

**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:	Raymond School District	Date:	2/25/2011
Project Manager:	Jon M. Hall		
Position Title:	Curriculum Coordinator		
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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: Iber Holmes Gove Middle School

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>The Iber Holmes Gove Middle School "What are you Willing to Fight For?" project replicates a project completed by the same 7th grade team in 2009-2010. Social studies will be the primary content area, as students interview citizens, conduct research and produce and edit videos to answer the big question as it relates current events that are important to students, to historic events that affected various populations. The main goals of the project are to have students understand change and how to apply this understanding to contemporary issues, understand how to use technology to enhance learning, and how to use spoken language to inspire support for the change that they wish to help make.</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>During this project-based learning experience, students will explore aspects of change. Throughout the year 7th grade students will be exposed to the concept of change and challenged with the essential question; "What are you willing to fight for?"</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.

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.

<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 site of this grant application, Raymond's Iber Holmes Gove Middle School (IHGMS), is a School In Need of Improvement (SINI) based on NECAP scores over the past several years. The results of the fall, 2010 NECAP assessments show that this school trails the State average in almost every category. We have had sporadic success with NECAP testing over the years, but the overall result is that we will soon be in restructuring, when the Adequate Yearly Progress reports are released in the spring of 2011. IHGMS is a Title I school, has over 30% of its students receiving free and reduced lunch support, and has a relatively large population of students with learning disabilities (18.7%). These special needs students, in particular, would benefit from the 1:1 computing environment we are planning. With digital tools, book print can be quickly enlarged, highlighted, and converted to an audible file through text to word software. Read Please 2003 is already being used in some of our classroom for this purpose, and its utility is excellent.</p> <p>Our seventh grade consists of two teaching teams and their respective students. Each teaching unit is assigned to a home "pod". By creating an experimental group in the "green" pod and a control group in the "blue" pod, we will be able to evaluate the effects of 1:1 technology use with the experimental group and greater than 1:1 with the control group. We think that the impact of the 1:1 project we are envisioning will be enormous. We currently only have 2 mobile computer carts for a school of 458 students. The tools that we seek include: 10 netbook computers. The netbook computers, along with the existing two laptop computers and four desk top computers, will be used by students. The netbooks will be used 1:1 for student work in the project: Students will develop persuasive essays for their "change" projects. They will conduct thorough research on their chosen topics to evaluate the need and then gather data to build a compelling argument. They will produce the documentation (visuals) for their presentation boards. Students will create and edit their PSA videos for use in a spring "protest rally" in the school gymnasium, where each student team in this project will show their PSA videos to the entire 8th grade class and college and community guests who attend. By including 8th grade students and college students as audience members and reviewers, we gain the partnerships that will lead to the inspiration of others which we hope will lead to a perpetuation of our project in other grades and other schools. Two administrators in our school district are instructors at Southern New Hampshire University (SNHU), and in that capacity often bring undergraduate future teachers to view our classes. We will have SNHU students working with our 7th grade students and then experiencing the presentations in the spring.</p> <p>In last year's project, 15 Flip cameras were purchased, along with Inspiration and Inspire Data software packages, 2 laptop computers, several pen drives and 1 Smart Response system. All of these tools will continue to play important roles in our current project. Students will save video to the pen drives when video recording away from the classroom. The Flip cameras take up to 60 minutes of high definition video, have a USB connector for easy computer downloads, are relatively inexpensive, and are very portable and easy to use. Students will use these Flip cameras to conduct interviews, record field experiences for science, social studies, language arts, and mathematics in a true interdisciplinary environment. The students will learn to edit their work and will practice using the technology to create presentations. Public speaking and documentary creation will be central to the projects our students will create. Our "green team" consists of four teachers who plan lessons together, and work hard to make each content area fit with the others. We will have our students use the new netbooks to perform public service through a service-learning model that we have much experience with. The presentations from this project will provide for the enrichment of the greater community. All four of the teachers in the green pod have previous experience with service-learning and are always eager to use technology to enhance student learning that is both standards-based and community-based. Our teachers are excited about stretching their students' technology skills and global understanding to more closely match what today's world is demanding. The skill sets that will be developed will help them to make a smooth transition to higher technology use. We feel strongly about immersing our students in a 1:1 technology-rich environment. Instead of having students write traditional written reports, we want them to be reporters, narrators, and story tellers, using the proper technology tools to interface with the public. Through the use of netbooks, Flip cameras, laptops, editing software, Smart Response devices, Inspiration and Inspire Data software packages, our students will become adept at creating and formatting their own educational videos. Because of last year's mini-grant and some local purchases, we now have a full class set of Flip cameras that allow our team of four 7th grade teachers to assign them 1:1 for video production. Students can sign out a camera for shooting on location outside of school. The 10 netbook computers that we will buy will be used for daily class work such as research, documentation (visuals) for their presentation boards, creating and editing public service announcements creating persuasive essays and creating slide shows for the final presentations to the public. Through our school budget, we have already provided 4 desktop computers in each of the 4 classrooms for student use in this seventh grade pod area. Altogether, we will have enough computers to allow students to work in a 1:1 environment in order to research, create visuals for their presentation boards, create take-aways (buttons, bookmarks, etc.), use Flip Share software to edit their video productions, and to present their video projects to guests who attend the spring rally. This will create an environment where technology is used regularly by all students. By using our Smart Response (Senteo) student interactive response system we have 24 remotes to use in one class at a time. This system is shared by the four teachers on the seventh grade team. These devices allow us to monitor student understanding of the topics on change that are covered in class. These devices have become part of our overall formative assessment process by making assessments easy to provide and evaluate. Students now gain instantaneous feedback whenever they are assessed. The feedback from rapidly evaluated assessments, allow immediate adjustments in teaching strategies and work well with our existing re-teach/enrich model. The Inspiration software now provides our teachers and students the perfect tool for displaying connections among the content and skill items that they are learning. This software is used by teachers as an instructional tool and by students as a method of organizing and presenting their topics. The Inspire Data software allows students to make the math connection with the data that they gather. This software is used by teachers to manipulate and present data for presentation in class. It also is used by students to organize and present their data during the mathematics portion of the Change unit. We have already provided 4 interactive white boards and 4 LCD projectors from our school budgets over the years, so we have the display systems in place. This yearlong interdisciplinary project focuses primarily on social studies, but also has language arts, science, and math components.</p> <p>Specific Learning Goals to be Accomplished through PD:</p> <ol style="list-style-type: none"> 1. Teachers and students will learn technical aspects of video production from video production professionals. 2. Teachers and students will learn how to evaluate the effectiveness of video presentations from production professionals. <p>We will contract with an electronic media professional to deliver on site professional development to teachers and their students. By having this professional development done onsite, teachers and students will receive video production/editing instruction, hands-on real-time support and idea generation from a believable real-world professional. This connection to the working world will be invaluable to our teachers and students.</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>We will be building upon our original project-based unit of study completed in 2009-2010 on the concept of change. This interdisciplinary project fits well within our seventh grade curriculum, particularly the targeted area of social studies. In addition, math, science, language arts, the arts and physical education will all be addressed.</p> <p>Connections to State Standards</p> <p>Social Studies Standards SS:GE:8.4.0 Students will demonstrate an understanding of human migration, the complexity of cultural mosaics, economic interdependence, human settlement patterns, and the forces of cooperation and conflict among peoples. SS:GE:8.2.1 Identify the types of regions, e.g. formal, functional, or vernacular regions of which the local community is a part. SS:HI:8.5.0 Students will demonstrate an understanding of the interaction of various social groups, including their value, beliefs, and practices, over time. SS:WH:8.1.2 Analyze the influence of religious groups on political systems, e.g., Confucianism in China, Catholicism in Europe, or Wahabism in the Middle East.</p> <p>Language arts Standards W:IW:7:2 – Informational Writing (Reports Procedures or Persuasive Writing) Organizing and Conveying Information W:IW:7.2.1 -Establishing a topic. W:IW:7.2.2 -Stating and maintaining a focus/controlling idea. W:IW:7.2.3 -Writing with a sense of audience. W:IW:7:3 – Informational Writing (Reports Procedures or Persuasive Writing) Using Elaboration Strategies. W:IW:7.3.1- Including facts and retails relevant to focus/controlling idea and excluding extraneous information. W:IW:7.3.2- Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images. W:IW:7.3.3- Addressing readers’ concerns, including counter arguments, addressing potential problems. W:IW:7.3.4 -Commenting on the significance of information. W:SL:7:1 – Structures of Language. W:SL:7.1.1 – Using varied sentence length and structure to enhance meaning. W:SL:7.1.2 – Using the paragraph form: indenting, main idea, supporting details. W:C:7:1 – Writing Conventions. W:C:7.1.2 – Applying capitalization rules.</p> <p>Math Standards M:DSP:7:6 In response to a teacher or student generated question or hypothesis decides the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested while considering the limitations that could affect interpretations; and when appropriate makes predictions; and asks new questions and M:DSP:7:3 Identifies or describes representations or elements of representations that best display a given set of data or situation, consistent with the representations required in M:DSP:7:1. M:DSP:7:2 Analyzes patterns, trends, or distributions in data in a variety of contexts by solving problems using measures of central tendency (mean, median, or mode), dispersion (range or variation), or outliers to analyze situations to determine their effect on mean, median, or mode; and evaluates the sample from which the statistics were developed (bias). M:DSP:7:1 Interprets a given representation (circle graphs, scatter plots that represent discrete linear relationships, or histograms) to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.</p> <p>Science Standards S:LS2:8:1.1 Explain how changes in environmental conditions can affect the survival of individual organisms and an entire species. S:LS2:8:1.2 Explain that in all environments, organisms with similar needs may compete with one another for resources, including food, space, water, air, and shelter, and that in any particular environment the growth and survival of organisms depend on the physical conditions. A Research-based project: It has become widely accepted that students benefit academically from the inclusion of visual imagery and real world experiences in their learning. The use of virtual worlds and online, teacher-reviewed resources is recommended by ISTE (Serim, F. & Schrock, K., 2007, Leading and Learning with Technology, retrieved from www.iste.org).</p> <p>ICT Literacy Standards Our students will reap many benefits that match well with National Educational Technology Standards (NETS) for grades 6-8, as listed below:</p> <ol style="list-style-type: none"> 1. Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software. (1, 2) 2. Create original animations or videos documenting school, community, or local events. (1, 2, 6) 3. Gather data, examine patterns, and apply information for decision making using digital tools and resources. (1, 4) 5. Evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content. (3) 7. Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. (3, 4, 6) 8. Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners. (2, 3, 4, 5) 9. Integrate a variety of file types to create and illustrate a document or presentation. (1, 6) <p>NH Technology Standards that are met through this project - Ed 306.42 Information and Communication Technologies Program</p> <p>(2) Become proficient in the use of 21st century tools to access, manage, integrate, evaluate, and create information within the context of the core subjects of:</p> <ol style="list-style-type: none"> a. Reading; b. Mathematics; c. English and language arts; d. Science; e. Social studies, including civics, government, economics, history, and geography; fine arts; and g. World languages; <p>Arts and P.E. standards Students will integrate <u>music</u> and kinesthetic movement (<u>P.E.</u>) into their skits, along with the obvious connection the <u>arts</u> in the student electronic media productions.</p> <p><u>Connection to District technology Plan: Technology Vision Statement:</u> We, as a district, believe that technology should become an important tool in the development of our students’ learning skills. Technology should be integrated at all possible levels to help promote student motivation and professional efficiency. Understanding technology and its uses in everyday life promotes educational and economic opportunity and builds partnerships with all facets of the community. In order to promote these beliefs we need to provide adequate equipment, materials, training and support for the entire district.</p> <p>Technology Plan Goals Have all students and staff meet an appropriate level of technology literacy as outlined by National Educational Technology for Students (NETS) and New Hampshire Information and Communication Technologies (NH ICT) Literacy Standards (ED306.42). Continue to integrate the use of technology throughout the curriculum as defined by NETS and NH ICT Literacy Standards. Provide universal access to technology resources to all levels of education.</p>
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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.

The four core content areas will be employed to form student projects in the “What are you Willing to Fight For” unit. In the **social studies** component, events that are important to each student will be researched, recorded, edited, and presented. The presentation of their PSA videos and accompanying “protest rally” will take place in our gymnasium at the end of the year. During that three week period at the end of the year, students will answer their own “What are you willing to fight for?” question. They will prepare a strategy to promote change, plan their persuasive materials including a petition statement, and culminate the unit of study with a “protest rally”. The rally will take place in the school gymnasium with 8th graders, college students from SNHU, staff, parents, and community as the audience. Each member of the audience will be given 5 tickets, which will each constitute a “vote”. After reviewing the different protest materials a vote supporting a particular change can be cast by signing a petition statement and giving the presenter the vote ticket. Students will reflect on their audience feedback based on the number of petition signatures they receive. The social studies component will be interwoven with all of the other components in that students will be examining change throughout the unit in all of their core classes, with the reminder that they are developing an argument for their most fervent cause. The culminating activity, the presentations in the gymnasium, in front of a large audience, will give our students voice and acknowledgment for what they believe in and what they have learned. By creating an interdisciplinary unit, the team of teachers will be able to introduce students to a variety of existing or historical causes that students can relate to their own lives.

In the **language arts** component, the overall goal is for the students to understand how to apply a process for creating change. Students will explore change through persuasive writing and debate techniques through a short story. Using Shirley Jackson’s, The Lottery, students will be prompted to persuade the community to change. Persuasive techniques will be introduced and practiced through persuasive letter writing. The students must persuade the community to stop the lottery. Next, students will perform a debate. Students will have to prepare an argument for both sides. They must be prepared to argue for keeping the lottery as well as be prepared to argue for stopping it. Students will be chosen randomly for the side they will defend. They must defend their position by using the persuasive techniques they have learned. For this activity, students will video tape the debate and use the footage to plan their second/counterargument. The class will also use Smart Response clickers so students can vote for the team that was the most persuasive. After this persuasive introduction, the culminating summative assessment will be to choose their topic. What are they willing to fight for? They will use the persuasive techniques they learned through letter writing and craft a persuasive essay to support the change they are willing to fight for. This essay will be included on the tri-fold presented at the protest rally. The oral language skills learned during the debate will aide students in convincing their audience members to vote for their change during the protest rally.

In the **math** component, students will learn to collect and examine data to connect their causes with the known facts. Collecting data effectively is a crucial skill for seventh grade students. Through this integrated unit, students will discover what methods can be used to collect and analyze data. They will use Inspire Data software to accomplish this. This software provides students with the opportunity to create graphs and other representations that are more user friendly than other graphing programs. Students will also be able to analyze survey data with this tool. Students will survey other students, teachers, parents, and others to gain a perspective of community opinions on any of their Change topics. Proceeding to collect the data in an efficient way for their cause, students will gain a greater comprehension of the processes involved and how to manage data properly. Students will be encouraged to calculate measures of central tendency in addition to variation among the data. Finally, students will also be asked to look at the trends in data collection and analysis over recent years and make informed predictions as to the sustainability of their endeavors relating to their selected cause.

In the **science** component, students will learn about the environmental and economic impacts of invasive species. Invasive species have changed many of our local environments and have impacted many of the local species. Students are going to identify and learn about the history of different invasive species throughout the world and in our local area. They will learn about the benefits and detriments of these invaders and how and why some should be allowed to persist in their new environment and others should be eradicated. Students will also discuss how these invaders have evolved to move from place to place or how they have accidentally or intentionally been introduced to new habitats. The summative assessment for each student will be the production of a public service announcement video about a local invasive species and how the public can help in reducing the local ecological impact of this species.

<p>4. Proposal identifies and explains at least three specific learning goals the team needs to address in its professional development activities and how the proposed professional development will address these.</p>	<p>We will be building upon our original project-based unit of study completed in 2009-2010 on the concept of change. This interdisciplinary project fits well within our seventh grade curriculum, particularly the targeted area of social studies. The essential question will be: "What are you willing to fight for?" Essential Question Goals: #1-Students will understand change and be able to apply the change model to current events. Goal #2-Students will use technology tools, such as netbooks and Flip cameras to create and edit Public Service Announcement (PSA) videos on the topic of change. Goal #3 – Students will use oral language skills to convey a message and persuade an audience.</p> <p>Objectives: #1-Instruct and coach students in the use of netbooks, digital video, editing tools, Inspiration software, Inspire Data software, and Smart Response Senteo remotes. #2-Provide inspiring learning opportunities on the topic of change while covering the Berlin wall, Hitler's Germany, Apartheid, and the treatment of women throughout the world, as found in our seventh grade curriculum. #3 – Teach students how to use spoken language to deliver a powerful message and inspire public support of their chosen platform.</p> <p>Goal #1 will be met through the integration of the concept of change in all four core content areas during the unit of study proposed. Students will research, videotape, edit, and become expert in an area of change that they truly believe in. They will be taught vivid examples of change in the world so that they can appreciate what it takes to actually cause profound positive change. Goal #2 will be met by having students conduct their research with the use of digital tools. A 21st Century classroom environment, using a 1:1 ratio of netbooks and 1:1 with Flip cameras will enable students to pursue their causes in a real-world environment. Goal #3 will be met through instruction, diligent student practice, and review of video taped segments of students practicing their oral presentations.</p> <p>The Iber Holmes Gove Middle School is a SINI school for Reading. This school is in great need of support through technology integration and professional development in general. Through this project we will bring our curriculum alive and make it more meaningful to our students. By providing a 1:1 netbook mobile lab, along with the tools from last year's Mini-grant project, namely, Flip cameras, editing software and other supporting technology tools, we will empower each student to become a young documentary film-maker. Students will become more socially aware, while becoming competent with NH State standards. While presenting their projects they will become competent communicators and advocates for the causes they believe in.</p> <p>The primary <u>professional development</u> component will consist of training of the teachers and students by an industry professional in professional video recording and production techniques. This addresses goal 1. Goal 1 will also be met through the knowledge gained from professional development training in the use of Flip video cameras, at the Seacoast Professional Development Center during last year's project. The teachers are well versed in the use of the digital tools of the project, and will teach their students how to use the equipment properly. Goal 2 will be addressed by having the team of teachers instruct the students in the process of change, citing examples from last year's project. Goal 3 will also be addressed through experiences gained last year, particularly in the language arts component of the project. Students will spend considerable time practicing and presenting their oral presentations. No special professional development will be needed for goals 2 and 3.</p>
<p>5. Proposal indicates that support has been obtained from the superintendent AND the principal, preferably by attaching letters of support within the grant application pages (not as separate files). Such support acknowledges that he/she has read the RFP, understands the requirements, and will allow the applying team to fulfill the requirements, if they are awarded the grant.</p>	<p>The superintendent and the building principal completely support this project and the professional development in the area of video production that will be required. These administrators have reviewed the RFP and this grant application, and are enthusiastic about it. Their letters of support are included in this application. The administration is in support of the culminating activity of the project, which includes formal presentations of the student projects to the entire 8th grade class and teachers. They also support the post-project evaluations and participation of the team of teachers in at the Christa McAuliffe Technology Conference or similar venues.</p>

<p>6. Proposal supports schools, teams, or districts that haven't participated in mini-grants previously or partners with such entities.</p>	<p>Four teachers and approximately 80 students will be taking part in this program, and therefore will be directly impacted. Approximately 30 other 7th grade and 100 eighth grade students will be indirectly impacted when they receive the presentation from the seventh grade green pod team. It is our desire to spread the knowledge gained to all of our staff members and students so that projects such as this can be replicated with fidelity and high quality. The teachers involved with this program will present training sessions to teachers at all three of our schools, so that they too will be able to develop projects involving student made educational videos. Our professional development committee has already earmarked all funds in 2010-2011 to be focused on technology integration in our classrooms, so our teachers have a great venue for passing their knowledge on. The structures that are already in place are as follows:</p> <ul style="list-style-type: none"> • All four of these teachers are technology literate and currently use technology in their lessons whenever they can. • We have Smart Boards in this pod. All four of the teachers have the Smart Boards mounted on their classroom walls and use them daily for instruction. <p>All four of these teachers currently have their students travel to the school's computer lab to add to their electronic portfolios. With the new equipment, the portfolios will contain digital videos, in addition to the Word documents and Power Point slides they now contain. With the new netbook mobile lab, students will be able to do this work without leaving their classroom. This will also help our school to provide more availability of existing computer lab space for students in other classes. Teachers in this project will share their knowledge of digital portfolio production with all District staff members.</p>
<p>7. Proposal indicates partnerships which involve NH teacher preparation program faculty.</p>	<p>Two administrators in our school district are instructors at Southern New Hampshire University (SNHU), and in that capacity often bring undergraduate students, who are future teachers, to view our classes. We will have SNHU students working with our 7th grade students and then experiencing the presentations in the spring. By including 8th grade students and college students as audience members and reviewers, we gain the partnerships that will lead to the inspiration of others which we hope will lead to a perpetuation of our project in other grades and other schools.</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>IHGMS is a Title I school, has over 30% of its students receiving free and reduced lunch support, and has a relatively large population of students with learning disabilities (18.7%). These special needs students, in particular, would benefit from the 1:1 computing environment we are planning. With digital tools, book print can be quickly enlarged, highlighted, and converted to an audible file through text to word software. Read Please 2003 is already being used in some of our classroom for this purpose, and its utility is excellent. Universal Design for Learning principles will be utilized to address the needs of our students with learning disabilities, and for all students in the project.</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>The teachers involved in this project are aware of the requirement of making presentations at a minimum of two venues, and they relish the chance to share what they have learned in last year's project and what they will learn in this year's project. They are all experienced with making presentations and conducting technology-related workshops.</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>Our project's teachers learned how to use Flip video cameras to record video and learned how to edit video in last year's project. They seek to build on that knowledge this year.</p> <p>Specific Learning Goals to be Accomplished through PD:</p> <ul style="list-style-type: none"> • Teachers and students will learn technical aspects of video production from video production professionals. • Teachers and students will learn how to evaluate the effectiveness of video presentations from production professionals. <p>We will contract with an electronic media professional to deliver on site professional development to teachers and their students. By having this professional development done onsite, teachers and students will receive video production/editing instruction, hands-on real-time support and idea generation from a believable real-world professional. This connection to the working world will be invaluable to our teachers and students.</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>This project is of a manageable size and scope for our district. Since this project will affect about one half of our seventh grade we will have the other half (blue pod) to use as a control element in our experiment. Having this experimental vs. control grouping, we will be able to collect evidence from common seventh grade assessments that should support future expansion of digital tools purchase and use in our classrooms.</p> <p>We have two tech leaders in the seventh grade green pod who are well versed in technology tools, having attended digital tools training at our local professional development center, the SPDC in Exeter, NH, and training through the 2008-2009 and 2009-2010 Title IID Tech Leader (TLC) grants. They have both also integrated many tech tools into their teaching over the past six years and have always been willing to share their knowledge with all of our teachers. They will share their findings from online coursework and meetings they have attended and will continue to do so as part of the TLC program.</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>The four teachers in the 7th grade's green pod will conduct the project's work. Their lessons will be planned together and major projects will be interdisciplinary. All four of the teachers use project-based learning, and have done so for several years. Sharing the knowledge gained from this project will be at the building, district and outside of district levels. Our four teachers involved in this project are all experienced professional development presenters, and they pledge to bring their knowledge and experiences to as many other teachers as they can. We anticipate that over 100 teachers will be impacted by this project, as they receive the data and descriptions of the project. By having the abstract of this project included on the Office of Educational Technology's site, the impact could be far greater than anticipated.</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>Iber Holmes Gove Middle School (IHGMS) has a long history of integrating technology and project-based learning into the curriculum. Several of our teachers have received training in Competency Based Assessment and most teachers here employ projects in the teaching-learning process. District administrators encourage and support the use of project-based learning and technology integrated lessons. IHGMS has a computer lab with 24 student stations and another 12 in the school library. There are also 2 mobile computer labs (carts) with 22 laptop computers each, that are shared among staff members. Many of the classrooms have interactive white boards and projection systems, and they get used extensively by most teachers. Beyond the equipment, a great majority of the teachers integrate technology on an everyday basis. Our new District technology plan is focused on providing a state-of-the-art wireless system and a 1:1 computing ratio for all students. With support, we are poised to provide a true 21st Century learning environment in our schools.</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>The team of teachers involved in this project has many years of experience teaching with technology and producing lessons that are project-based. One member of this team is a long-standing member of the District Technology Committee, and has contributed in many ways to move the District forward in technology integration. This teacher, and her three team members, have all been early adopters of digital tools in the classroom. They all have been involved in pilot technology projects multiple times in their careers here. They all have been involved with training other teachers in the use of digital tools, so we feel confident that they are an ideal team for this mini-grant program.</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>This project will be thoroughly supported by the administrative team, including the building principal, the District's curriculum coordinator, and the District's Superintendent. All of these administrators have reviewed the RFP and this grant application, and are enthusiastic about it. School/District administration, as well as the teachers, will participate in the required mini-grant meetings and celebration, annual state conference, faculty presentation, and post-project evaluation for program improvement. The teachers are prepared for, and will be supported in any and all professional development in support of a successful program. Four teachers and approximately 80 students will be taking part in this program, and therefore will be directly impacted. Approximately 130 other students will be indirectly impacted when they receive the presentation from the seventh grade green pod team. It is our desire to spread the knowledge gained to all of our staff members and students so that projects such as this can be replicated with fidelity and high quality. The teachers involved with this program will present training sessions to teachers at all three of our schools, so that they too will be able to develop projects involving student made educational videos. Our professional development committee has already earmarked all funds in 2010-2011 to be focused on technology integration in our classrooms, so our teachers have a great venue for passing their knowledge on.</p> <p>The structures that are already in place are as follows:</p> <ul style="list-style-type: none"> • All four of these teachers are technology literate and currently use technology in their lessons whenever they can. • They have experiencing this project in 2009-2010 and are excited to do it again with new parameters. • The team has already contacted a video production company to secure professional development/training. • All team members are prepared to attend the Title IID Mini-grant meetings. • These teachers have experience producing the video required for this project. • All have experience preparing lesson plans and sharing with other teachers/schools. • All are prepared and excited to attend the Mini-grant celebration. They learned so much at last year's celebration and want to experience this event again. • All agree to do presentations in and out of district, in accordance with the requirements of this grant. • All agree to participate in post-project evaluations for program improvement. • We have Smart Boards in this pod. All four of the teachers have the Smart Boards mounted on their classroom walls and use them daily for instruction. <p>All four of these teachers currently have their students travel to the school's computer lab to add to their electronic portfolios. With the new equipment, the portfolios will contain digital videos, in addition to the Word documents and Power Point slides they now contain. With the new netbook mobile lab, students will be able to do this work without leaving their classroom. This will also help our school to provide more availability of existing computer lab space for students in other classes.</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>Four teachers and approximately 80 students will be taking part in this program, and therefore will be directly impacted. Approximately 130 other students from our 7th grade blue pod team, and all 8th grade classes will be impacted when they receive the presentation from the seventh grade green pod team. The remaining three 7th grade teachers and the six 8th grade teachers will all be impacted when they too receive the presentation from the seventh grade green pod team.</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 four teachers directly involved with this project are prepared to present to groups of teachers from other schools at the Christa McAuliffe Technology Conference, and/or similar venues. They realize the importance of sharing technological skills and project-based learning experiences, and are excited to have a chance to do so for the common good. To help with this requirement, we will invite teachers from other districts to attend professional development workshops held in Raymond, so that we can share our knowledge with all who wish to participate with us.</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.

Budget (Describe as appropriate)	TOTAL
Add your narrative below each category title and show how you calculated your total amount proposed for the budget category.	
<p>Hardware 10 netbooks @ \$561.80 each = \$5,618.00 1 netbook cart @ \$1,340.00</p> <p>Total cost = \$6,958.00</p> <p>Our District goals for technology integration/Connection to District technology Plan: Technology Plan Goals Have all students and staff meet an appropriate level of technology literacy as outlined by National Educational Technology for Students (NETS) and New Hampshire Information and Communication Technologies (NH ICT) Literacy Standards (ED306.42). Continue to integrate the use of technology throughout the curriculum as defined by NETS and NH ICT Literacy Standards. Provide universal access to technology resources to all levels of education.</p> <p>In addition to these Technology Plan goals, our Professional Development Committee's primary goal is to provide funding for technology training to teachers and other staff members. This is a thoroughly well thought out action that fits well with the technology plan, and also with the needs of our staff.</p> <p>By providing the equipment listed above, we will enable all of our students in the program to have equal access to digital tools that they need, to develop the necessary 21st Century skills.</p>	\$6,958.00
Software	N/A
Supplies	N/A
<p>Professional Development Activities (must be at least \$2,500) Indicate the PD activities that are needed to support your project.</p> <p>\$2,151.00 for 7th grade green pod team members' participation in video production and editing workshops at our school site with a digital productions professional \$600 for our team's participation at the mini-grant celebration in May 2010. Total PD = \$2,751.00</p>	\$2,751.00
<p>Indirect Cost @ 3.0% approved 2010-11 district rate times \$9,709.00= \$291.00 (rounding to the nearest 100) The approved indirect cost rate for our District is listed as 3.0%, therefore, by calculation, \$9,709 x .030 = \$291.00.</p> <p>Hardware \$ 6,958.00 PD \$ 2,751.00 Indirect cost \$ 291.00 Total \$10,000.00</p>	\$291.00
TOTAL	\$10,000.00

Raymond School District

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Dr. Jean R. Richards, Superintendent of Schools
Ronald A. Brickett, Business Administrator
Mary Ellen Pantazis, Director of Special Education
Joanna Faulkner, Human Resources Coordinator
Jennifer Gillespie, Administrative Assistant

February 8, 2011

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

Dear Dr. Higgins,

This letter is being written to highly support the Raymond School District Title IID Mini-Grant application. The essential focus of the project is about change, technology and communication. Teachers directly impact this learning process and achievement results. Our goal for this grant is to continue to build the capacity of our teachers to directly affect enhanced and improved learning results. This will be presented as a social studies integrated theme. The goals include essential ideas such as:

- Understanding change and applying change models to current events;
- Developing language skills to convey and persuade; and
- Using applied technology.

Tools are only one aspect, to be sure. The use of these tools by students and teachers is what counts. We will apply instructional strategies that directly result in improved student learning through effectively integrating technological opportunity, strategy, and professional development.

The other focus of the proposal is in the learning of the teacher – building their capacity to impact many students. Imbedded professional development for 4 teachers represents a definite increase in capacity for teaching in the Raymond School District for all teachers.

Thank you in advance for your consideration.

Sincerely,



Dr. Jean R. Richards,
Superintendent of Schools

IBER HOLMES GOVE MIDDLE SCHOOL

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RAYMOND, NEW HAMPSHIRE 03077-9763
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E-mail: e.small@sau33.com

Ellen Small, Principal

Michael Chouinard, Assistant Principal

February 8, 2011

To Whom It May Concern:

This letter is to support my team of teachers at the Iber Holmes Gove Middle School in their application for a technology mini-grant: Patricia Popieniek, Rebecca Sharrow, James White, and Coleen Bridle. This grant will assist these teachers in developing their unit "What are you willing to fight for?" I was very impressed with the work done thus far on this topic and am excited that the teachers want to include technology as a more engaging and applicable asset to this unit. I am proud of my teachers for always putting their students first and going "the extra mile" to write creative, relevant, and appealing work for their students. This grant will ensure that our students have the ability to use technology to enhance their education: a technology that we would not be able to provide for them with our current budget issues. Thank you for this opportunity for our students.

Respectfully submitted,

Ellen Small

Ellen Small
Principal