

**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:	Litchfield School District SAU #27	Date:	2/21/11
Project Manager:	Robin Corbeil		
Position Title:	Middle School Technology Teacher/ Building Coordinator		
Mailing Address:	19 McElwain Dr Litchfield NH 03052		
Email Address:	rcorbeil@litchfieldsd.org		
Phone:	603-424-2133		

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.

2011 Title IID Step 2: Mini-Grant Application

1. District Contact Information and Statement of Assurances

This is the online version of the Classroom Technology Mini-Grant Application. Here you will copy/paste the information from the Word version of your application into the appropriate sections of this online version. Be sure to save your Word document. It will be used again if your grant is awarded. And good luck on your proposal!

ASSURANCES

Please be sure to review the following assurances with your superintendent:

As the superintendent of the applicant 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.
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Please input your contact information below.

Superintendent:	Elaine F. Cutler, Ed.D.
District:	Litchfield School District
Project Manager:	Robin Corbeil
Position Title:	Middle School Technology Teacher
Email Address:	ecutler@litchfieldsd.org
Phone:	603-578-3570

Application Form for Classroom Tech Mini-Grant

Applicant: Litchfield School District SAU 27

<p>Criteria</p>	<p>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.</p>
<p>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.</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>The Litchfield Middle School's "We Have a Voice Initiative" is an original project aimed to increase student awareness of outside digital resources and the students' impact on contributing their voice to a global community. Our project focuses on the integration of technology into seventh and eighth grade core curricula with a focus on language arts.</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>Litchfield Middle School students demonstrated weakness on both the NECAP and classroom assessments in the area of analysis. To address this weakness, the 7th grade interdisciplinary teams developed an initiative of integrating technological tools to increase student achievement in the area of analysis. The students will explore the essential question, "How does immediate access to digital resources increase my ability to provide supporting evidence in my opinions and responses?"</p>
<p>Project Description (50 points) Describes project in general terms and indicates whether it is a replicated project or an original project. Projects which can directly impact more than one classroom are preferred.</p> <p>If project is replicated, proposal describes the intended changes to the project idea and how they will improve the project in order to be appropriate for the situation. Includes specific goals and objectives that relate to the essential question, and explains how those goals will be achieved by the project. Include a rationale for any changes made to the original project.</p> <p>If your project is original, proposal describes how the project is appropriate for current situation. Includes specific goals and objectives that relate to the essential question, and explain how those goals will be achieved by the project.</p>	

<p>1. Proposal generally discusses how implementing this project will improve technology integration within classrooms and in the core content areas. Indicates the need for technology integration in school or district. Describes the determination of need for this project and includes one or more examples of data that support the rationale of need for the project, such as NECAP assessment or other data. This explains to the reviewer why the project is worthy of funding as it relates to student achievement.</p>	<p>The original project “We Have a Voice Initiative” will focus on increasing student questions, research and responses to current 7th grade curricula. All students are currently enrolled in a Reading in the Content Area class and are expected to question and respond to open-ended, high-level questions in all core curricula. By providing varied use of technology that allows students to explore beyond the current textbook-based environment, students will formulate questions and responses that can be immediately supported through the use of those tools. Students will move from their microcosms held within the walls of their classrooms and engage in research, digital citizenship, and new media literacy skills to the macrocosm of the global community.</p> <p>The Litchfield Middle School is currently in a restructuring phase due to NCLB. Analysis of Informational text was found to be a relative weakness and subsequently addressed through the implementation of a Reading in the Content Area class. While gains have been made, we have not yet met AYP nor is our students’ work reflective of their true interests and potential. Released items from the NECAP reported a weakness in the open-ended, critical thinking questions for our current 7th graders. We believe that it is essential that students of this age acquire analytical questioning and response skills through the use of technology in order to be the motivated, responsible participants in creating a collaborative global presence.</p>
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<p>2. Project is focused on one or more content areas, with the proposal indicating which content area and associated standards are the main focus. Proposal indicates how the project will address ICT literacy skills without focusing solely on the acquisition of ICT literacy skills devoid of core content learning.</p>	<p>Language Arts:</p> <p>W:RC:2: In response to literary or informational text read aloud, students make and support analytical judgments about text.</p> <p>R-7-17.1 Self-select appropriate reading material based on ability and interest.</p> <p>R-7-17.2 Participate in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers and others.</p> <p>R-7-8.1 Explain connections about information within a text, across texts, or to related ideas.</p> <p>R-7- 8.2 Synthesize and evaluate information within or across texts (ex. How does the title of the article reflect the author's perspective?).</p> <p>R-7-8.3 Draw inferences about author's purpose (inform, explain, entertain or persuade) and author's message, use supporting evidence to form or evaluate opinions/judgments and assertions about central ideas (ex. Given a statement, students provide evidence from the text that this statement does/does not support the author's purpose in writing the piece).</p> <p>R-7-8.4 Distinguish fact from opinion, identify possible bias/propaganda or conflicting information within or across texts.</p> <p>R-7-8.6 Evaluate the clarity and accuracy of information.</p> <p>Language Arts and Technology</p> <p>Students will integrate ITC literacy skills into core content are in the following way:</p> <ol style="list-style-type: none"> 1. Creativity and Innovation: Students will create a response to the integration of the technology showing how having the immediate availability of technology tools improves the quality of responses to high level questions. Students will create an end project using digital tool not limited to documents, spreadsheets, slideshows, movies, animations or online tools such as Voice Thread to communicate their voice on a researched topic. 2. Communication and collaboration: Students will research and answer relevant, interesting questions around the curricula and share immediately with others through the use of technology. 3. Research and Information Fluency: Through guided use and practice students will become adept at locating relevant and reliable sources and share those sources. 4. Critical Thinking, Problem Solving, and Decision Making – Through guidance and practice students will develop their critical thinking as shown through their questioning skills. Students will make decisions on the technology to use to answer student generated questions. 5. Digital Citizenship: Students will show responsible use of the tools given. 6. Technology Operations and Concepts - Students will be trained and given access to various technology tools that help them to support their questions and opinions.
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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.	This project is designed to be an ongoing use of technology to increase the questioning and response practices of students in all curricular areas. Students will be provided with technology that allows them to search for and report back information generated by their own questions and responses. Students will signal teachers when they have an inquiry. Teachers will facilitate discussion around relevance of inquiry and class will formulate essential information needed to create the high level question to be researched. Research will be completed and reported back using technology showing that students have the ability to find valid and reliable sources. Students will create a reflection piece documenting the impact of the technology on their questioning, research and overall engagement and knowledge in the content area.
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.	<ul style="list-style-type: none"> Teachers will learn how to effectively use and integrate iPads and iTouches as research and presentation tools. Teachers will have to be trained on how to effectively use Voice Thread. Teachers will engage in training on how to facilitate students use of various technology applications to create reflection pieces.
5. Proposal indicates that support has been obtained from the superintendent AND the principal, preferably by attaching letters of support within the grant application pages (not as separate files). Such support acknowledges that he/she has read the RFP, understands the requirements, and will allow the applying team to fulfill the requirements, if they are awarded the grant.	The district and administration support this initiative as well as the training that will be required.
6. Proposal supports schools, teams, or districts that haven't participated in mini-grants previously or partners with such entities.	Although Litchfield School District has participated in NCLB Title 2IID Classroom Technology Mini-Grants, specifically in the high school, this group in the middle school has not participated or partnered with anyone who has participated in this grant initiative. All knowledge gained through participation in this grant will be shared with staff within our school and district as well as resource sharing through the NHDOE.
7. Proposal indicates partnerships which involve NH teacher preparation program faculty.	At Litchfield Middle School, we have had student interns from a variety of local teacher preparation programs.
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.	Our school district uses inclusion of special education students. This project will accommodate the specific needs of our special education population.
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 participants plan to present this project and its results to district staff. A presentation of resource sharing will also be posted on the web. Furthermore, as indicated by Mini-Grant Requirements and Expectations, the participants will also present this project and its results at the Mini-Grant Celebration Event and the Christa McAuliffe Technology Conference.
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.	Our technology coordinator and classroom teachers have all worked with various video resources and has equipment and knowledge to successfully complete video production and feel comfortable doing so.
Capacity for success (35 points) Describes the capacity of each team member to achieve meaningful success at achieving the goals of the Tech Mini-Grant Program in the school or district. Clearly articulates the program and policies in place that will support success in terms of professional development, technology leadership, and how this program would meet specific achievement needs of the students.	
1. Proposal demonstrates capacity for success by providing strong evidence that school/district and the individual team members are willing and able to conduct the scope of work involved in implementing this project.	Litchfield Middle School is comprised of small teaching teams at all levels. The school/district has provided planning time each day for team members to collaborate with all members of the staff. All involved participants are both willing and able to commit to implementing this project and making it a success. The technology coordinator for this building is the project manager and will provide necessary support.

<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>Litchfield Middle School has just been re-networked and has the capacity to support the level of technology needed for this project. The project manager has participated in the Technology Leaders cohort with a focus on the new media literacy skills. In addition, the participating classroom teachers have been pioneers in the use of emerging technological tools in the building.</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>Project-based learning has long been a focus for the teaching that takes place at Litchfield Middle School. Teachers are encouraged to foster student learning by creating opportunities for students to maintain engagement in their learning across the curriculum. In addition, technological tools and curriculum are integrated into all content areas. Project manager and participants have worked collaboratively for the past five years to promote technology integration at Litchfield Middle School. Furthermore, the project manager has been involved in the Technology Leaders Cohort for the past two years focusing in the New Media Literacy Skills. In the building, there is a dedicated classroom technology lab, two mobile labs, various hardware including interactive white boards, flip video cameras, animation software, tablets, etc.</p> <p>Although we are currently not aware if it has or will be awarded, we are in the grant that has been submitted by GMPDC for an NCLB Title II TLC Grant.</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>Robin Corbeil, Martha Thayer and Jody Corbett have worked collaboratively over the past five years to strengthen digital learning within the school while incorporating technological tools into classroom learning projects. Robin is the technology coordinator and has taught computer education for the past eight years. She holds certifications in Computer Technology Education and Elementary Education grades K-8. Martha has taught fifth grade, eighth grade and currently a seventh/eighth grade combined team. She has continually sought to bring technology into to the classroom. Martha holds a Master's Degree and is a Certified Reading Specialist. Jody Corbett has taught seventh grade language arts and reading. She also strives to use technology tools in her classroom to support language arts curriculum. Jody has earned two Master's Degrees and is certified by the State of New Hampshire in English, grades 5-12 and as an Educational Technology Integrator.</p>
<p>5. Proposal indicates team member and district/administrative support with respect to:</p> <ul style="list-style-type: none"> • implementing the project in classrooms, • supporting the professional development opportunities necessary to successfully participate in the Mini-Grant program, • participating in required mini-grant meetings, • producing the 3 minute documentary video for presentation, • preparing the lesson plans and materials necessary for sharing with other, • 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>All involved parties have read the requirements and understand the commitment and time involved to participate in this grant opportunity. Participants are also comfortable with the requirements and confident in their abilities to complete the project, including the video, lesson plans, and other materials necessary for sharing this project. In addition, participants are enthusiastic with regards to the project and are excited to share experiences with others at all required venues.</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>Although there will be three teachers directly involved in the project, there will be six other classroom teachers, one special educator and three paraprofessionals who will be impacted by this project. There will be 200 students who will be directly impacted by this project as well.</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 teachers directly involved in the project will present at the Mini-Grant Celebration Event and the Christa McAuliffe Technology Conference, which will be attended by multiple schools and districts across the New England Area.</p>

<p>Budget (5 points) Budget contains a narrative and justification of expenses regarding equipment, supplies, travel, and professional development expenses appropriate to carry out the proposed project. The total for professional development is at least 25% of the total budget requested. Include \$100 per team member for each teacher to attend the spring 2012 celebration event.</p>																					
<p>Budget is formatted with the narrative in left column and total amounts in right column. Within the narrative, proposal describes a logical connection to district goals and shows how costs were calculated. Proposal includes \$100 per teacher for attendance at celebration event.</p>	<table> <tr> <th data-bbox="618 296 1040 352">Narrative</th><th data-bbox="1040 296 1474 352">Amounts</th></tr> <tr> <td data-bbox="618 352 1040 457">Hardware- 8 iPads, 8 iTouches, 2 or 3 document cameras</td><td data-bbox="1040 352 1474 457">\$4000 \$2000 \$400</td></tr> <tr> <td data-bbox="618 457 1040 520">Membership- Voice Thread 3 @ \$60</td><td data-bbox="1040 457 1474 520">\$180</td></tr> <tr> <td data-bbox="618 520 1040 716">Professional Development Activities Christa McAuliffe Technology Conference- one day for each teacher @\$200 (includes conference registration, PDSC registration, and travel costs.)</td><td data-bbox="1040 520 1474 716">\$600</td></tr> <tr> <td data-bbox="618 716 1040 779">\$100 per team member for Celebration Event</td><td data-bbox="1040 716 1474 779">\$500</td></tr> <tr> <td data-bbox="618 779 1040 842">Atomic Training One-Year Library Subscriptions- 3 @ \$200</td><td data-bbox="1040 779 1474 842">\$600</td></tr> <tr> <td data-bbox="618 842 1040 947">Miscellaneous- iTunes Account for Apps Purchasing, cables, peripherals</td><td data-bbox="1040 842 1474 947">\$500</td></tr> <tr> <td data-bbox="618 947 1040 1041">Substitute teacher costs for workshop/conference days- 6 days @ \$75</td><td data-bbox="1040 947 1474 1041">\$450</td></tr> <tr> <td data-bbox="618 1041 1040 1167">Stipends- Work sessions related to grant implementation and filing al reports and evaluations. \$200 for 3 participants</td><td data-bbox="1040 1041 1474 1167">\$600</td></tr> <tr> <td data-bbox="618 1167 1040 1207">Total:</td><td data-bbox="1040 1167 1474 1207">\$9830</td></tr> </table>	Narrative	Amounts	Hardware- 8 iPads, 8 iTouches, 2 or 3 document cameras	\$4000 \$2000 \$400	Membership- Voice Thread 3 @ \$60	\$180	Professional Development Activities Christa McAuliffe Technology Conference- one day for each teacher @\$200 (includes conference registration, PDSC registration, and travel costs.)	\$600	\$100 per team member for Celebration Event	\$500	Atomic Training One-Year Library Subscriptions- 3 @ \$200	\$600	Miscellaneous- iTunes Account for Apps Purchasing, cables, peripherals	\$500	Substitute teacher costs for workshop/conference days- 6 days @ \$75	\$450	Stipends- Work sessions related to grant implementation and filing al reports and evaluations. \$200 for 3 participants	\$600	Total:	\$9830
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Litchfield Middle School

19 McElwain Drive
Litchfield, New Hampshire 03052-2328

Thomas Lecklider
Principal

Telephone 424-2133 • Fax 424-1296

Kerry Finnegan
Assistant Principal

February 24, 2011

Letter of Support: Title IID Mini-Grant Program, Litchfield Middle School

It is with great pride and enthusiasm that I submit this letter of support for the grant application of the Litchfield Middle School for its We Have a Voice Initiative. This grant will support the efforts of our school to achieve Adequate Yearly Progress through school improvement efforts. The grant will provide training for a team of teachers who will share their learning with other school colleagues who together will implement the program. The focus on complex thinking skills through 21st century technology is in keeping with our school's desire to improve instruction and student engagement in order to improve student achievement. The Litchfield Middle School administrative team strongly urges approval of this grant application.

Sincerely,

A handwritten signature in black ink, appearing to read 'T. Lecklider', written in a cursive style.

Thomas Lecklider
Principal
Litchfield Middle School



LITCHFIELD SCHOOL DISTRICT

School Administrative Unit #27

Office of the Superintendent

One Highlander Court

Litchfield, NH 03052

Phone: (603) 578-3570 – Fax: (603) 578-1267

Equal Opportunity Employer

Elaine F. Cutler, Ed. D.

Superintendent

ecutler@litchfieldsd.org

Stephen F. Martin

Business Administrator

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February 24, 2011

Letter of Support: Title IID Mini-Grant Program, Litchfield Middle School

The Litchfield School District is pleased to support the grant application of the Litchfield Middle School for its We Have a Voice Initiative. This grant will support the efforts of the school to achieve Adequate Yearly Progress through school improvement efforts. The grant will provide training for a team of teachers who will share their learning with other school colleagues who together will implement the program. The focus on complex thinking skills through 21st century technology is in keeping with the school's desire to improve instruction and student engagement in order to improve student achievement. Our district strongly urges approval of this grant application.

Sincerely,

A handwritten signature in blue ink, reading "Elaine F. Cutler".

Elaine F. Cutler, Ed.D.

Superintendent of Schools