

**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:	Northumberland and Stark	Date:	02/15/2011
Project Manager:	Karen Conroy		
Position Title:	Technology Coordinator		
Mailing Address:	65 State Street Groveton, NH 03582		
Email Address:	K_conroy@sau58.org		
Phone:	603-636-1619		

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: Northumberland and Stark

Criteria	<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>Through collaboration and mentoring, high school students from the Environmental Science class at GHS, 5th and 6th grade students throughout the SAU, and students in the GIS program from White Mountain Community College, will determine the environmental practices of the area. All students involved will collaboratively enhance their study of the communities while addressing ELA, Science, Math, Social Studies, and Technology standards and will join the on-line Geocaching Community. Completed student projects will be showcased in the Spring at a community "Academia Night".</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>Students will have an increased awareness of the positive and negative effects of local business and industry on the environment by answering the essential question "How Green is our community?" Using existing hardware, GPS units, Skype, digital/flip cameras, Kidspiration, and Internet, students will be challenged to answer the essential question while collaboratively researching the environmental impacts.</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 proposed original project targets students and teachers at various school and grade levels throughout the SAU and is a perfect mini-grant project for our SAU for several reasons. First, the 5th and 6th grade study of the human impact on ecosystems ties directly into the 11th and 12th grade study of environmental science. Second, because Geocaching is a global activity with a framework for caching already in place, students will use 21st century skills across the curricular areas. And thirdly, integration of new technologies and 21st century learning in a meaningful way, allows students to meet the ICT literacy objectives outlined in our current SAU Technology Plan.</p> <p>We will go beyond the usual use of computers for research and data input where high school students will prepare abbreviated lesson plans and Skype with the elementary students. We will also incorporate training through virtual means with WMCC. Not only will the project integrate technology into the Science, Social Studies, Mathematics, and Language Arts curriculums, it will address the need SAU wide to improve student achievement on the NECAP Science Assessments and allows for the development of authentic and higher order thinking skills. 5th and 6th grade students currently have access to 1:1 computing, however, there is limited access to computers for our high school science department. Access to netbooks will allow them to research, create, and collaborate with elementary students throughout the SAU and business professionals within the communities. 5th grade students will create storyboards, using the Kidspiration Software, which will provide students with the workspace to tell about the event, plan and share their information by first using pictures view words and then switching to Writing View to expand upon their ideas. The 5th graders will then be able to act as leaders for the school and develop a Geocache activity for the 3rd grade class to complete.</p>
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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.

Environmental Science students will apply lessons learned in ecology and social science to the industrial and business aspects of their community. Interaction with local governmental workers will enhance the students' and community awareness of the "greenness" of the area.

Content Area and Standards which will be assessed during this project

Science

S:ESS4:6:1.1 Understand that technology is used to design tools that improve our ability to measure and observe the World.

S:ESS4:6:3.1 Provide examples of products that man has developed which allow humans to do things that they could not do otherwise; and identify the natural materials used to produce these products.

S:ESS4:6:3.3 Provide examples of how to reduce waste through conservation, recycling, and reuse.

S:ESS4:6:4.1 Understand that some form of science is used in most jobs/careers and that some jobs/careers specifically require knowledge of Earth science.

S:LS3:6:1.1 Provide examples of how all organisms including humans, impact their environment; and explain how some changes can be detrimental to other organisms.

S:LS3:6:1.2 Explain how changes in environmental conditions can affect the survival of individual organisms and the entire species.

S:LS3:11:1.1 Identify ways humans can impact and alter the stability of ecosystems, such as habitat destruction, resources; and describe pollution, and consumption of the potentially irreversible effects these changes can cause.

S:LS3:11:1.2 Identify ways of detecting, and limiting or reversing environmental damage.

S:LS3:11:1.3 Analyze the aspects of environmental protection, such as ecosystem protection, habitat management, species conservation and environmental agencies and regulations; and evaluate and justify the need for public policy in guiding the use and management of the environment.

Social Studies

SS:GE:6:1.2: Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute location of the student's community, or the diffusion of the English language to the United States.

SS:GE:6:1.3: Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density.

SS:GE:6:3.4: Explain how human activities influence changes in ecosystems, e.g., the introduction of exotic species.

SS:GE:6:5.1: Understand the consequences of human modification of the physical environment, e.g., coastal development or forest management.

SS:GE:6:5.2: Examine the role of technology in the human modification of the physical environment, e.g., Characteristics of work, animals or electrical production.

SS:GE:6:5.3: Appreciate how different physical environments provide or place constraints on human activities and opportunities e.g., winter sports tourism or themes

SS:GE:6:5.4: Assess why people have different viewpoints regarding resource use, e.g., water rationing or recycling.

See ICT Literacy Standards continued at the end of this document on page 10.

<p>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.</p>	<p>Prior to the project implementation, teachers will meet with Paula Churchill for two days during the summer months to develop a formal timeline and specific lesson activities. The use of included technology in this project allows for the focus to remain on the core content areas and essential question, while aligning to the ICT literacy standards. This is a project based learning proposal in which technology is integrated and not isolated. The information below is an outline from which team members will use in the development of the lesson and activities.</p> <p>High School Students-</p> <ul style="list-style-type: none"> * Begin researching with Environmental Science Class the current and recent past industry in and around Groveton. Students will use internet, government resources, guest speakers, employers to evaluate the environmental impact of industries. * Students will then compare our environmental practices with general industry standards to determine if human impact on the environment in our town is greater than or less than that of the same industry in other areas. * Students will work with WMCC students to better understand the GPS technology and graphical information data in order to begin development of the Geocache. * Environmental Science Students will be assigned a 5th or 6th grade student from two different elementary schools in the district to share their findings with via Skype and summary presentations. High school students will help elementary students, through the use of lessons, to understand how decisions about industry can affect the natural world as well as living conditions for humans. * Students will complete a culminating activity to Geoache each of the local industries making the sites available for interactive field trips for students studying conservation in all grade levels. *Students will be presented with video of employees who discuss how their industry has developed and changed the town at each Geocache point. <p>Elementary Students-</p> <ul style="list-style-type: none"> • The interactive whiteboard will be utilized to explore how natural resources have led to manmade industries that have greatly impacted the environment. • Students would then use 1:1 computing to complete interactive assignments using Discovery Education Media to enhance their understanding of natural resources and how the physical environment is modified to accommodate industry. • Students will be introduced to Skyp via an interactive lesson on conservation and the environment with the neighboring elementary school. • HS students will teach via Skype, classroom visits, and video made with Flip Cameras. • Students will meet with their HS mentor to complete a mapping exercise using GPS units. • Students will write riddles and take digital pictures of industrial sites in their communities to present at Academia Night. • Students will participate in the Geocaching culmination activity. • Utilizing Kidspiration software, 5th Grade students will build upon their knowledge of Geocaching from this event to create storyboards and a community scavenger hunt based upon the settlement of the community for the 3rd Graders. 3rd graders will be able to use the Geocaching equipment on their annual community tour field trip.
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<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>	<ul style="list-style-type: none"> • Teacher will learn how to effectively use 1:1 computing and Skype within the classrooms to improve student learning and collaboration. • Teachers will learn how to use GPS devices, Kidspiration, and www.geocachings.com to effectively enhance lessons. Teachers will share what they know with their students. • Teachers will learn to use assignment builder in Discovery Education to set up individualized lessons that use video and interactive multimedia on conservation for students. • Teachers will learn to take full advantage of the resources at the local community college and of their peers knowledge and technology skills.
<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>The attached signed letters of support indicate that the Superintendent of SAU 58, individual building principals, and school board members have read the RFP and understand the requirements of the grant. All are committed to providing release time for professional development, collaborative planning, and to participate in post project evaluation and sharing. The SAU is committed to improving student learning and teacher effectiveness through the use of technology integration into all aspects of the school curriculum.</p>
<p>6. Proposal supports schools, teams, or districts that haven't participated in mini-grants previously or partners with such entities.</p>	<p>Although Northumberland school district received a mini grant last year, the focus was on Grade 8. Both Groveton Elementary and Stark Village have not had the opportunity to participate in a mini grant project. Our proposed project will allow collaboration among three of the four schools within the SAU with an opportunity to expand to Straford Public School in future years. The project takes it a step further by collaborating outside of the district with a local community college.</p>
<p>7. Proposal indicates partnerships which involve NH teacher preparation program faculty.</p>	<p>Contact has been made with Peg Heaney at White Mountain Community College regarding the grant opportunity. We are excited that she has responded positively to being an interested participant in the mini grant. She will be tying it into her college Graphical Information System program. Students from her class will provide guidance and mentoring to the GHS students. This is the first opportunity we have had to collaborate directly with the students at WMCC.</p>
<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.</p>	<p>Because of the nature, design, integrated technology and expected outcomes of the project all students, including those with special needs will be actively participating.</p>
<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>If awarded the grant, use of the technology, devices, and lesson plans will be made available to all teachers within the SAU. Lesson plans will be posted on the SAU's website as well as the Stark Wiki. The team is excited about the possibility of having students, supported by the teachers involved in the project, present at the Christa McAuliffe Technology Conference (December), the North Country Title I Conference and LESCEN Spring Conference (April), and at GHS Academia Night (March).</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>SAU 58 is fortunate to have experienced, on-site personnel to assist with the training of video production. In collaboration with NCES and the SAHE grant, Paula Churchill will be available to work with staff and students in providing PD in this area. The expectation is that the high school students will be primarily responsible for the video production that will be included in their Electronic Portfolios.</p>
<p>Capacity for Success (35 points) Describes the capacity of each team member to achieve meaningful success at achieving the goals of the Tech Mini-Grant Program in the school or district. Clearly articulates the program and 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>All team members identified in this project expressed an interest and were an integral part of putting together this grant application. They are excited to begin the project in September and are committed to seeing it through. Each building level technology integration specialist and Paula Churchill (SAHE Grant) will work closely with staff and students to provide resources and assistance to ensure the success of the project.</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>SAU wide collaboration and integrated technology across the curriculum areas are identified needs in the current SAU 58 Technology Plan. The scope of the project ties directly into the existing curriculums for all grade levels involved and moves us forward in creating 21st Century learners through technology integration. The use of existing video conferencing equipment and Skype will allow for recurring collaboration and on-going interactions among staff and students. The scope of this project is one that can be easily replicated and modified to accommodate other grade levels and subject areas.</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>SAU #58 is committed to on-going efforts of integrating technology across the curricular areas in order for students to acquire a working knowledge of a variety of technologies and web tools in order to make them viable candidates in the modern workplace. Our primary goal in technology is to improve student learning and teacher effectiveness. Previous purchases of video conferencing equipment, 5th and 6th grade mobile labs, flip cameras, GPS systems, interactive white boards and teacher laptops will allow for support of the proposed project.</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>Participating team members have had on-going Professional Development in the use of interactive whiteboards, flip cameras, and general laptop usage. Three of the four teachers involved were fortunate to have participated in last year's TLC consortium and all of the teachers attended technology PD during the summer months where they worked collaboratively. They bring to the project experience with technology integration and distance collaboration.</p> <p>Lorna Holcombe has been teaching elementary education for 8 years, holds a M.Ed in Curriculum, Instruction and Assessment in Language Arts. She has participated in both the TLC and ARRA Grants, and attended 5 days of summer technology training.</p> <p>Bridget Young is working toward her Masters in Administration, has taught a combined 5-6 grade for three years and is currently on a year's leave teaching 5th grade in North Carolina. Bridget and her current students are Skyping with staff and students at Stark. She also participated in last year's TLC and attended 7 days of technology integration during the summer months.</p> <p>Kathy Westby-Gibson has been teaching Science at GMS to 6th-8th students for 22 years. She has been trained in the use of GPS technology, attended seven days of technology integration training last summer, and participates in bi-weekly technology PD.</p> <p>Steve Torrey holds an O.D in Osteopathic Medicine, a Master of Public Health, and was a doctor for 25 years. He has been teaching Science at GHS for 7 years. Steve participated in last year's TLC, attended 7 days of technology integration training over the summer, and participates in weekly technology PD.</p> <p>With the assistance of the building level technology integration specialists and SAHE grant support personnel, the team's background and expertise will ensure the successful delivery of the proposed project.</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>The team is anxious to begin planning for the successful implementation of the project with students in September. Team members will be provided PD and release time in order to ensure successful planning and knowledge prior to implementation. Support has been obtained from building level administrators, the superintendent and the SAU board to actively participate in any required mini-grant meetings, release time for planning and preparing, PD training, attendance at various conferences/celebrations, and participation in evaluations for program improvement. The teachers involved are excited about enhancing their prior technology knowledge while obtaining new skills to improve their curriculum and instruction. It is their belief that the students involved will embrace the project, utilize higher order thinking skills and will be highly engaged in interactive and collaborative 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>There will be five teachers and four schools directly impacted by the project: a 5th grade teacher at GES, a 5-6 grade teacher at SVS, a 6-8 grade science teacher at GMS, a 9-12 grade science teacher at GHS, and a WMCC Professor. Three technology integration teachers will also be impacted by the project. There will be approximately 57 elementary students, 16 high school students, and 8 college students directly impacted by the project and 2 teachers, 1 para-educator and 73 students indirectly impacted by the project. Based on the results of the project, the teachers directly involved, may supplement their existing curriculums to include the use of the new technology and engage other students and teachers within the buildings.</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>Team members and students will plan to present their project at the North Country Title I conference in the spring where over 25 schools from the north country are represented. Presentation of the completed project will also take place at both the LESCN Technology Celebration and the Christa McAuliffe Technology Conference. Community efforts will also be supported with an Academia Night presentation.</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>	

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.

NARRATIVE	AMOUNTS
Purchases for this project directly relate to SAU#58's comprehensive technology education curriculum and technology plan objectives including: 1. Provide effective and on-going teacher training in the use of technology and allow time for collaboration and support for distance learning opportunities. 2. Promote and support curricula and teaching strategies that integrate technology effectively into curriculum and instruction. 3. Use technology to communicate information, knowledge, and ideas to parents and community members to enhance the school community relationship.	
Hardware- 12 netbooks (\$450 each) 12 GPS units (\$80 each) Software- Kidspiration 10 User computer license Microsoft Office 2007	\$5400 \$960 \$550 \$540
Supplies- Containers and tokens for Geo-cache	\$50
Professional Development Activities- 2 Summer work sessions with Paula Churchill from NCES to train, plan, develop, and organize. 4 teachers at \$150.00 day. Food for the work days Christa McAuliffe Technology Conference- mileage \$210, Hotel \$200	\$1200 \$100 \$400
Stipends- Project Manager is responsible for filing all reports and evaluations and overseeing project	\$200
Celebration Event \$100 per team member for 4 teachers, 1 administrator, and 1 technology coordinator for required participation at the celebration event	\$600

Continued from Page 4:

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.

ICT Literacy Standards

1. Creativity and Innovation

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

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

2. 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. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

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

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

SCHOOL ADMINISTRATIVE UNIT 58

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Patricia Brown

James D. Shallow

Frederick Bailey

Business Manager

Superintendent of Schools

Administrative Coordinator

February 22, 2011

RE: Letter of support for SAU #58

Dear Kathy Higgins,

I'm sure you are well aware of the needs for a 21st Century Classrooms and the grant associated with meeting the digital requirement, but I will refresh your memory. It is a project that will transform students in grades 5 through 7. Through the use teacher/student integrated technology, curriculum and instruction students will be enhanced and encouraged to be actively engaged while having the capabilities to evaluate their own progress. Collaborative projects will include the use of videotaped activities, interactive SmartBoard lessons, iRespond student interaction, and daily connections with wikis, blogs, and pre/post assessments to promote higher order thinking and improve student performance on NECAP and NEWA testing.

Students in grades 5 through 7 will demonstrate growth in Math, Reading, Writing, and Science as measured by NECAP, NEWA, Skills Tutor, DIBELS, DRAS, Fountas & Rinnell Reading Assessment, student surveys, pre and post assessments, and student ePortfolios as measured by NH ICT Standards. Also, students in grades 5 – 7 throughout SAU-58 will be provided netbooks allowing for a 1:1 ratio of digital tools in their classrooms and each participating teacher will be provided with a laptop. This will help students become 21st century learners in all subject areas. For example, in a 5th grade classroom students will study Mesoamerican cultures by using digital streaming, PowerPoint presentations and creating graphic organizers in Word. Another example, in a 6th grade classroom students will use the netbooks and flip cameras for researching family trees, traits, genealogy and writing an autobiography on themselves. A final example, in a 7th

grade classroom students will use the netbooks to gather scientific data through the use of the netbooks, probes and scopes. Within every unit, students and teachers in grades 5 - 7 will utilize the student response systems for pre and post formative assessments

As a result of the implementation of this project our students will better meet state standards and grade level / cluster expectations as well as being job ready to demonstrate real work skills. This project meets the SAU Technology Plan expectations and is aligned with School District Goals and SAU Goals. I fully support its implementation and the use of Title II D funds for this project. I hope you do as well. This grant would mean a lot to the students of our district.

Sincerely,

James D. Shallow
Superintendent SAU #58
d_shallow@sau58.org

David P. Auger
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603-636-2382

February 21, 2011

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

Subject: Letter of Support for NCLB Title II-D Grant

Dear Dr. Higgins,

As a member of the Northumberland and SAU 58 School Boards, I am pleased to write this letter in support of the Title II-D Grant that SAU 58 is requesting. I fully understand and wholly support the need for a comprehensive, yet versatile technology compliment in the classrooms for students and teachers. This grant application describes a plan that provides equipment, software and training for teachers that will continue to support the computer technology skills across the targeted grades in three schools. What I find truly exciting, and visionary, is the proposed interaction that will be established between the high school science students and lower grade students integrating technology literally across the student population. This will build a sense of social responsibility amongst the students of the high school in helping their neighbors in the lower grades.

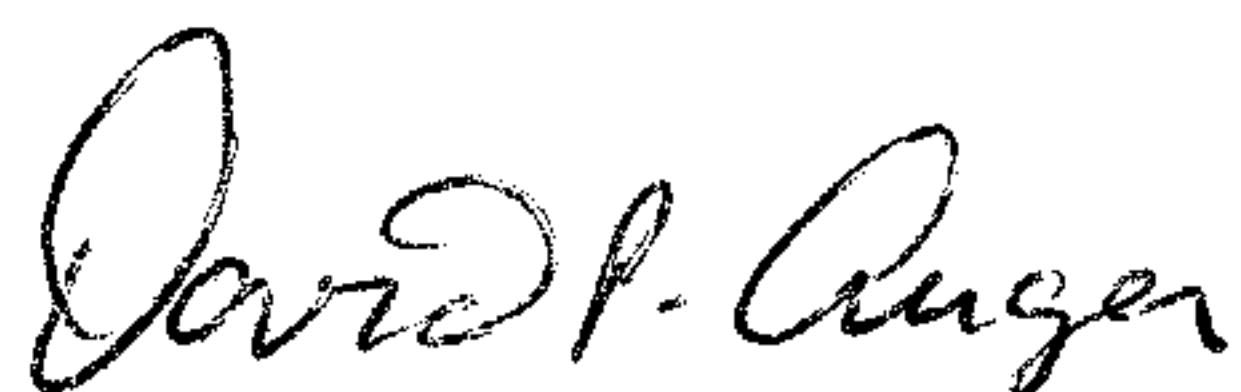
The concept of integrating computer technology in subject classes is an evolutionary step towards achieving a complete and effective computer technology skill set by our students, which will better prepare them for additional instruction in the higher grades, and ultimately, to complete effectively in post-secondary education and the workforce.

This is a very important funding opportunity for our schools because we are financially challenged to adequately fund programs beyond essential administration and operating expenses at this time due to the tragic loss of employment from the closure of the paper mills.

I have the highest confidence that our Information Technology Coordinator, administrators and teachers will implement the grant scope to accomplish the stated goals.

Thank you very much for your consideration of our application.

Sincerely,



David P. Auger
Northumberland Board Member
SAU 58 Board Member



Patricia Stinson
Guidance Counselor

Groveton Elementary School

36 Church St.

Groveton, New Hampshire 03582-1399

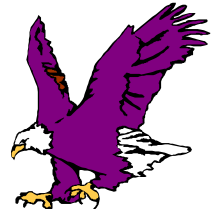
www.sau58.org

Voice: (603) 636-1806

Fax: (603) 636-6253

Rosanna Moran

Principal



Kerry Pelletier
Athletic Director

February 25, 2011

Dear Cathy Higgins,

This is a letter of support for the SAU 58 application for a Tech MiniGrant. This grant allows for collaboration across grade levels and from the school to Community Colleges and local businesses. In addition to the environmental and technological learning, students will learn the value of networking and have an opportunity to make connections with local businesses.

The use of technology (and therefore the technological learning) included in this project will be considerable. Students will use GPS, Skype, flip cameras and Kidspiration. Through these tools as well as research using the internet, students will perform action research on a real world, authentic issue. The issue of environmental impact is one that ties to science, social studies and current events. In addition, the process of documenting their research and sharing with other students and business enhances communication skills. The process of collaboration between grades will be a catalyst for peer leadership skills.

The professional development required for staff will have a direct impact upon the learning of our students and the acquisition of skills required in the ICT standards. I fully endorse this endeavor and hope that the grant is awarded to SAU 58.

Sincerely,

Rosanna Moran

Rosanna Moran
Principal

SCHOOL ADMINISTRATIVE UNIT 58

NORTHUMBERLAND – STRATFORD – STARK

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Patricia Brown
Business Manager

Ronald D. Paquette, Ed. D.
Superintendent of Schools

Frederick Bailey
Administrative Coordinator

February 27, 2011

RE: Letter of support for SAU #58

Dear Cathy Higgins,

I am pleased to write this letter of support for the SAU #58 mini grant proposal. Through the use of teacher/student integrated technology, curriculum and instruction students will be enhanced and encouraged to be actively engaged while having the capabilities to collaborate among schools and across grade levels. This collaborative project will allow not only students but teachers as well to collaborate while implementing technology across the curriculum areas in order to promote higher order thinking and ultimately improve student academic performance.

As a result of the implementation of this project our students will better meet state standards and grade level / cluster expectations as well as being job ready to demonstrate real work skills. This project meets the SAU Technology Plan expectations and is aligned with School District Goals, SAU Goals, and state standards. I fully support its implementation and the use of funds for this project.

Sincerely,

Shelli J. Roberts
Stark Village School Principal
S_roberts@sau58.org