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:	Nashua School District	Date:	2/14/2011
Project Manager:	Sarah Marandos		
Position Title:	Technology Integration Specialist		
Mailing Address:	36 Riverside Dr Nashua NH 03062		
Email Address:	marandoss@nashua.edu		
Phone:	603-966-1029		

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:	Nashua School District

Criteria	**Applicants:** *Criteria used to review each grant application are listed in the left column. Please do not delete the criteria column. By using this right column to describe how your project proposes to meet the criteria, you can increase the likelihood that you won't leave out important information. There is no page limit, but please be as clear and concise as possible.*
Project Abstract (10 points) A clear and concise abstract (**100-150 word limit**) outlines the mini grant project and overall goals, along with the process for implementing it in the classroom.	

1. Describes the project, including grade level(s) and content area(s), indicates how this project fits into school/district curriculum, indicates process for implementation and assessment, as well as how it would advance the achievement of students.	Nashua's Mini-grant Team will utilize 1:1 computing with iPod Touches to help 9th grade students research and create effectively in the traditional English and Social Studies classroom. This interdisciplinary project will help students understand the deeper context through authentic assessment, guided inquiry and discovery.
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.	Students will demonstrate competency by answering the essential question: "When reading Orwell's Animal Farm and learning about the Russian Revolution, how is the structure of a society impacted by the use and abuse of power?" Students will create and publish a RAFT project, participate in continuous formative assessment and collaborate using social media. This project-based learning will illustrate their understanding of the content and acquisition of necessary 21st century literacy skills.
Project Description (50 points) Describes project in general terms and indicates whether it is a replicated project or an original project. Projects which can directly impact more than one classroom are preferred. If project is replicated, proposal describes the intended changes to the project idea and how they will improve the project in order to be appropriate for the situation. Includes specific goals and objectives that relate to the essential question, and explains how those goals will be achieved by the project. Include a rationale for any changes made to the original project. If your project is original, proposal describes how the project is appropriate for current situation. Includes specific goals and objectives that relate to the essential question, and explain how those goals will be achieved by the project.	
1. Proposal generally discusses how implementing this project will improve technology integration within classrooms and in the core content areas. Indicates the need for technology integration in school or district. Describes the determination of need for this project and includes one or more examples of data that support the rationale of need for the project, such as NECAP assessment or other data. This explains to the reviewer why the project is worthy of funding as it relates to student achievement.	Nashua High South is one of two large high schools in our city, serving approximately 2100 students. We service a diverse demographic of students: with 718 receiving free/reduced lunch, over 100 students receiving ELL services, and 260 students receiving special education services in the mainstreamed classroom. Because of the size of our school, it can be difficult for a teacher to book time in one of the two computer labs for technology based learning activities. The Nashua Mini-grant Team would like to explore 1:1 computing using iPod Touches. Our team consists of our Technology Integration Specialist Sarah Marandos, and two teachers that team-teach Humanities (9th grade World Studies and English 9): Nick Audley and Kate Soucy. We would like to teach students how to research and write effectively using these tools in a typical classroom setting. Nashua High South is a SINI school and we hope to improve our NECAP scores by embedding literacy skills into all subjects. Last year, 64% of our students scored below proficient on the Writing Test, and 30% scored below proficient on the Reading Test. We anticipate that our interdisciplinary RAFT project will help students make connections between what they are reading and writing to gain deeper understanding.

| 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. | Content Area and Standards which will be assessed during the project |

Content Area and Standards which will be assessed during the project

English/ Language Arts

R:LT:10:2.2: Examining characterization (e.g . stereotype. Antagonist, protagonist), motivation or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time (State)

R:LT:10:4.1: Comparing Stories or other texts to related personal experience, prior knowledge or to other books (Local)

R:LT:10:4.2: Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective) (Local)

RT:IT:10:1.3: organizing information to show understanding or relationships among facts, ideas and events (e.g. representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining (State)

W:RC:10:1.1: Selecting and summarizing key ideas to set context, appropriate to audience (State)

W:RC:10:1.3: Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas or themes (State)

Social Studies

SS:WH:12:1.4: Analyze the impact of political institutions on mass movements

SS:WH:12:3.2: Analyze how philosophic systems and social theories are powerful forces throughout history

SS: CV: 12: 1.3: Evaluate how the purposes of government have been interpreted, e.g. promoting the general welfare or protection of private property

SS:CV:12:4.3: Explain why the preservation of liberty requires the participation of knowledgeable and engage citizens

NETS Standards for Students

Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others

Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information

Critical Thinking, Problem Solving and Decision Making: Student use critical thinking to plan and conduct research, manage projects, solve problem and make informed decisions using appropriate digital tools and resources

Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

The project activities will help students understand the relationship between Animal Farm and the Russian Revolution. By assuming the characters in the story and presenting a perspective to a particular audience, the students will develop a deeper understanding of the material. Students will incorporate many of the NETS standards into this project because they will be creating and publishing digital artifacts.

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 original and innovative project is the Animal Farm "RAFT." Students will read the book Animal Farm by George Orwell while learning about the Russian Revolution. The RAFT (Role, Audience, Format, Topic) project would give the students several examples of characters that they can become, the topic that they are they are presenting and the audience that they are presenting to. Example:

Role	Audience	Format	Topic
Squealer	Farm Animals on surrounding farms	Podcast	Why you should join the Animal Farm revolution
Old Major	Self	Blog	How did my message go wrong?
Napoleon	Farmer Jones	Glog/Digital Poster	Let's compare our two farms.

Our hope is that students will make connections to these two disciplines through authentic learning. As students are researching their topic, we will guide them in open-ended inquiry to develop their thinking skills. We will make accommodations for our Special Education/ELL Students by using the Dragon Text to Speech app to help them gather information for the topic. We will also encourage students to "publish" their projects to YouTube, iTunes and the Web. We believe that learning in this project-based format will help students retain the "big ideas" and meaningfully address our essential question. After students have completed their multi-media presentations we plan to combine them in ePub format for other classrooms in Nashua to view. Our teachers will share an iPad as a learning resource to facilitate this part of this project.

There are many other applications that we will use throughout the year with the iPod touch. In World Studies they will use the CNN app to discuss current event connections as a bell ringer. Currently, our district has licensing for Poll Everywhere, which is a great formative assessment tool that can replace the traditional "clicker" in the school environment. Students will be able to vote and respond using their iPod touch. One of our learning goals is to use Twitter in the classroom. There is a wealth of knowledge available on Twitter and we want to use it to model appropriate use of a social networking tool in the school environment. Students will easily be able to use Twitter as a tool for collaboration and discovery. We will teach the students to manage their web presence or "brand" and the subsequent impact that it can have on them in the professional world.

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.	Teachers will learn how use the iPod Touch as a tool for teaching, learning and leadership. They will find the most appropriate apps to meet curriculum needs and personalize learning for students at all levels. We will be partnering with Apple to provide this Professional Development. Teachers will learn advanced video production skills by attending professional development offered as part of this grant. We want to ensure that our short video meets the necessary criteria, and we also want to teach our students these important 21st skills for the RAFT project. Teachers will learn how to effectively use Twitter in the classroom as a communication and collaboration social networking tool. They will learn about building their own PLN (Personal Learning Network).
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 the administration support the project and the training that the teachers will receive (see attached signed letters of support). The administration and teachers understand that they are required to attend mini-grant meetings to support the project. Administrators acknowledge and are supportive of the team's plans to present their project to the school's faculty and to educators attending the Christa McAuliffe Technology Conference, and the requirement of team members to participate in post-project evaluations.
6. Proposal supports schools, teams, or districts that haven't participated in mini-grants previously or partners with such entities.	Nashua did receive a mini-grant in 2007 for our English Language Learners, but we feel this 1:1 mobile computing project can target a different group of struggling students.
7. Proposal indicates partnerships which involve NH teacher preparation program faculty.	We are excited to work with Rivier College's teacher preparation program. We will be consulting and collaborating with aspiring special education teachers in their K-12 program. We also hope to have students in the Social Studies MAT program help us evaluate the RAFT projects.
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.	One of the reasons we chose the iPod touch as our mobile device is the numerous apps that assist students with special needs. One of the apps that we will be using is the Dragon Text-To Speech app to help them record their notes while they are researching. One of the great features of iBooks is that the text can be highlighted, defined and read to the students. We think that the wide variety of Format (RAFT) options will allow these students great flexibility in demonstrating their competency (compared to a traditional paper and pencil assessment.)
9. Proposal indicates plans for dissemination of the project to other schools and districts throughout the state, including presentations at 2 or more venues.	Administrators are supportive of the team's plans to present their project to the English and Social Studies department of both high schools, and at the Christa McAuliffe Conference. We also plan to provide additional professional development to teachers across the district about using Poll Everywhere as a formative assessment tool in the classroom.
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.	We plan to attend the sessions that are available to us through this mini-grant project to improve our video production skills. If sessions are available at GMPDC, we will take advantage of those as well. We are fortunate to have a TV studio in our school where we could work to create the video.

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.	The teachers involved in this project continually collaborate with their peers to develop lessons that engage students and promote student achievement. They have a common planning time that they use to create interdisciplinary activities for 9th graders. 9th grade can be a difficult transition for students, however the consistency and approachability that Kate and Nick have make students feel comfortable as they begin their high school journey. In the past year, they have attended professional conferences, such as ASCD that have impacted the way they view student engagement and learning.
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.	Nashua is fortunate to have a new Superintendent, Mark Conrad, who has focused on improving our technology infrastructure to meet the needs of our 21st Century students. He has formed an Instructional Technology Committee that meets regularly to address our technology needs in Nashua. The committee has created a plan to transform the way we integrate technology over the next five years and beyond. Our principal Jennifer Seusing is committed to improving literacy in our school. Our literacy committee is frequently sharing strategies, and we have two literacy coaches in the school to assist in classroom activities.
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.	Nashua has previously participated in some grant funded projects. The administration and School Board encourage teachers to participate. In fact, Nashua has recently established an Enterprise Fund to consider small grants for technology. Nashua High School South is wireless, and our mini-grant team has access to a netbook, projector and SMART board. Nashua has a district license for Poll Everywhere, the formative assessment "clicker" software and a technology integration specialist versed in current web 2.0 technology and social media. Our high school teachers are part of Professional Learning Communities that were created as a result of the Smaller Learning Communities Grant.
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.	Nick Audley and Kate Soucy have been teaching for nine years, and teaming together for seven. Both are currently enrolled in a Master's program in Curriculum and Instruction. They share a common planning time and drive to make this project successful. Sarah Marandos has been the Technology Integration Specialist for four years, and has a CAGS in Leadership and Learning (Technology Focus). Sarah is also an adjunct professor at Rivier College as part of the teacher preparation program for elementary education and technology.

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.	The grant team is excited about the opportunity to investigate 1:1 computing at the high school level. We have a strong team that is proficient in technology and willing to meet all grant requirements. Sarah has presented at Christa McAuliffe and other state events for digital portfolio with teams of teachers. We are committed to promoting the success of this project within our district and beyond. In the context of our Professional Learning Communities, we will post all lessons and resources to SharePoint for other Nashua staff to access.
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 immediate impact of the project would include the two teachers and approximately 60 students each semester. The iPods will be available for other 9th grade teachers when our team isn't using them. There are three other 9th grade teams at the Nashua High South that teach approximately 500 students and we would like to extend them this opportunity for a particular project once they have received professional development on appropriate and meaningful use. We feel it would be beneficial for all ninth grade students to be engaged using this technology at some point during their first year at Nashua High South. We hope that the success of this project encourages other Nashua Teachers to apply for funding.
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.	Currently we would like to extend the professional development opportunities to representatives from other schools, including private schools in Nashua. We would like to educate other schools in our district about the unlimited possibilities of mobile devices in the 21st Century classroom.
Budget (5 points) Budget contains a narrative and justification of expenses regarding equipment, supplies, travel, and professional development expenses appropriate to carry out the proposed project. The total for professional development is at least 25% of the total budget requested. Include $100 per team member for each teacher to attend the spring 2012 celebration event.	
Budget is formatted with the narrative in left column and total amounts in right column. Within the narrative, proposal describes a logical connection to district goals and shows how costs were calculated. Proposal includes $100 per teacher for attendance at celebration event.	<table><tr><th>Narrative</th><th>Amounts</th></tr><tr><td>Purchases for this project directly connect to Nashua's District goal of implementing technology rich lessons in all content areas and improving student achievement and engagement.</td><td></td></tr><tr><td>Hardware- 28 iPod touches (8 gb)</td><td>$6412</td></tr><tr><td>1 iPad w/ case/vga cable</td><td>$568</td></tr><tr><td>5 15' Powerstrips</td><td>$140</td></tr><tr><td>Software- iTunes card for app purchase</td><td>$350</td></tr><tr><td>Professional Development-</td><td></td></tr><tr><td>Apple Workshop on site-Mobile Devices & Curriculum</td><td>$2,100</td></tr><tr><td>$100 per team member for 3 teachers (plus 1 administrator) for required participation at the Celebration Event</td><td>$400</td></tr><tr><td>Total:</td><td>$9970</td></tr></table>

NASHUA A+
School District
Gateway to the Future

Nashua School District
141 Ledge Street
Nashua, NH 03060-3071
603-966-1000
http://www.nashua.edu

MARK CONRAD
Superintendent of Schools

February 23, 2011

Dr. Virginia Barry
Commissioner of Education
New Hampshire Department of Education
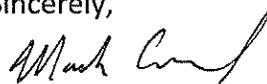101 Pleasant Street
Nashua, NH 03301-3860

Dear Dr. Barry:

I write in enthusiastic support of the Nashua School District's proposal to the New Hampshire Department of Education's NCLB Title IID Competitive Mini-Grant. I commend the District's plan to further integrate Apple iPods into the classroom in a new way to increase literacy and comprehension.

Technology has dramatically impacted information flow and, consequently, teaching and learning. How well we harness this burgeoning flow of information, integrating technology into the classroom in a real way, is the task before us today. I endorse the Nashua School District's efforts to seek additional funds that advance discovery and spark inquiry, and ultimately help to address ICT literacy skills. With your support, the Apple i-Pod Touches will help us keep up-to-date with reading tools that will help personalize learning and foster comprehension.

Thank you for your consideration. I look to the NH DOE to support the Nashua School District's Mini-Grant proposal. If I can be of further help in answering questions, please do not hesitate to contact me.

Sincerely,

Mark Conrad
Superintendent of Schools

MC/SH:ktm
cc: Assistant Superintendent Althea Sheaff

NASHUA HIGH SCHOOL SOUTH
Jennifer Seusing, Principal
Marianne Busteed, Jason Lonergan,
William Raymond, Helayne Talbott, Assistant Principals
Maureen O'Dea, Director of Guidance
36 Riverside Drive
Nashua, New Hampshire 03062

"Where Panthers
Roar
And
Students Soar"

PHONE: 603-589-4311   FAX: 603-589-872

February 23, 2011

Dr. Virginia Barry
Commissioner of Education
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301-3860

Dear Dr. Barry:

I write in strong support of the Nashua School District's proposal to the New Hampshire Department of Education's NCLB Title IID Competitive Mini-Grant. As the principal of Nashua High School South, I am excited about the opportunity to explore 1:1 computing using the iPod Touch.

Kate Soucy and Nicholas Audley are exceptional teachers who will work diligently to create innovative lessons using these handheld devices.

It is essential that the transition to high school is smooth, and utilizing these tools with 9th graders will engage them early while they develop essential literacy skills. Using Poll Everywhere as a formative assessment tool will help them drive instruction and make decisions in real time. The possible projects with the iPod Touch are limitless and will captivate student interest while they learn in this interdisciplinary model.

Thank you for your consideration. If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

Jennifer Seusing, Principal
Nashua High School South