mailing Address:	Hampton Academy 29 Academy Ave Hampton, NH 03842		
Email Address:	casmith@sau21.org		
Phone:	603.926.2000		

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.

Applicant: | Hampton 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.
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.	This project targets comprehension of literature through the use of stop-motion animation software. The focus of the project will be grade eight language arts classes, although computer animation will be made available to all staff and content areas through the staff development portion of the project. The project will specifically target eighth grade language arts classes with a heterogeneous grouping of students including those identified with special needs. Each eighth grade language arts class that is co-taught with a regular and special education teacher will be part of the project. Approximately 40-50 students will participate directly in the project, but all 120 eighth grade students will be trained in the animation software during the year.

The Hampton project team will use the following assessment procedures to evaluate the project:

* Pre and post teacher surveys will be disseminated via Survey Monkey. The program will be introduced at a staff meeting. The preliminary survey will list specific activities and learning goals and allow teachers to rate their level of interest in each topic area. This information will be used to design the after school workshop series.
* Student survey.
* Student work samples in digital portfolios/ Student-led conferences |
| 2. Abstract includes an essential question, connected to the state framework, 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. | **Abstract**
What makes a work of literature unique? Eighth grade students at Hampton Academy breathe life into their reading using computer animation to answer this question. Working on the mobile computer animation lab, students explore the required grade level literature and animate what they have learned are the essential features of a literary piece. To facilitate the animation process, students are trained in storyboarding in three-day residency by author/illustrator Roger Essley. The subsequent training of staff and students using SAM animation software and flexible webcams is fast and efficient, with a high level of proficiency occurring within an hour training session. It is the goal of this endeavor that students will master a variety of required skills including identifying subplots, symbols, and themes, as well as analyzing character development and the characteristics of particular genres and author styles through this process. |

Project Description (30 points)
Describes project in general terms and indicates why/when it is a replicated project (an original project/proven) which can closely impact more than one classroom) are preferred.

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.

If project is replicated (proven): describes the intended changes to the project and tells how they will improve the project in order to be appropriate to the applicant (issues specific) and this objective (objective to this objective). This objective to this objective.

If your project is original, describes how the project is appropriate to current classroom (includes specific goals and objectives) as related to the essential question, and explain how these goals will be achieved by the project.

The Hampton Title IID grant application project is an integrated approach to differentiation of instruction in the content areas through the use of visual and digital tools and regular education-special education team teaching. In the initial phase, the project will focus on the improvement of reading comprehension and written expression across content.

At the middle school level, Hampton students are currently achieving at 70% proficiency in written expression, 76% proficiency in reading, and 86% proficiency in math on the NECAP. The subgroup of special education failed to meet state targets in the areas of reading and mathematics. Moreover, the integration of digital media and 2.0 tools is hampered by limited access to portable classroom-based hardware.

By partnering with special education and providing systematic, hands-on visual models for content vocabulary, abstract concepts, and specific comprehension skills, our project team will provide increased access to core standards and improved comprehension of high-level material for students failing to meet proficiency standards.

2. Project focused on one or more content areas, with the focus of the proposal indicating which content area and associated standards are the main focus. Proposed indicates how the project will address ICT literacy skills without focusing solely on the acquisition of ICT literacy skills devoid of core content learning.

This project focused on comprehension of literature through the use of stop-motion animation software. The focus of the project will be grade eight language arts classes, although computer animation will be made available to all staff and content areas through the staff development portion of the project. The project will specifically target eighth grade language arts classes with a heterogeneous grouping of students including those identified with special needs. Each eighth grade language arts class is co-taught with a regular and special education teacher will be part of the project. Approximately 40-50 students will participate directly in the project, but all 120 eighth grade students will be trained in the animation software during the year.

Students will begin by working extensively with artist/author Roger Essley on storyboarding techniques. Once students have established a level of proficiency with the storyboarding process, they will be oriented to the SAM animation software and mobile computer animation lab. Melissa Pickering of iCreate and Tufts Center for Engineering Education Outreach will provide ongoing support as a project consultant. SAM was designed by the CEEO engineers at Tufts to help students express their knowledge and ideas through nontraditional media. Originally designed to bring dynamic modeling of STEM concepts into the classroom, SAM Animation lets the user make digital "flip-books" of concepts in action. Students use stop-motion as a powerful way to predict the results of an experiment, report the findings, Interactively explore various points of view, or make inferences about text through model building. Students will use interactive storyboards to draft animation videos; working in groups to share and revise before they "go digital".

Co-teachers from two different eighth grade teams will participate and meet every other week to finalize plans, problem solve, and plan specific follow-up units. Specific units will include using animation software to exhibit the following: specific themes uncovered in a shared classroom novel dealing with the topics of honesty, integrity, and freedom of speech; the characteristics of an epic poem; portraying the imagery found in a poem; showing a connection to a poem; exhibiting the characterization and change over time of specific characters in a novel. Students will then independently read and explore poems and literature for specific characteristics that make each work unique. Is it the power to connect with an aspect of that novel? Is it the intended goal that students will be able to read and independently discover the characters or the plot? Is it a characteristic of that genre? Or is it the language or the style of the author? Is it unique qualities of a piece.

The professional development portion of the project will include teachers from other disciplines who wish to learn how to use SAM to make interactive models of math, science, or social studies concepts.
The following curriculum standards will be targeted during implementation:

Phase 1:
Phase 1 of the project will focus on the development of visual/digital tools in the direct instruction of content vocabulary and concept anchoring from narrative text. Students will be given an introduction to the software and supporting materials. Through collaboration with content area teachers, student will be encouraged to story-board and animate content-based concepts from the language arts curriculum.
Phase 1 will specifically target the following curriculum standards:
Content
R:V:8:2.2: Selecting appropriate words or explaining the use of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary.
R:LT:8:1.5: Identifying literary devices as appropriate to genre: rhyme, schemes, alliteration, simile, dialogue, imagery, metaphors, flashback, onomatopoeia, repetition, personification, or hyperbole.
R:LT:8:2.3: Making inferences about cause/effect, internal or external conflicts, or the relationship among elements within text.
R:LT:8:2.5: Explaining how the narrator's point of view affects the reader's interpretation.

Phase 2:
Phase 2 of the project will focus on expanding the use of stop-motion animation and story boarding to anchoring and concept comparison routines in the content areas. Specifically, students will develop models of specific content-based concepts from expository text materials. Students will work cooperatively, test their models, revise, and present their models to classmates in their own words. Phase 2 will focus on the following curriculum standards:
Content
R:LT:8:1.3: Organizing information to show understanding or relationships among facts, ideas, and events (eg., representing math-central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining).
R:LT:8:2.2: Synthesizing and evaluating information within or across texts(s).

ICT
Ed 306.42:a:1: Develop knowledge of ethical, responsible use of technology tools in a society that relies heavily on knowledge of information in its decision-making.
Ed 306.42:a:2: Become proficient in the use of 21st century tools to access, manage, integrate, evaluate, and create information within the context of the core subjects of: Reading, Mathematics, English and language arts, Science, Social studies, Arts, and World Languages
Ed 306.42:a:3: Use 21st century tools to develop cognitive proficiency in: Literacy, Numeracy, Problem solving, Decision making, and Spatial/visual literacy.
Ed 306.42:a:4: Use 21st century tools to develop technical proficiency at a foundation knowledge level in: Hardware, Software applications, Networks, and Elements of digital technology.

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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.	Specific units will include using animation software to exhibit the following: specific themes uncovered in a shared classroom novel dealing with the topics of honesty, integrity, and freedom of speech; the characteristics of an epic poem; portraying the imagery found in a poem; showing a connection to a poem; exhibiting the characterization and change over time of specific characters in a novel. Students will then independently read and explore poems and literature for specific characteristics that make each work unique. Is it the language or the style of the author? Is it the power to connect with an aspect of that novel? It is the intended goal that students will be able to read and independently discover the unique qualities of a piece through collaboration and dynamic modelling using visual tools.
4.	Proposal identifies and explains at least three specific learning goals the team needs to address in its professional development activities and how the proposed professional development will address these.	The District calendar includes two teacher workshop days as well as at least four early release days for in-district PD. The author in residence component of the project occurs with students during double-block periods that are already built into the school schedule. Because the Hampton Academy uses a team-based instructional model that includes daily common planning, time for the production of a promotional video and the development of instructional materials is already built into the regular schedule. The Hampton Academy project team will offer an after school "Make and Take" series for teachers. This series will be a hands-on, sustained PD model so that teachers can use the SAM software to improve current lesson plans. Our project also includes an opportunity for a member of our team to attend the Constructing Modern Knowledge summer event. This project meets our Professional Development Plan goals of improved differentiation of instruction for all learners, authentic, performance-based learning opportunities, and formative assessment. The project also meets our current Technology Plan goal (2.2) of integrating technology and information literacy effectively into curriculum and instruction.
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.	This project is supported by the Superintendent of Schools, the Assistant Superintendent of Schools, the middle school principal, the special education director, and the technology director. The Assistant Superintendent, on behalf of the Superintendent, as well as the school principal, special education director, and technology director have read and understand the RFP and will be active participants in the success of fulfilling the requirements of the project. Letters of support will be provided via e-mail to Dr. Higgins.
6.	Proposal supports schools, teams, or districts that haven't participated in mini-grants previously or partners with such entities.	The Hampton School District has not participated in a classroom-based mini-grant. The Hampton School District has not participated in sustained staff development with Roger Essley or the CEEO/Tufts. However, both have agreed to partner with the Hampton Academy on this grant project, and one pilot lesson has been conducted.
7.	Proposal indicates partnerships which involve NH teacher preparation program faculty.	Higher education faculty and teacher preparation outreach: * Sara Stetson, our administrative support team member, is an adjunct faculty member at Rivier College. The college will provide a venue for presentation of this project to students and faculty at the college. * The Center for Engineering Education Outreach/Tufts is currently working with school districts throughout the northeast to promote the use of SAM software in the classroom.

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.	At the core of this project is an instructional partnership between special education and regular education teachers. The administrative support includes the special education director, and the instructional team leader is dual-certified in regular and special education. Our author in residence is an expert in differentiation of instruction to meet the needs of all learners in the regular classroom setting.

Inquiry-based projects using visual tools and SAM software are team-taught by special and regular education teachers. This project is Universal Design for Learning-compliant. UDL is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs. This project taps recognition, strategic, and affective networks as follows:

Multiple means of representation: Digital tools are not text-dependent. Concepts are mapped visually and students use a wide variety of manipulative tools to build their animations.

Multiple means of action and expression: SAM software is designed to allow students to demonstrate their knowledge in nontraditional formats. Students can use words, pictures, diagrams, and drawings to present their understanding of concepts. Students can access digital and audio text to support their animations using built-in accessibility features and supported search engines (eg., CAST strategy tutor). The SAM software is icon-driven and intuitive, so students can immediately create visual representations of content regardless of reading level. Access to Smartboards in every classroom allows for enlargement of materials for students who are visually impaired. The use of manipulatives, art materials, and storyboards to build animation frames ensures physical engagement with content.

Multiple means of engagement: Digital age learning focuses on collaborative problem solving. Because students work in teams, control the level of support via accessibility tools, direct the method of demonstrating their knowledge, and design the product, they are fully engaged in the learning process rather than passive recipients of information. Students create their own content. |
| 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 Hampton School District project team will disseminate project information throughout the state as follows:

* Presentations to pre-service teachers, graduate students, and faculty at the Rivier College of Education.
* Inclusion of Sacred Heart School staff in professional development opportunities.
* In-district staff development during teacher workshop days and early release days.
* After school mini-series on specific content applications. This series will be interest-driven.
* Presentation for at least one conference, such as the Christa McAuliffe technology workshop series.
* Presentation at district end of year curriculum fair. |

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.	The Hampton School District participates in ongoing in-house technology training. The district also employs a 6 member technology team. Video production training is not necessary. The general format we will use for our 3-minute promotional video is as follows: 1. Artist in residence introducing the importance of visual literacy as a tool for comprehension 2. CEEO engineer introducing SAM software 3. Mr. Doherty in his classroom, students working with SAM in the background, explaining classroom applications 4. Clip of students using SAM Student Work: 1-2 short videos of animated concepts or vocabulary words from students 5. Clips of students commenting on the use of animation software in their classes
Capacity for Success (35 points) describes the capacity of each team member to achieve meaningful success in achieving the goals of the Tech Integration Program in the school or district. Clearly describes the program and policies in place that will support success in terms of professional development, technology leadership, and how the program would meet specific achievement needs of the students.	

1. Proposal demonstrates capacity for success by providing strong evidence that schooldistrict and the individual team members are willing and able to conduct the scope of work involved in implementing this project.

The project team includes combined expertise in the areas of staff development/teacher education, technology, visual literacy, language arts, educational disabilities, art, and school/university partnerships. Melissa Pickering has donated her time as project consultant. The Academy staff currently have an informal partnership with author Roger Essley through our team leader, Mr. Jim Doherty. Mr. Essley has agreed to partner with us on this project. The project team has tested their collaboration skills and student impact via a pilot lesson with Mr. Essley and Ms Pickering.

Professional Development Partners:

Roger Essley, Author in Residence, is the author of two books for Scholastic on the use of visual tools to differentiate instruction: Visual Tools for the Differentiation of Reading and Writing Instruction and Visual Tools for Differentiating Content Area Instruction. Mr. Essley is also an accomplished children's book artist with a number of pieces on exhibit in galleries and museums throughout the country.

Melissa Pickering, Engineer, Tufts Center for Engineering Education Outreach, received her BS in Mechanical Engineering, and launched into her career as an "Imagineer" at the Walt Disney Company in Los Angeles, California. After several design contributions to the Disney theme park rides, she returned to her alma mater as Assistant Director at Tufts University's Center for Engineering Education and Outreach. The move from engineering into the education sector was inspired by her days as a mentor in elementary classrooms, leading students in hands-on LEGO robotics activities. During her years at the Center, she helped restructure and grow the entity to have Department-level standing within Tufts University, which involved fund-raising, hiring staff, and commercializing products to sustain the Center's mission of improving education through engineering. Spinning off iCreate from Tufts was a natural progression in ensuring that university-based research and tool development can be successfully disseminated to positively influence K-12 learning environments. Miss High Tech recently honored Ms Pickering as a 2011 Woman to Watch.

Administrative Team Members:

Carla Smith, Technology Director
Although new to the Hampton School District this school year, Ms. Smith has been supporting technology in education in New Hampshire public schools for over ten years. She has been adjunct faculty at Hesser College, teaching adult learners computer skills. Previous to her career in education she was employed in the private sector supporting hardware, software and networks.

Sara Stetson, Director of Special Education, is an experienced special education administrator and specialist in learning disabilities and school psychology. Ms Stetson has completed doctoral coursework in the areas of technology integration and educational leadership and technology. Ms Stetson has been on the adjunct faculty of the graduate school of education at River College for ten years, where she teaches courses in assessment, methods of instruction and materials for students with educational disabilities. Current courses taught by Ms Stetson include professional and classroom Blogging, Wiki spaces for teachers, technology integration in Voices in the Middle.

Core Instructional Team Members:

Jim Doherty, LA Teacher, Team Leader, is an eighth grade language arts teacher at Hampton Academy. He holds a BA in English from Merrimack College and a MA in Special Education from the University of New Hampshire. He is certified in English language arts and general special education. He has worked as a regular education teacher in Hampton for more than five years. Before that, he was a special education teacher in Newmarket for five years. He has extensive experience co-teaching as both a regular and special education teacher, and has presented inclusive teaching strategies at a variety of conferences, colleges and workshops. He has also co-authored articles on inclusive teaching strategies and technology integration in Voices in the Middle.

Lori Cotter, LA Teacher, graduated magna cum laude from Plymouth State University in 1980 with a Bachelor of Science in English Education. She received her Masters in Education from Notre Dame College in 1987 in Gifted and Talented Instruction, with a Technical Studies background. She has been teaching for 30 years, ranging from pre-school to high school age students. She has been teaching at Hampton Academy for 26 years, and is presently an 8th grade language arts team teacher at Hampton Academy. She is the author of Toppan's History of Hampton: The Early Settlers, winner of the NH Historical Society Research and Documentation award and continues to make presentations across NH to local historical and civic groups.

Daniel Haugh, Special Education Teacher, is an 8th grade special education teacher at the Hampton Academy. He earned his B.S. in education from Salem State College, and he is currently working toward his Master's degree. Over the past seven years, Mr. Haugh has supported students with educational disabilities in grades six through eight. He has experience with small group instruction as well as team-teaching formats. This year, Mr. Haugh is team-teaching students with low literacy using the READ180 program, which incorporates a strong CAI component. Mr. Haugh believes that technology is an integral part of 21st century teaching and learning, allowing students to demonstrate their skills through multiple means of representation.
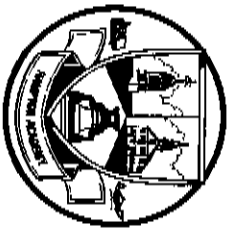
Maurine Duval, Special Education Teacher, has been a special education teacher in the state of New Hampshire for 17 years. She earned her B.S. in education from the University of New Hampshire, and an M Ed from Rivier College. Mrs. Duval is certified in both special education and learning disabilities. Over the last seven years, Ms Duval has worked at the Hampton Academy instructing students with educational disabilities in team teaching formats, in small groups, and through the READ180 program. Ms Duval believes that technology must be integrated throughout the curriculum for all students.

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.	The Hampton School district has sufficient infrastructure and bandwidth to support operation of the SAM software school-wide. Each core classroom is equipped with a SmartTechnologies Smartboard with integrated projection equipment for whole-class interactive instruction. All classrooms are supported by wireless capability to allow for maximum flexibility in hardware configuration and portability. The Hampton Academy also has a dedicated server to store and share digital portfolios of student work. The District has a current technology plan that supports technology integration, a current student and staff Acceptable Use Policy, and CIPA-compliant internet accessibility.

The Hampton School District employs a Technology Director, a network administrator, and a computer technician. In addition, we have a technology teacher who is expert in the NH curriculum standards for technology education. |
| 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. | Pilot Partnerships currently in place to support this project:
Author: Author Roger Essley has been working informally with our instructional team leader, Jim Doherty, for several years. Together, they have developed low-tech storyboarding formats for reading comprehension and word study. This partnership was featured in the book Visual Tools for Differentiating Instruction.
Pilot Lesson: Recently, Ms Pickering from CEEO, Mr. Essley, and two of our teachers conducted an introductory lesson with the SAM software and hardware borrowed from Tufts CEEO. The students worked in teams to use the software, manipulatives, and art materials to animate vocabulary words from their current reading assignments.
Rivier College: Last year, Mr. Doherty was a guest speaker at the Rivier College Graduate School of Education. The purpose of his visit was to introduce pre-service teachers and MEd candidates to the use of visual tools in the classroom. |
| 4. Proposal discusses the abilities and expertise of the individual team member and team members with respect to their ability to collaborate, organize, schedule, and deliver a successful project to their students. | Expertise of team members:
See individual biographies outlining project-relevant staff expertise in section C1. |
| 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. | Letters of support from both Hampton Academy Principal David O'Connor and SAU21 Assistant Superintendent, Barbara Hopkins will be e-mailed to Dr. Higgins separately. Hampton School District Administrators Sara Stetson, Special Education Director, and Carla Smith, Technology Director will be active participants in the project. They are aware of the project requirements and will fully provide time and all necessities to meet the professional development, preparation of class lessons and video, evaluation, and meeting and presentation commitments.
The certified teaching staff team members, Jim Doherty, Lori Cotter, Maurine Duval, and Daniel Haugh are incredibly excited and very committed to the project and the partnership between regular and special education. The daily Hampton Academy schedule has built in common planning time for team-based curriculum planning to allow for ongoing project review, assessment, problem solving, and planning. |

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.	The learning units outlined in D3 will be conducted with all 75 students from one of our two grade eight instructional teams. However, all 147 grade eight students on both teams will be trained on and have access to the SAM software through the project lab. The initial project team will include four teachers and two administrators. These staff members will be responsible for training Academy staff via an interest-based, "make and take" model. This series will be a hands-on, sustained PD model so that teachers can use the SAM software to improve current lesson plans. The capacity of the Academy computer training lab is 25 participants.
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 to increase the impact of the project.	The Hampton Academy project team will use this project to impact other school communities throughout New England. We have planned the following activities: Melissa Pickering, Tufts CEEO engineer and founder of iCreate to Educate has donated her time to this project. She will serve as a program ambassador, assisting us in presenting the project at district-level teacher workshops. Teacher release time is already built into the SAU calendar. The Hampton Academy project team will offer an after school "Make and Take" series for teachers. This series will be a hands-on, sustained PD model so that teachers can use the SAM software to improve current lesson plans. The Hampton Academy project team will present at Rivier College Graduate School of Education. Most graduate students at Rivier are currently working as teachers in schools throughout New Hampshire and Massachusetts. The Hampton Academy project team will register for the Christa McAuliffe conference Share-a-Thon. The Hampton Special Education Director has met with administrators from the Sacred Heart School to explain the project and invite SHS staff to join us in our local professional development activities. Demo Lessons: The Hampton Academy project team will use a laboratory classroom/demonstration lesson model to assist other teachers in bringing visual tools into their classrooms. The Hampton Academy schedule includes daily common planning time for this purpose.
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, proposed described a logical connection to district goals and shows how costs were calculated. Proposal includes $100 per teacher for attendance at celebration event.

Narrative		Amount
iCube USB Webcam and flexible stand package dedicated to project. Webcam and stand were designed by iCreate for ease of use and practicality in a classroom setting. 10 @ 82.00 each		820.00
Netbooks dedicated to project. 10 @ $500 each plus shipping @ 125.00	Total Equipment	5,125.00 5,945.00
SAM Animation Software was designed for students and teachers to easily create animations, add narration, background sounds, titles, and other graphics. Site license $299		299.00
	Total Software	299.00 299.00
Five members of the team will attend the Mini-Grant Celebration Event at Church Landing in Meredith, NH to present the project. 5 @ 100 each		500.00
Teacher Jim Doherty will attend the Constructing Modern Knowledge summer event in Manchester, NH next summer. 1 @ 600		600.00
Roger Essley will spend four days at Hampton Academy as author in residence 4 @ 600.00	Total PD	2,400.00 3,500.00
Indirect Costs @ 1.7% 165.64	Total IC	165.64
	Total Budget	9,909.64

Hampton Academy

29 Academy Avenue
Hampton, New Hampshire
03842

Phone: 603-926-2000
Fax: 603-926-1588

http://hampton.sau21.org/ha/

David O'Connor, *Principal*   **Andrea Shepard**, *Assistant Principal*

Cathy Higgins
Office of Educational Technology, Division of Instruction
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Ms Higgins,

It is with great pleasure that I write this letter in support of the Hampton Academy's proposed Title II-D grant project. I have read the RFP and the draft application, and I am confident that my staff has the capacity to succeed with the project as outlined.

Our instructional team leader, Jim Doherty, has long been committed to the integration of visual literacy as a tool for comprehension and differentiation of instruction. Jim understands that technology is an integral component in making this happens. I have been impressed with his ingenuity in networking with authors and other specialists to bring innovative methods and an experiential richness to our students on a regular basis. Jim was also instrumental in working with our grade level and vertical teams in the mapping and alignment of our curriculum.

We are also fortunate to have a technology team who understand the importance of technology not as a tool in and of itself, but as an access point for the instruction of 21st century critical thinking and collaboration skills. Our team has worked hard to make sure that technology is part of the fabric of instructional methodology at Hampton Academy.

Finally, we are lucky to have the support of leaders across disciplines. Our special education director, Ms. Stetson, is committed to models of team teaching and Universal Design for Learning across the curriculum. Ms. Stetson saw the potential of this project to expand across disciplines, and she asked Mr. Essley to support us in a grant partnership.

Recently, I had the pleasure of stopping by Jim's class to see the pilot lesson for this project. Jim was teaching the class with Mr. Essley, Miss Pickering, and Ms. Duval. The class took place during a double block, and the students were so engaged they did not want to break for lunch! By the end of the period, every student had a product to share.

Thank you for reviewing our application.

Sincerely,

David O'Connor

David O'Connor
Hampton Academy Principal
29 Academy Avenue
Hampton, NH 03842

Ms. Cathy Higgins
NCLB Title II-D Program Manager
Office of Educational Technology, Division of Instruction
New Hampshire Department of Education
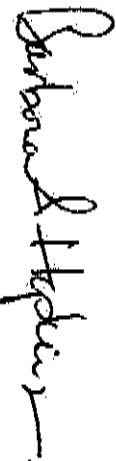101 Pleasant Street
Concord, NH 03301

Dear Ms. Higgins:

It is with great pleasure that I write this letter in support of the Hampton Academy Title II-D grant proposal. I have read the RFP and the draft application, and I have no doubt the team at Hampton Academy will be highly successful with this project. The Academy has the infrastructure and Smartboard equipment to support the software and whole-group aspects of the program. The technology team at the Academy continues to provide ongoing staff development with a wide variety of tools, and therefore the digital literacy of the staff is not just adequate, but supported in a robust manner for managing new applications and hardware challenges. Finally, the project team is currently involved with a number of informal partnerships including Rivier College, Tufts CEEO, and Roger Essley. These existing relationships further enhance the team's ability to introduce, sustain and expand the implementation.

This project has a number of attributes that can demonstrate success to schools across the U.S. I have worked with the Tufts CEEO group in my tenure with UNH Science, Math and Engineering. We witnessed and validated the efficacy of using stories to drive student understanding and motivation in the sciences. The Special Education and content area co-teaching model has thrived in Algebra I classrooms at Timberlane; increasing success, differentiation, and reducing behavioral issues. We are hoping the NECAP scores will follow. That teaming provided ongoing creativity and rigor in helping students to find a way to learn Algebra!

In short, our core teams are ready to go. It is my hope that this grant will afford them the opportunity to access portable equipment on a regular basis and expand the use of these tools across our school community. I also believe that this proposal will thoughtfully merge with the Winnacunnet focus on mathematics and modeling. The impetus is the same...expanding the use of technological tools to aid student comprehension and performance across disciplines.

Sincerely,

Barbara Hopkins
Assistant Superintendent of Schools, SAU 21
Alumni Drive
Hampton, NH 03842