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:	Rumney School District	Date:	2/23/2011
Project Manager:	Peter Helgerson		
Position Title:	Principal		
Mailing Address:	195 School Street, Rumney, NH 03266		
Email Address:	phelgerson@res.sau48.org		
Phone:	(603)786-9591 school phone number		

BE SURE TO READ ALL OF THE FOLLOWING STATEMENTS.

ASSURANCES

I hereby certify that:

1. To the best of my knowledge, the information contained in this application is correct, and the school board of the district named above has authorized me as its representative to submit this application.
2. The District has submitted to the New Hampshire Department of Education (NHDOE) a General Assurances signature page for the current year.
3. The District has consulted with the appropriate non-public schools during the design and development of this Ed Tech project prior to all decisions that affect the opportunities of private school children to participate in the program.
4. All funding for this project will be obligated and reported no later than the quarterly report ending **6/30/2012** and expended and reported no later than quarterly report ending **9/30/2012.**
5. The grant funds expended will supplement, not supplant, funds from non-federal sources.
6. The District will keep records and provide information to the NHDOE as may be required for program evaluation, consistent with responsibilities under NCLB Title II-D as outlined within the Grant Application Guidance (e.g., annual tech survey, case study report).
7. The schools to be funded by this program are compliant with the Children's Internet Protection Act (CIPA) because the district employs a filtering mechanism for student access or because Ed Tech funds referenced in this application will NOT be used to purchase computers used to access the Internet or pay for direct costs associated with accessing the Internet.

Superintendents: When you submit your final grant application in the online grants management system, you will be certifying the above assurances.

Application Form for Classroom Tech Mini-Grant

Applicant: Rumney School District/Russell Elementary School

Criteria	***Applicants:*** *Criteria used to review each grant application are listed in the left column. Please do not delete the criteria column. By using this right column to describe how your project proposes to meet the criteria, you can increase the likelihood that you won't leave out important information. There is no page limit, but please be as clear and concise as possible.*
Project Abstract (10 points) A clear and concise abstract (**100-150 word limit**) outlines the mini grant project and overall goals, along with the process for implementing it in the classroom.	
1. Describes the project, including grade level(s) and content area(s), indicates how this project fits into school/district curriculum, indicates process for implementation and assessment, as well as how it would advance the achievement of students.	Russell Elementary School's Multi-Level Digital Storytelling Project is an original project that will transform students' writing into a visual masterpiece charged with digital effects to promote critical thinking skills. This project focuses on grades one, two and five integrating science, social studies curricula with language arts, and technology integration, with iPads. Students will craft a memorable project as content standards, inquiry-based research, narrative writing, mastery of digital tools, and the art of storytelling merge into a rich, sensory media experience that will engage the Rumney community.
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.	How can digital storytelling with dynamic media be integrated into the classrooms at Russell Elementary School in order to promote understanding, support comprehension, collaboration and creativity? Students will utilize iPads to explore and expand learning, be engaged in digital storytelling, capturing the moment, whether it's in a picture and/or video through video production, presentation, and publication through project-based learning.
Project Description (50 points) Describes project in general terms and indicates whether it is a replicated project or an original project. Projects which can directly impact more than one classroom are preferred. If project is replicated, proposal describes the intended changes to the project idea and how they will improve the project in order to be appropriate for the situation. Includes specific goals and objectives that relate to the essential question, and explains how those goals will be achieved by the project. Include a rationale for any changes made to the original project. If your project is original, proposal describes how the project is appropriate for current situation. Includes specific goals and objectives that relate to the essential question, and explain how those goals will be achieved by the project.	

1. Proposal generally discusses how implementing this project will improve technology integration within classrooms and in the core content areas. Indicates the need for technology integration in school or district. Describes the determination of need for this project and includes one or more examples of data that support the rationale of need for the project, such as NECAP assessment or other data. This explains to the reviewer why the project is worthy of funding as it relates to student achievement.	This original project impacts three classrooms (grades one, two, and five). Utilizing iPads, students will be able to connect, communicate, collaborate, and create using tools that are readily available. Technology integration will include apps, podcasts, and websites, and provide options for personalization of engaged learning inside and outside the classroom. The iPads will provide multiple paths for engagement and expression in the areas of social studies, science, and language arts for struggling learners and special needs students. The need for this project is evidenced by: • 28% of the school population are identified as Special Education; • 50.42% of the school population are free/reduced lunch; • lack of technology in the students' homes • 33% of the school population are below proficiency in English Language Arts (Fall 2010 NECAP) • 44% of the school population are below proficiency in Mathematics (Fall 2010 NECAP) • 52% of the school population are below proficiency in Writing (Fall 2010 NECAP) The classrooms currently have immediate access to the Internet through wireless connectivity for content area research but no mobile technology resources (iPads) for grades one and two.

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.	We will utilize iPads to infuse technology into the inquiry process allowing students more ability to create work plans for their inquiry, gather and evaluate information, create digital book talks to represent their learning, and share it with the educational community. Necessary literacy skills will be built to support meaningful student engagement with standards-based content. Our goals are: 1. To improve and strengthen student inquiry by developing new ways for students to plan inquiry, locate and organize information, collaborate with others, and share their digital book talks. 2. To expand students' knowledge using technology to enhance their learning. 3. To provide a rich variety of multimedia content to students to support their understanding and provide differentiation. 4. To develop a venue for students to share authentic learning, keep current with a technological society, and foster life skills. Information Communication Technology (ICT) skills will be integrated throughout the content areas. The National Education Technology Standards (NETS) will include: **1. Creativity and Innovation** Students demonstrate creative thinking, construct knowledge, and develop innovative products (digital stories) and processes using technology. Students will: **a.** apply existing (content) knowledge to generate new ideas, products, or processes. **b.** create original works (digital stories) as a means of personal or group expression. **2. Communication and Collaboration** Students use digital media and environments (iPads) to communicate and work collaboratively, to support individual learning and contribute to the learning of others. Students will: **a.** interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media (iPads). **b.** communicate information and ideas effectively to multiple audiences using a variety of media and formats (digital stories). **3. Research and Information Fluency** Students apply digital tools to gather, evaluate, and use information. Students will: **a.** plan strategies to guide inquiry. **b.** locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. **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. **a.** identify and define authentic problems and significant questions for investigation. **b.** plan and manage activities to develop a solution or complete a project.

Students will:
a. identify and define authentic problems and significant questions for investigation.
b. plan and manage activities to develop a solution or complete a project.
5. Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students will:
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.
6. Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems, and operations. Students will:
a. understand and use technology systems.
b. select and use applications effectively and productively.
d. transfer current knowledge to learning of new technologies.

Alignment to Standards

Our usage of iPads will focus on addressing specific standards in reading and research as well as content area standards for first and second grade in science and social studies. Students will develop an understanding of the water cycle. They will then use this knowledge to create digital stories of the water cycle and then relate these ideas to the importance of water conservation.

New Hampshire Science Standards:

S:ESS1:2:7.1.Water: Students will recognize that water can be a liquid or a solid; and explain that it can be made to change from one state to the other, but the amount (mass) of water always remains the same in either state.

S:ESS4:2:3.3.Local and Global Environmental Issues: Students will describe actions that can help the environment, such as recycling and proper disposal of waste materials.

New Hampshire Social Studies Standards:
3.4.2.1.Examine the responsibilities of individuals as members of a family, school and community, e.g., community helpers or chores at home and school.
3.4.2.2.Discuss ways individuals can be involved in their community, e.g., food drive or cleaning school grounds.

Common Core Standards in English Language Arts: Integration of Knowledge and Ideas:

1. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

2. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

3. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

21st Century Learning and Innovation Skills:

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in the 21st century and those who are not. This project includes:

• Creativity and Innovation
• Critical Thinking and Problem Solving
• Communication and Collaboration

Expanding students' knowledge about the role of technology in learning:
We will use a pre- and post-survey and student interviews and reflections to gauge their growing knowledge about how they can use technology in their learning.

Improving understanding and differentiation through multimedia content:
We will use existing assessments to measure student understanding of content. We will also examine lesson plans for evidence that teachers are using multimedia throughout their content units and for reflections about the impact multimedia is having on students.

Sharing authentic learning and content with one another and the world:
Teacher web pages, and student-created iPad and web content (digital stories) will provide evidence of the attainment of this project.

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.	How do students learn by creating a digital story? Students learn to work in collaborative groups. The learning process follows Bloom's Taxonomy that was revised in 2001 to address digital learning: ▪ Remembering ▪ Understanding ▪ Applying ▪ Analyzing ▪ Evaluating ▪ Creating Students will create digital stories as collaborative teams. Students will use web tools (such as Picture Acquisition Apps) working as a group to write the presentation's storyline. We plan to introduce first, second, and fifth grade students to the iPads through the use of applications in literacy centers. This will enable us to establish expectations and routines for using and managing the iPads, and develop comfort with the devices. We will then introduce the recording capabilities of the iPad and develop a fluency center where students can record their reading, listen to their recordings, and reflect on their work. Fifth graders will support first and second grade students in use of web tools and digital story talks. This will build fluency and introduce students to the concept of recording, which will be a component in future inquiry work for interviewing and podcasting. It will also enable the teachers to better track progress over time. Once routines are established, we will continue the literacy center/groups work in the morning but will begin integrating the iPads into inquiry units in the afternoon. This will include many components, such as: o using images and multimedia to inspire questioning o using collaborative tools to generate and refine questions o using interactive documents and graphic programs to create collaborative work plans o providing high quality, developmentally-appropriate multimedia content to support content acquisition, evaluation, and synthesis of information o using video, images, podcasts, and slide shows to differentiate instruction and support emergent and non-readers o having students record themselves to capture ideas and reflection, take audio notes, conduct interviews, and produce content o sharing student-created multimedia content with the iPads and on the school web site. While inquiry tends to be a collaborative process, our inquiry-driven curriculum is inherently flexible. Therefore, we will also use the iPads to support student's individual inquiry and learning needs, and provide time for independent investigation and project creation as well.

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.	High quality curriculum is engaging, authentic, varied, and interesting, For some teachers, simple exposure to technology is necessary, while for others it can develop skills and become an equalizer for learning. What tools and strategies will teachers need to support students in order to analyze and synthesize content and demonstrate their learning? Professional Development Activities: 1. Teachers will learn how to effectively use iPads in the classroom to enhance lessons and maximize student achievement. 2. Teachers will learn about video production to incorporate into their lessons, improve student achievement, and provide alternative assessments. Proposed professional development will provide instructional recommendation for basic skills with video production. 3. Teachers will learn how to create digital stories which will showcase student work on the school website. Different applications (apps) will be explored in the training for teachers to implement with their students. Professional development activities will be made available at the local professional development centers to provide the team with the necessary skills to accomplish activities 1-3.
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.	Letters of support are included in this application from the building principal, an active member of the team, and the Superintendent of Schools. The team agrees to attend the mini-grant meetings to support this project. The Superintendent and principal acknowledge and support the team's plans to present their project to the faculty, to all the schools in SAU #48 in January 2012 at the SAU #48 in-service, and at the 2012 Christa McAuliffe Technology Conference. It is understood that team members will be engaged in post-project evaluation if awarded the grant.
6. Proposal supports schools, teams, or districts that haven't participated in mini-grants previously or partners with such entities.	We have not participated in mini-grants previously, but we are determined to share our newly learned expertise to move beyond the walls of our school through collaboration online utilizing the iPads.
7. Proposal indicates partnerships which involve NH teacher preparation program faculty.	We are partnered with Plymouth State University Teacher Pre-Service Preparation Program. We have student teachers within our building each year and will engage them in this project.

8. Proposal indicates thoughtful inclusion of students with special needs and uses appropriate technology to assist those learners in order to promote the achievement of all students.	To what extent can the use of the iPad as assistive technology impact the development of reading fluency and content area achievement for students with disabilities? Education (as an institution) is in a stage of transformation. Inclusive practices are a reality. High class-sizes and the broad range of student abilities within classes across content areas have placed innumerable challenges on schools, their teachers and their students. With the charge of closing identified achievement gaps, we will look to build capacity within students through empowerment, skill development, and academic competency. Students will develop content readiness through the following application of activities: Concurrent use of the iPad within reading intervention programming such as Corrective Reading, Language!, and others. Provide process level differentiation across content areas to build pathways to learning. Create opportunities for self-monitoring, empowerment, goal creation, collaborative processing, and metacognition, in which the active progress monitoring is infused within all activities. Integrate fluency and reading instruction throughout the curriculum, in an engaging format. Two specific ways to utilize the iPad within this context are as follows: Effective fluency instruction consists of three main activities: modeled reading, assisted reading, and practice. In meeting these elements of effective instruction we will have students record, rehearse, paraphrase, listen, and follow along with reading materials. The ability to read a digital story while listening to it, record individual oral reading, listen to and observe fluent models of reading, and reflect upon performance on a single device is a powerful tool in supporting fluency and access to content. The iPads will positively impact student achievement, student perceptions of school, conceptions of self and ability, while also providing students tools for independence, collaboration, and preparation for the possibilities and opportunities that await them in adulthood. As we look at building capacity within our models of schooling and developing effective, sustainable systems of intervention and practice, we feel strongly that these tools can provide not only the intangibles necessary for educational motivation but for content knowledge and academic growth.

9. Proposal indicates plans for dissemination of the project to other schools and districts throughout the state, including presentations at 2 or more venues.	The team will present their project to the educators at Russell Elementary School, to the Rumney School Board, at Open House in the Fall of 2012, to all eight schools in SAU #48 (January 201) at the SAU #48 in-service, and at the 2012 Christa McAuliffe Technology Conference. In addition, the Russell Elementary School website will publish the students' digital work.
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.	Video production training needed includes: • Preproduction (scriptwriting, storyboarding, organizing folders) • Production (recording voiceovers, gathering images, beginning movie creation) • Post Production (adding effects, title screens, and background music to the movie) • Distribution (sharing finished products) The promotional video will then follow the above format showing each stage taken as the project is implemented. Elements of design will include rubric development by the team for assessment of the project.
Capacity for Success (35 points) Describes the capacity of each team member to achieve meaningful success at achieving the goals of the Tech Mini-Grant Program in the school or district. Clearly articulates the program and policies in place that will support success in terms of professional development, technology leadership, and how this program would meet specific achievement needs of the students.	
1. Proposal demonstrates capacity for success by providing strong evidence that school/district and the individual team members are willing and able to conduct the scope of work involved in implementing this project.	The team members are committed to implementing this project. The first and second grade teachers have access to common planning time and weekly meetings. The fifth grade teacher and library media support staff will work closely with them to plan lessons and provide resources that promote 21st Century Skills.
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.	There is collaboration among teachers and specialists allowing for cross-curriculum connections.
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.	The project-based learning philosophy aligns with SAU #48 comprehensive goals and objectives. A project-based learning course is offered to SAU-wide educators each summer. The school currently has interactive whiteboards and LCD projectors in every classroom, and the media center provides easy access for all students and staff.

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.	Mr. Helgerson, (RES principal) has been a teacher for 14 years at the 5-8 grade levels. As project manager, he will collaborate, organize, schedule, and provide the time needed for this project to be implemented and evaluated. He recognizes and identifies exemplary use of technology in instruction. He provides constructive feedback to teachers on their technology use and develops a school culture that expects all teachers to use technology. Susan Clark has been a teacher for 16 years at the Russell Elementary School, teaching grades 2, 4, and 5. She is an avid user of integrated technology within all curricula and creates a culture of inquiry, sharing and knowledge building. Her students will provide assistance to the grades 1 and 2 classrooms in support and implementation of digital stories utilizing iPads. Tim Vasconcellos is the grade 2 teacher on the team. He has been special education aide at Russell Elementary School for two years. He integrates evolving technologies in his teaching process by allowing for greater levels of access, interest, inquiry, analysis, collaboration and creativity in his curricula. Sara Byers is a certified teacher first year teacher (who will team with the first grade teacher). Her interest in this project centers around the use of iPad technology for cooperative projects integrated in curricular areas. Julie Quesnall, first year as support personnel in our library media center, has a background in working with special needs population for several years (grades 1-8) and is a technology integrator. She provides rich resources with anytime learning available through a variety of delivery systems. Her training exemplifies the integration of technology within the content areas and how to effectively manage it in the classroom.
5. Proposal indicates team member and district/administrative support with respect to: • implementing the project in classrooms, • supporting the professional development opportunities necessary to successfully participate in the Mini-Grant program, • participating in required mini-grant meetings, • producing the 3 minute documentary video for presentation, • preparing the lesson plans and materials necessary for sharing with other, • attending the Mini-Grant celebration day, • presenting the project within the district and at a regional or state venue, and • participating in post-project evaluations for program improvement.	The grant team is committed to all grant requirements. The team understands the impact of the iPads and the effect they can have on student learning. The team realizes that this will be a learning experience as this is their first mini-grant program and they are excited about the professional development learning opportunities afforded by this grant. They look forward to creating the 3 minute documentary video for presentation at two NH venues, including sharing and presenting lessons learned at the SAU #48 in-service in January 2012 with all district schools. They are committed to participating in post-project evaluations for program improvement. It is their desire to see this project replicated in New Hampshire. They want to share with others the digital tools experiences that enhance their curricula and engage their students in life-long learning.

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.	There will be three teachers (grades 1, 2, and 5) directly impacted by this project along with the library media personnel. There will be 41 students directly impacted by the project. However, all 15 staff members will have the opportunity to attend professional development workshops provided by the project team. Additionally, 145 students in grades K-8 will be indirectly impacted.
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.	The outreach and impact of this project will include all of the schools within SAU #48. During the SAU #48 in-service day (January 2012), the project team will provide workshops (including the 3 minute documentary video) to showcase the positive impact of technology integration with digital storytelling for students.
Budget (5 points) Budget contains a narrative and justification of expenses regarding equipment, supplies, travel, and professional development expenses appropriate to carry out the proposed project. The total for professional development is at least 25% of the total budget requested. Include $100 per team member for each teacher to attend the spring 2012 celebration event.	
Budget is formatted with the narrative in left column and total amounts in right column. Within the narrative, proposal describes a logical connection to district goals and shows how costs were calculated. Proposal includes $100 per teacher for attendance at celebration event.	Budget: Our intent is to purchase 10 iPads to integrate into grades one, two and five with Multi-Level Digital Storytelling Project Based Learning Project. To maintain the iPads, cases, screen covers and Applecare warranties are included. Applications will be purchased for the at-risk populations, language arts, social studies, and science. • 10 iPads with cases, chargers, screen covers, and warranties $6,300. • Apps for the iPads to include: Dragon Dictation, iHearClearly, iWrite Words, Picture Acquisition, etc. $500. Professional Development: • LESCN Annual Conference on April 8, 2011 $500. $125X4 team members • Celebration Event (Meredith) $100X4 members $400. • 2011 Christa McAuliffe Tech Conference • Constructing Modern Knowledge Conference July 11-14, 2011 $675X3 plus mileage/food $2,300. **Total: $10,000.**

Peter Helgerson
Principal

Russell Elementary School

A Community of Caring where caring, respect, responsibility, trust and family are taught and live.

February, 2011

Re: Classroom Mini-Grant Program

To whom it may concern,

I am in full support of the Russell Elementary School's Multi-Level Digital Storytelling Project. In addition, I totally support the teachers to attend the mini-grant meetings involved in this project.

I understand and support the team's plans to present their project to the school faculty here at Russell. I also support the team's presentation to all staff and schools within SAU #48 in January 2012 at our SAU wide in-service and at the Christa McAuliffe Technology Conference.

It is understood that team members will be engaged in post-project evaluation if awarded the grant.

Sincerely,

Peter Helgerson

Peter Helgerson, Principal

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SCHOOL ADMINISTRATIVE UNIT #48
SERVING CAMPTON • ELLSWORTH • HOLDERNESS • PEMI-BAKER REGIONAL
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February 22, 2011

To Whom It May Concern:

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

As the Superintendent of the Rumney School District, I hereby certify that:

1. To the best of my knowledge, the information contained in this application is correct, and the school board of the district named above has authorized me as its representative to submit this application.
2. The District has submitted to the New Hampshire Department of Education (NHDOE) a General Assurances signature page for the current year.
3. The District has consulted with the appropriate non-public schools during the design and development of this Ed Tech project prior to all decisions that affect the opportunities of private school children to participate in the program.
4. All funding for this project will be obligated and reported no later than the quarterly report ending 6/30/2012 and expended and reported no later than quarterly report ending 9/30/2012.
5. The grant funds expended will supplement, not supplant, funds from non-federal sources.
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7. The schools to be funded by this program are compliant with the Children's Internet Protection Act (CIPA) because the district employs a filtering mechanism for student access or because Ed Tech funds referenced in this application will NOT be used to purchase computers used to access the Internet or pay for direct costs associated with accessing the Internet.

Sincerely,

Mark J. Halloran, Superintendent of SAU #48 Schools

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