

**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](http://www.nheon.org/oet/nclb))

District:	Holderness School District	Date:	2/28/2011
Project Manager:	Barbara Guinan		
Position Title:	Grade 1 Teacher		
Mailing Address:	3 School Road, Holderness, NH 03245		
Email Address:	bguinan@hcs.sau48.org		
Phone:	(603)536-2538 school phone number		

***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: Holderness Central School District

<p><b>Criteria</b></p>	<p><b>Applicants:</b> 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.</p>
<p><b>Project Abstract (10 points)</b> 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.</p>	
<p>1. Describes the project, including grade level(s) and content area(s), indicates how this project fits into school/district curriculum, indicates process for implementation and assessment, as well as how it would advance the achievement of students.</p>	<p>Holderness Central School's iPads for iPals: <b>P</b>artners in the <b>A</b>rts, <b>L</b>iteracy, and <b>S</b>cience will be the focus of our integration of iPads in the primary classrooms. Integrating this new technology into educational programs and practices is a way to facilitate learning for students of all abilities across all grade levels.</p>
<p>2. Abstract includes an essential question, connected to the state frameworks, which probes for deeper meaning and broader understanding of the framework content addressed by this project, fostering the development of higher order thinking and problem solving.</p>	<p>How will iPads for iPals integrate technology with problem-solving in the arts, literacy, and science in grades 1 and 3 and enhance art instruction in grades K-8? An iPals partnership between first and third graders using specific activities will foster shared problem-solving through the arts, literacy, and science. In the K-8 art classroom, students will use this technology as a way to create, perform, or respond to various disciplines. By using this new technology we are providing an additional avenue for improving NECAP scores in language arts, science, and mathematics.</p>
<p><b>Project Description (50 points)</b> Describes project in general terms and indicates whether it is a replicated project or an original project. Projects which can directly impact more than one classroom are preferred.</p> <p>If project is replicated, proposal describes the intended changes to the project idea and how they will improve the project in order to be appropriate for the situation. Includes specific goals and objectives that relate to the essential question, and explains how those goals will be achieved by the project. Include a rationale for any changes made to the original project.</p> <p>If your project is original, proposal describes how the project is appropriate for current situation. Includes specific goals and objectives that relate to the essential question, and explain how those goals will be achieved by the project.</p>	

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.

Our goal in this original project is to develop independent and self-directed learning in a number of ways; individually, in small groups, through whole group instruction, and across grade levels.

1. Individually: Individual students will be able to use the iPad for independent reading, word processing, skill building, research, fluency, comprehension skills and strategies, and math as well as art integration. In addition, reinforcing fundamental skills will be accomplished through the use of the iPad with the benefit of increasing NECAP scores. Students who struggle with fine motor development would benefit from the use of the iPad as it provides a variety of options for demonstrating their understanding of critical concepts. One of the best uses of the iPad is for digital art making. The iPad (unlike dedicated digital art tablets) is an artist's palette, a web browser, a word processor, a library, a museum, and an arcade all in one device.

2. Small group: Students will have the opportunity to work in peer groups as well as small guided groups, with the teacher on skill building/intervention, paired/small group reading, math, art, literacy circles, and research.

3. Whole group: Students will be able to create research projects, tour art museums, read and discuss books, and practice appropriate skills.

4. Cross grade level groups: A PALS partnership will be created between first and third graders. In addition, the K-8 Art educator will use this tool for enhanced instruction at all grade levels. As our acrostic title indicates, the focus of this project will be: **P**artners in the **A**rts, **L**iteracy, and **S**cience.

The need for this project is evidenced by: 19.3% students identified as Special Education; 17.68% free/reduced lunch; 20% of students are below proficient in reading; 25% of students are below proficient in math.

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

The Integration of iPads in the Primary Classrooms is focused on the following standards:

**Art:** Students will use technology as a way to create, perform, or respond in various arts disciplines.

Select and apply a range of subject matter, symbols, and ideas.  
(Curriculum Standard 3)

Analyze, interpret, and evaluate their own and others' art work.  
(Curriculum Standard 5)

**Reading:** Read with sufficient accuracy and fluency to support comprehension.

Students will read fluently with understanding and appreciation.

A. Apply word analysis and vocabulary skills to comprehend selections.

B. Apply reading strategies to improve understanding and fluency.

C. Comprehend a broad range of reading materials.

Actively engage in group reading activities with purpose and understanding.

Know and apply grade-level phonics and word analysis skills in decoding words.

**Mathematics:** Compute and estimate using mental mathematics, paper-and-pencil methods, calculators, and iPad apps

All students will develop the ability to use appropriate technology to solve mathematical problems.

**Science:** Children in grades K-4 observe, describe, and interact with the world around them.

\*Organizing and manipulating data in multiple ways, which may include tools of technology, e.g., calculators, and computers.

\*Communicating (through reading, writing, speaking, listening, movement and viewing) to describe their observations of the world.

Science Process Skills:

S:SPS4:2:6.1 Plan and carry out simple activities with a group.

S:SPS4:4:6.1 Plan and conduct a science investigation in group settings.

S:SPS4:4:6.2 Engage in group decision making activities.

S:SPS4:2:7.1 Keep a visual or written journal record of observations, recognizing patterns, summarizing findings, and reflecting on the observations.

S:SPS4:2:8.1 Take part in sharing with another classroom or school as a group Social Responsibility

S:SPS4:2:9.1 Collaborate, as a group, with another classroom or school.

SPS4--Science Skills for Information, Communication and Media Literacy (from *ICT Literacy Map for Science*)

S:SPA42:1.2 Use tools information from a variety of sources.

In addition to the above standards/goals, this project will also build the expertise and skills of the Education Technology frameworks/standards.

1. Basic operations and concepts

\*Students demonstrate a sound understanding of the nature and operation of technology systems.

\*Students are proficient in the use of technology.

3. Technology productivity tools

\*Students use technology tools to enhance learning, increase productivity, and promote creativity.

5. Technology research tools

\*Students use technology to locate, evaluate, and collect

6. Technology problem-solving and decision-making tools

\*Students use technology resources for solving problems and making informed decisions.

### Assessment

Our iPals partnerships we have a variety of goals in the arts, literacy, science, and math.

In reading, student fluency and reading comprehension can be measured by comparing student baseline scores assessed during the fall to winter, and spring district assessments. By reviewing these scores, and comparing them to the anticipated growth we would expect to see from students over this time period, we would be able to determine the effectiveness of the iPad.

In math, students' fact proficiency can be assessed in looking at the reported scores from apps designed to increase student fact fluency. Additionally, having determined student need for intervention for other skills and reassessing each student's skill set would measure the success of utilizing the iPad.

In science, the students' power points will be used as an assessment tool.

In art, the 'museums' created by third graders will be shown to first graders. The assessment will consist of observing the effective use of the art standards that are the focus of the museum.

Across the other subject areas a less quantitative and more qualitative measure will be used.

Looking at the overall engagement level of students and their ability to deeply and fluidly express their learning and understanding through the use of various venues will be assessed.

Reading levels in the fall, winter, and spring will be assessed and compared.



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.

Our instruction will focus on partnerships, the arts, literacy, and science.

\*Third grade students will become docents of an Art Museum of their making with an emphasis on pattern and geometry. These museums will include works by famous artists as well as student artists. Third graders will study the symmetry and geometric design in Persian rugs which dovetails with their study of geometry in the classroom. The first graders will be asked to identify these patterns and geometric shapes after their tour of the 'museum'. Further extension of this would be a collaborative project using symmetry and pattern through the arts. All students will benefit from the many language acquisition apps and resources.

\*Together first and third graders will study the life cycle of the Monarch Butterfly, its wing patterns, body parts, and migration patterns reading several nonfiction books about butterflies including Gail Gibbons book, Monarch Butterflies and using the iPad for research. They will compare this to other life cycles such as trees, other insects, and animals. The other areas of focus will include symmetry and geometry in math and patterns and symmetry in nature. Students will use the information that they learn to plan and plant a section in the school community garden that will attract and nurture butterflies. The first and third grade teams will create a power point slide show to present what they have learned. iPads will be used for literature, research, reading and math practice, and to present the final power point project.

\*As a creative extension to the above science activity, first and third graders will read several fiction books about butterflies including Fairy Houses by Tracy Kane, design their own Fairy Houses in cross grade partners, and build them on the outskirts of the school playground. They will sketch their fairy house on paper and on an iPad app, take pictures to download to the iPad, and include them in their power points.

\*Students will use the iPad to record themselves reading, which will help improve fluency. Older students will record texts for younger students to increase their own fluency and make it possible for the younger children to listen to stories that may be beyond their independent reading ability.

\*Audio books will be downloaded to the iPad. These will be used for guided reading, independent reading, and literacy circles.

\*Students will learn and reinforce their math skills with engaging interactive apps. Students will experience virtual tours of museums around the world.

\*Students will use several apps for spelling. Those at a pre-reading stage will access letter/sound activities, lower-level readers will access sight word activities for quicker recognition, while mid-level readers will access syllabication and "chunking" activities. Above grade level spellers will be working on more advanced spelling patterns. While students are engaged in this differentiated lesson the teacher will take small groups to work with on their apps.

<p>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.</p>	<p>As a grade level, a building and as a district we are focusing more on technology integration in our classrooms and across our curriculum. Our building technology committee realizes the need to equip all students with 21<sup>st</sup> century technology skills. Technology is the future our students will be a part of. Putting technology in the hands of younger students, especially those in the primary grades, is also a challenge and is not readily available. For that reason, our primary team has considered a variety of technological tools and believes that the Apple iPad is one tool that best fits with our curriculum and our students' skill/ability levels.</p> <p>Professional Development Activities:</p> <ol style="list-style-type: none"> <li>1. Teachers will learn how to effectively use iPads in the classroom to enhance lessons and maximize student achievement.</li> <li>2. Teachers will learn about video production to incorporate into their lessons, improve student achievement, and provide alternative assessments. Proposed professional development will provide instructional recommendation for basic skills with video production.</li> <li>3. Teachers will learn how to utilize different applications (apps) to differentiate instruction and be trained on implementation with their students.</li> </ol> <p>Professional development activities will be made available at the local professional development centers to provide the team with the necessary skills to accomplish activities 1-3.</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>Letters of support are included in this application from the building principal, an active member of the team, and the Superintendent of Schools. The principal and teachers agree to attend the mini-grant meetings to support this project. The Supt. And Principal acknowledge and support the team's plans to present their project to the faculty, to all the schools in SAU #48 in January 2012 at the SAU-wide in-service, and at the Christa McAuliffe Technology Conference. It is understood that team members will be engaged in post-project evaluation if awarded the grant.</p>
<p>6. Proposal supports schools, teams, or districts that haven't participated in mini-grants previously or partners with such entities.</p>	<p>We have not participated in mini-grants previously but we are determined to share our newly learned expertise to move beyond the walls of our school through collaboration online utilizing the iPads.</p>
<p>7. Proposal indicates partnerships which involve NH teacher preparation program faculty.</p>	<p>We are partnered with Plymouth State University Teacher Pre-Service Teacher Preparation Program.</p>

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.

To what extent can the use of the iPad as an assistive technology impact the development of reading fluency and content area achievement for students with disabilities?

Integrating technology into educational programs and practice is a way to facilitate learning for students of all abilities across grade bands. This is especially true for struggling learners – many of which have been identified as having disabilities. Often these students are not afforded the same educational access and opportunities as their general education peers. However, the powerful user-friendly interface and specialized features of the iPad offer students with disabilities the means to interact with classroom technologies, and special education teachers will be able to customize content for varying students' needs or preferences. Our proposed project places iPads in the hands of students with learning disabilities to lead the way to using technology to differentiate instruction for all students.

**Differentiation and Integration within the Primary Grades:**

**Building Independent and self-directed learning using iPads for differentiation:**

- Self-directed learning opportunities context creates an opportunity for students to demonstrate and discuss new strategies.
- Promote reading and writing for authentic purposes.

**Targeted Intervention Use of iPads:**

- for leveled text and to monitor comprehension acquisition
- Customized graphic organizers for explicit comprehension instruction
- Fluency practice using voice recorders, leveled text & sound
- Scaffold instruction to control how much support a student is given
- Instructional strategies can be easily transferred to other content areas
- Explicit discussion promotes metacognition and transfer to new context
- Strategies are shared amongst group members to foster confidence

**Intensive Intervention Use of iPads:**

- Electronic scaffold support in vocabulary, fluency, and comprehension.
- Uses: (a) text/speech application with text; (b) hypertext that links to supporting information and audiovisuals; and (c) word processing technologies.
- Digital guidance to focus students attention to print dynamic images as a framework for understanding

<p>9. Proposal indicates plans for dissemination of the project to other schools and districts throughout the state, including presentations at 2 or more venues.</p>	<p>The team will present their project to the educators at Holderness Central School, to the Holderness School Board, at Open House in the Fall of 2012, to all eight schools in SAU #48 at the January 2012 at the SAU-wide in-service, and at the Christa McAuliffe Technology Conference on 2012. In addition, the Holderness Central School website will publish the students' work.</p>
<p>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.</p>	<p>Video production training needed includes:</p> <ul style="list-style-type: none"> <li>• Preproduction (scriptwriting, storyboarding, organizing folders)</li> <li>• Production (recording voiceovers, gathering images, beginning movie creation)</li> <li>• Post Production (adding effects, title screens, and background music to the movie)</li> <li>• Distribution (sharing finished products)</li> </ul> <p>The promotional video will then follow the above format showing each stage taken as the project is implemented. Elements of design will include rubric development by the team for assessment of the project.</p>
<p><b>Capacity for Success (35 points)</b> Describes the capacity of each team member to achieve meaningful success at achieving the goals of the Tech Mini-Grant Program in the school or district. Clearly articulates the program and policies in place that will support success in terms of professional development, technology leadership, and how this program would meet specific achievement needs of the students.</p>	
<p>1. Proposal demonstrates capacity for success by providing strong evidence that school/district and the individual team members are willing and able to conduct the scope of work involved in implementing this project.</p>	<p>The team members are committed to implementing this project. The first and third grade teachers have common planning time and weekly meetings. The art teacher will work closely with them to plan lessons and provide resources that promote 21<sup>st</sup> Century Skills.</p>
<p>2. Proposal describes why participation in this effort is appropriate for district and the capacity the school or district has that will insure the success of the project.</p>	<p>There is collaboration between teachers and specialists which allows for cross-curriculum connections.</p>
<p>3. Proposal describes any structures, policies, and/or procedures already in place in school or district that support the project and the project-based learning philosophy.</p>	<p>The project-based learning philosophy aligns with SAU-wide goals. A project-based learning course is offered to SAU-wide educators each summer. The media center provides access for the students and staff.</p>

<p>4. Proposal discusses the abilities and expertise of the individual team members with respect to their ability to collaborate, organize, schedule, and deliver a successful project to their students.</p>	<p>Barbara Guinan, Project Manager and currently grade one teacher has been teaching at Holderness Central School since 1981. Her teaching background includes grades K-2. She utilizes technology integration in her daily work with an electronic whiteboard. She will collaborate, schedule, and organize the team to deliver a successful project.</p> <p>Melody Funk, art teacher in grades K-8, has been teaching at Holderness Central Schools since 1986. She infuses technology into her integrated art curricula whenever the opportunities arise.</p> <p>Beth Allain, grade three teacher, has been teaching at Holderness Central Schools since 2003. Her background includes teaching of grades two through four.</p> <p>Joan Coursey, grade one teacher, has been teaching at Holderness Central School since 1991. Her background includes teaching of grades one, four, and five.</p>
<p>5. Proposal indicates team member and district/administrative support with respect to:</p> <ul style="list-style-type: none"> <li>• implementing the project in classrooms,</li> <li>• supporting the professional development opportunities necessary to successfully participate in the Mini-Grant program,</li> <li>• participating in required mini-grant meetings,</li> <li>• producing the 3 minute documentary video for presentation,</li> <li>• preparing the lesson plans and materials necessary for sharing with other,</li> <li>• attending the Mini-Grant celebration day,</li> <li>• presenting the project within the district and at a regional or state venue, and</li> <li>• participating in post-project evaluations for program improvement.</li> </ul>	<p>The grant team is committed to all grant requirements. The team understands the impact of the iPads and the effect they can have on student learning. The team realizes that this will be a learning experience as this is their first mini-grant program and they are excited about the professional development learning opportunities afforded by this grant. They look forward to creating the 3 minute documentary video for presentation at two NH venues, including sharing and presenting lessons learned at the SAU #48 in-service in January 2012 with all district schools. They are committed to participating in post-project evaluations for program improvement. It is their desire to see this project replicated in New Hampshire. They want to share with others the digital tools experiences that enhance their curricula and engage their students in life-long learning.</p>
<p>6. Proposal discusses the Extent of Impact within the School – indicates the anticipated number of staff that will be directly and indirectly impacted by the project, as well as the number of students that will be directly and indirectly impacted, along with supporting explanations for each.</p>	<p>The materials will be shared among the first and third grade classrooms as well as the art room (grades K-8). 220 students will be impacted by this project. Use of the iPads will be on a rotating basis. Students will be able to use the iPads at various times during the day, throughout the language arts block and math daily, during science and art depending on the curricular area being studied.</p>
<p>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.</p>	<p>The outreach and impact of this project will include all of the schools within SAU #48. During the SAU #48 in-service day (January 2012), the project team will provide workshops (including the 3 minute documentary video) to showcase the positive impact of technology integration with iPals. This project can be replicated in other schools in New Hampshire.</p>
<p><b>Budget (5 points)</b> Budget contains a narrative and justification of expenses regarding equipment, supplies, travel, and professional development expenses appropriate to carry out the proposed project. The total for professional development is at least 25% of the total budget requested. Include \$100 per team member for each teacher to attend the spring 2012 celebration event.</p>	

<p>Budget is formatted with the narrative in left column and total amounts in right column. Within the narrative, proposal describes a logical connection to district goals and shows how costs were calculated. Proposal includes \$100 per teacher for attendance at celebration event.</p>	<p><b>Budget:</b>  Our intent is to purchase 10 iPads to integrate into grades one, three, and K-8 art classes with iPads for iPals. To maintain the iPads, cases, screen covers and Applecare warranties are included. Applications will be purchased for the at-risk populations, language arts, mathematics, science, and art.</p> <ul style="list-style-type: none"> <li>• 10 iPads with cases, chargers, screen covers, and warranties \$6,300.</li> <li>• Apps for the iPads to include:  Dragon Dictation, iHearClearly, iWrite Words, Picture Acquisition, etc. \$500.</li> </ul> <p>Professional Development:</p> <ul style="list-style-type: none"> <li>• LESCN Annual Conference on April 8, 2011 \$500.  \$125X4 team members</li> <li>• Celebration Event (Meredith) \$100X4 members \$400.</li> <li>• 2011 Christa McAuliffe Tech Conference</li> <li>• Constructing Modern Knowledge Conference \$2,300.  July 11-14, 2011 \$675X3 plus mileage/food</li> </ul> <p style="text-align: right;"><b>Total: \$10,000.</b></p>
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## SCHOOL ADMINISTRATIVE UNIT #48

SERVING CAMPTON • ELLSWORTH • HOLDERNESS • PEMI-BAKER REGIONAL  
PLYMOUTH • RUMNEY • THORNTON • WATERVILLE VALLEY • WENTWORTH

February 22, 2011

To Whom It May Concern:

I am writing this letter in support of the Holderness Central School District *Project-Based Learning iPads for iPals* Technology Mini-Grant. This grant supports effective and innovative technology implementation at Holderness Central School. The Holderness team is committed to participate in dissemination to and support of other districts in SAU #48 and foresees this project as one that can be replicated in New Hampshire schools. The team is committed to the professional development requirements outlined in the RFP.

As the Superintendent of the Holderness Central School District, 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.

Sincerely,

Mark J. Halloran, Superintendent of SAU #48 Schools



# Holderness Central School

William J. Van Bennekum, Principal

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3 School Road • Holderness, NH 03245  
Telephone: (603) 536-2538 Fax: (603) 536-1772

February 22, 2011

## IPADS for IPALS

To Whom It May Concern,

It is with passion for educational innovation that I write in support of an original methodology of incorporating the use of the Apple IPAD as a tool to enhance "everyday" classroom instruction. Employing the use of an IPAD to connect Art education to Reading and Science at grades one and three is a revolutionary approach to integrated technology. The concept of learning through "integrated units" of content areas is not new in public education. However, Holderness Central School is taking the concept of integration and expanding its basis to include the utilizing technology tools to assist in developing early literacy. At the forefront of this endeavor are teachers who are looking to embrace technological advancements to strengthen their classroom instruction skills. As a school looking to pilot the program at the primary grades where there exists an emphasis on learning how to read, Holderness Central Schools approach is to utilize the power and diversified applications that an IPAD offers to each of our young readers. Through the instructional goals our teachers in grades one and three have developed, the IPAD is seen as a tool connecting early literacy with the concepts of Art education. There exists a natural connection between Art and Reading automatically with elementary school children. Aided by the applications on an IPAD, illustrations and words will be brought to life by the power of computer aided graphics and sounds for students in grades one and three.

The IPADS to IPALS program is grounded by the fundamental principals of early literacy. The teachers involved with the project have designed a learning model that evokes collaboration among students. The proposed model supports four basic instructional settings for learning. These include individual, small group, whole group

and cross grade level groups. These settings allow for students who learn through different collaborative forums the opportunity to be successful. The teachers have designed lessons to incorporate the use of an IPAD in all four collaborative forums. The value being exponential based on the power and accessibility to information that will be possible by having access to an IPAD and related applications.

The final piece to the IPADS to IPALS proposal is connecting Science concepts to Reading and Art. The integration of an IPAD in the classroom automatically puts information at the fingertips of young learners. Utilizing the IPAD as a tool to make simple scientific calculations or downloading pictures of a Monarch Butterfly can be made possible in an effort to match real world experiences. One of the most powerful supports for IPAD technology in the classroom is that it allows access to information under the guidance of a trained teacher. As supported by many educational researchers, one of the most effective strategies for learning is the ability for students to identify the similarities and differences in an object. Using the IPAD as a tool to help develop these skills will enhance the ability for a child to make connections to their learning. Student owned learning is a key component to developing a life long learner.

In closing it is our hope that we will be able to put into practice the skills and strategies for early literacy, Art and Science instruction using the IPAD touch as the bridge to new world learning.

Sincerely,

A handwritten signature in black ink, appearing to read "William J. Van Bennekum". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

William J. Van Bennekum, Principal