

**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:	Somersworth School District	Date:	2-24-2011
Project Manager:	Catherine E. Brophy		
Position Title:	Technology Integrator		
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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.

<i>Application Form for Classroom Tech Mini-Grant</i>	
Applicant:	Somersworth School District

Criteria	Applicants: <i>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.</i>
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.	Somersworth fourth graders will team up with other New Hampshire schools and experts around the state to create a NH Travel Guide for Kids. Throughout the year as they travel around the state with their families and classmates during the summer, on weekends, and on school field trips, students will take photos, upload, and share to a Flickr group. Using a Project Based Learning model, including guest "experts," students will collaborate via Skype, Voicethread and a blog to research, create and share their products globally. Student literacy, social studies and ICT learning outcomes will be assessed using rubrics based on the NETS, as well as formative classroom assessments, and state assessments.
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 students use communication, web 2.0, and multimedia tools to extend learning, sharing knowledge of New Hampshire while collaborating, communicating, problem solving and creating to increase reading, writing, listening and presenting skills?
Project Description (50 points) Describes project in general terms and indicates whether it is a replicated project or an original project. Projects which can directly impact more than one classroom are preferred. If project is replicated, proposal describes the intended changes to the project idea and how they will improve the project in order to be appropriate for the situation. Includes specific goals and objectives that relate to the essential question, and explains how those goals will be achieved by the project. Include a rationale for any changes made to the original project. If your project is original, proposal describes how the project is appropriate for current situation. Includes specific goals and objectives that relate to the essential question, and explain how those goals will be achieved by the project.	
1. Proposal generally discusses how implementing this project will improve technology integration within classrooms and in the core content areas. Indicates the need for technology integration in school or district. Describes the determination of need for this project and	The NH Travel Guide for Kids project began as a fourth grade team project for two classrooms of approximately 50 students, with a focus on project -based learning and technology integration. The final project idea has the potential to reach a number of schools throughout the state. Maple Wood School is currently one of two elementary schools in the

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<p>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>city of Somersworth, responsible for grades K-4.</p> <p>In August, 2011, Maple Wood School will reinvent itself as a K-5 school when Somersworth's new elementary school, Idlehurst Elementary-opens, replacing the older, existing Hilltop Elementary School. The "new" Maple Wood School learning community will comprise 12, k-5 classrooms, with approximately 300 students. The three- year building transition process has included all stakeholders, and has included the complete redistricting of Somersworth's K-5 student population. In an effort to maintain a consistent quality of education for all of Somersworth's K-5 students, the Maple Wood learning community has come together with their vision for the future.</p> <p>in order to support a twenty first century learning environment this grant would help accomplish the following goals toward the creation of a twenty first century classroom environment:</p> <p>Providing funds for digital tools such as laptops, iPods and digital cameras, will:</p> <ul style="list-style-type: none"> • Increase ubiquitous technology integration to improve reading, writing, listening and speaking with a focus on social studies and literacy. • increase the use of technology to motivate and inspire the learning community; • encourage student centered, collaborative problem solving and cooperative learning • Extend learning beyond the school day and beyond the classroom walls to include families and community <p>Currently approximately 60% of Somersworth's k-5 students qualify for free or reduced lunch. Due to such high numbers, 258 K-5 students are also eligible to receive Title I support in reading. This year, 89 of Maple Wood School's k-4 students are receiving Title 1 support, beginning in Kindergarten. Maple Wood School is currently in its 4th year as a designated School in Need of Improvement, within the Special Education sub group. Scores on state assessments and NWEA's Measures of Academic Progress indicate growth is slow in both literacy and math, particularly within student groups that include students that qualify for free and reduced lunch-or Supplemental Education Services (SES).</p> <p>This minigrant will allow the addition of technology in 2 classrooms, directly impacting 50 students, while indirectly impacting all 300 Maple Wood School students and their families and partner schools around the state, as well.</p>
<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>Using technology tools, new media literacies and twenty-first century thinking, Jennifer Landry and Ginger Riffe, two experienced fourth grade teachers at Somersworth's K-5 Maple Wood School with the passionate support of veteran principal, Caroline Butler, will kick off a year- long project this Spring: a digital media project that will include families across the state as they visit places throughout New Hampshire during the Summer, Fall, Winter and Spring. The project will focus on New Hampshire soical studies curriculum standards, as well as reading/language arts and ICT standards.</p>

	<p>From the new National Ed Tech Plan (2010): <i>"The model of learning described in this plan calls for engaging and empowering learning experiences for all learners. The model asks that we focus what and how we teach to match what people need to know, how they learn, where and when they will learn, and who needs to learn. It brings state-of-the-art technology into learning to enable, motivate, and inspire all students, regardless of background, languages, or disabilities, to achieve. It leverages the power of technology to provide personalized learning and to enable continuous and lifelong learning."</i></p> <p>This project will use technology resources to connect real-life learning experience with the classroom, and beyond.</p> <p>This project will address the NH Social Studies Grade Level Expectations:</p> <p>SS:GE:4:5.4 Describe the role of natural resources in daily life US/NH History (HI:1)</p> <p>SS;HI:4:1.3 Describe the significance of national and NH celebrations, monuments, symbols and documents</p> <p>SS: HI: 4:3.2 Explore how art, music and literature often reflect and or influence major ideas, values and conflicts of particular time periods;</p> <p>Reading Language Arts Grade Level Expectations:</p> <p>R:IT:4:1.4 generating questions before, during and after reading;</p> <p>R:RS:4:2.1 Using strategies before, during and after reading literary and informational text;</p> <p>R:B:4:1.2 Reading from a wide range of genres;</p> <p>R:B:4:3 Research by reading multiple sources</p> <p>R:B:4:2.2 Participate in discussions about text, ideas and student writing by offering comments ...</p> <p>New Hampshire's ICT Literacy Standards and ISTE's NETS will be embedded throughout the project, and throughout the classroom:</p> <ol style="list-style-type: none">1. Creativity and Innovation-what will our NH Travel Guide for Kids look like? How will we share what we learn?2. Communication and collaboration-ideas, decisions must be communicated , discussed and agreed upon by other participating schools3. Research and information fluency- what information will we need to research in order to provide our audience with accurate information?4. Critical thinking and problem solving- How will we organize our project to accomplish our task and goals?5. Digital Citizenship- how will we learn and model safe, legal and ethical use of technology?
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<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>Approximately 50 incoming (2011-2012 school year) Somersworth fourth graders, together with their families, will capture the places they visit this summer and throughout the year with digital photography using a combination of digital cameras, FLIP cameras, iPods, and even cell phones. Families that do not have access to a digital photography device will be able to sign one out for use over the summer. As students capture their images, they will upload the images to a NH Travel Guide for Kids Flickr Group. Students, together with their teachers and partner schools, will research to decide how best to share their final recommendations with an authentic audience.</p> <p>This project will enhance critical thinking skills while students complete the required fourth grade social studies New Hampshire History curriculum. Teachers will facilitate and model as students determine the best way to accomplish their objective. Students will also be working to improve their reading, writing, listening and speaking skills-while integrating technology and media production-areas which expect to be the focus of the new Common Core Standards.</p> <p>The constructivist nature of this project will allow students to work cooperatively in areas of expertise and interest-while using technology, with the expectation this will translate into higher student interest and engagement in curriculum areas as well.</p> <p>It is expected that the Maple Wood fourth grade team will purchase new class laptops with cameras to use communication software such as Skype to talk with and view classrooms from different locations. Skype also has the ability to create collaborative group chats which will enable the teachers from different locations to plan and communicate with each other-any time, any where. The project team will plan for regular Skype sessions with their partner schools. The team will also create a project blog in order to share with families and friends, and to encourage writing for a wider audience, which should benefit in improved writing scores on local and state assessments. The team may also decide to publish a brochure, learning how to use Microsoft Publisher and photo editing software such as Picasa, along with a collaborative productivity tool such as Google docs to work together as a team across classrooms and school districts. In addition, the students may decide to create a video to go along with their print media. The team will use video to document the project work as it unfolds. Since the team will be using a Project Based learning approach, students will be involved in decisions that influence the ultimate product or products created.</p> <p>The minigrant team will purchase iPod touches to take pictures, record audio, and to upload content to their blog using Plurk, a web 2.0 tool for adding content on the go. Students will also learn how to use digital cameras and Flip cameras which the district already owns.</p> <p>An important component of this grant project is to engage students AND families and extend learning beyond the school year. Parents will have the opportunity to come to the school this Spring to learn about the project and to learn how to take pictures and upload their photos to the Flickr group. Maple Wood School currently offers a summer school program for Title 1 students and for students with special needs. This project will offer another opportunity for students to connect real life experiences to school using a project based constructivist approach. Throughout the project, students will have the benefit of real content "experts-" perhaps travel agents, photographers, marketing experts or experts in print media, who will advise them and provide valuable feedback during this process. Partner schools which may include middle school teams will have the opportunity to be peer experts and mentors. Schools expressing an interest in participating include: Wakefield, Newport, and Bedford. This project can be open to any school in NH that wishes to participate, and thus become a model for collaborative project based learning.</p>
<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>The National Ed Tech Plan (2010) recommends "connected teaching": <i>Just as leveraging technology can help us improve learning and assessment, the model of learning calls for using technology to help build the capacity of educators by enabling a shift to a model of connected teaching. In such a teaching model, teams of connected educators replace solo practitioners, classrooms are fully connected to provide educators with 24/7 access to data and analytic tools, and educators have access to resources that help them act on the insights the data provide</i></p>

	<p>The team identified the need for training in the use of Web 2.0 tools such as Skype, Voicethread, blogs, Plurk, Picasa etc.</p> <p>The team will also need training in the use of an iPod to take, upload and share pictures and video. The team will also learn how to edit pictures and video, with advice by a photographer as to the best way to instruct students in the use of a digital camera.</p> <p>The team will also need help learning to use Microsoft Publisher, or a similar program, as well as how to use Google docs to collaborate with other schools and with each other. In order to support the school's efforts at integrating technology and creating a 21st century learning environment for all students, the principal will be attending the Constructing Modern Knowledge conference in July, 2011. The team has at least three specific learning goals for this project which are listed below.</p> <p>Connected Teaching PD activities will include:</p> <ul style="list-style-type: none"> ● Classroom workshop time in June with a photographer-this could be a parent volunteer or an outside professional to share their expertise-workshop time will be Skyped, streamed or recorded to share with others; ● Summer workshops for interested SAU 56 staff and others in the use of Web 2.0 and other resources such as Flickr, Google Docs, Edublogs, Picasa, Google Earth and Wikis. All workshops will be open to staff in other school districts. ● Online or Face to face workshops offered through Opennh, or SPDC or other LESCN; ● Participation in the Educator's PLN Ning-an online PLC ● Embedded professional development and team teaching throughout 2011-2012 with the technology integrator to successfully integrate technology into PBL learning environment
<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>This Mini-grant project is enthusiastically supported by the Superintendent's office and the building principal. The district has faithfully supported the integration of technology at all levels of instruction and professional development, as is evidenced by the progress Somersworth has made in the last four years. Somersworth received a TIID ARRA grant, has improved its wireless infrastructure and revised its Acceptable Use Agreement to include the use of mobile devices such as iPods and iPads in the classroom. The Superintendent and building principal have read the RFP, they understand the requirements and will allow the team to fulfill the grant requirements including: providing time for professional development before, during and after school and in the summer; providing substitute teacher coverage when necessary; encouraging and supporting the use of PBL strategies and technology use within the district.</p>
<p>6. Proposal supports schools, teams, or districts that haven't participated in mini-grants previously or partners with such entities.</p>	<p>In an attempt to collaborate with other New Hampshire districts such as Wakefield, Bedford, and Newport, Somersworth will partner with districts on the scope of this project if they so desire. We will also share this project on a wider scale if other non-applying districts wish to participate. As indicated on the NHEON E-Harmony Google survey, we contacted and communicated with districts and shared the scope of this project with them. If awarded, we will also reach out to invite other schools around the state to participate.</p>
<p>7. Proposal indicates partnerships which involve NH teacher preparation program faculty.</p>	<p>As an added value to this project, Maple Wood School is a cluster school for the University of New Hampshire's teacher intern program. It is expected that the Mini-grant team will include two teacher interns that will benefit from participation in this project: learning how to integrate technology seamlessly into the classroom, how to troubleshoot if the network is down or unexpected changes in scheduling occur, how to use technology to differentiate for students, and how to use technology to collaborate, communicate and create content for the twenty-first century. The faculty of the University of New Hampshire internship program is enthusiastic about the potential reach of this project as well, as all Maple Wood interns will be invited to participate in all technology integration professional development opportunities.</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>The Somersworth School District has embraced the use of technology that will encourage UDL (Universal Design for Learning). This Mini-grant project, due to its constructivist nature and project based learning model, allows for multiple intelligences to succeed. Special Education professionals will be included as part of the Mini-grant team in all aspects of the project. The addition of handheld touch devices will allow students with significant disabilities to fully participate.</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 opportunity to participate in this project collaboratively via Skype, Voicethread and by blog will be offered throughout the state to any school that wishes to be included. Through participation in the global Educator's PLN Ning, this project will be shared globally. This project will also be shared within the district, and at the Christa McAuliffe Technology Conference 2011.</p>

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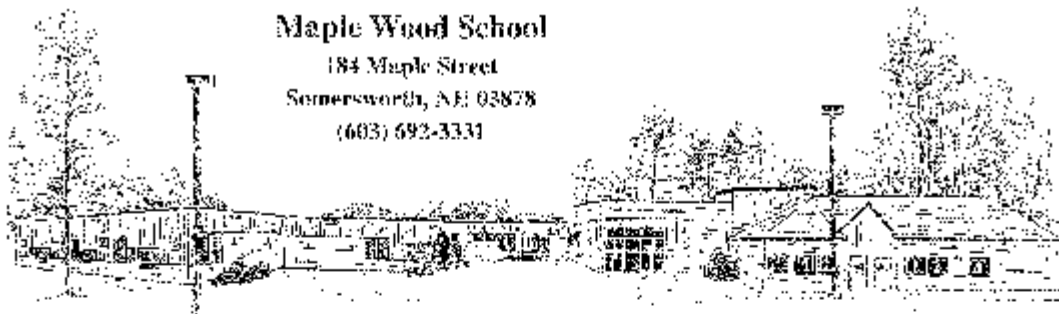
	<p>We are also planning to connect with local NH media such as WMUR's Chronicle or PBS to share student work.</p>
<p>10. Proposal indicates specific plans for video production training as needed and an outline for the promotional video that describes the various stages of design and implementation of the project.</p>	<p>The Mini-grant team will use a handheld video recorder such as an iPod touch or FLIP to document the team process, including student interviews, as the project progresses. All necessary permission forms will be handed out at the Parent Night in June 2010. The team will take advantage of LESCN trainings if offered, and in addition, with the expertise of the district technology integrator, the team will set aside a specific time, at least monthly, to upload, edit and produce the video necessary for sharing the project with a wider audience. Video editing workshops will be offered to the entire district, if staff wish to participate.</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>The team collaborated and conceived this project idea, and it continues to grow and develop. The principal will be attending the Constructing Modern Knowledge conference in Manchester this summer, and the classroom teachers will be participating in professional development to learn how to use web 2.0 tools including Skype, Flickr, Picasa, Voicethread and Edublogs. The principal and minigrant teachers have all been trained in the Problem Based Learning process, according to Elbert as well as have been trained in Understanding By Design. Mini-grant team teachers have participated in a wide variety of technology professional development workshops, and they have the desire and capacity to extend their knowledge and take part in this year long project, as well as share this with their student interns.</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 district continues to support the implementation of technology in the classroom; there have been recent upgrades to the wireless infrastructure, and there is a plan in place to replenish computers and add projectors and interactive white boards to classrooms; evidence that the district is committed to creating a more engaging, interactive learning environment for students. The technology integrator will be working with classroom teachers, in the classroom, to ensure there is adequate support for innovation and creativity. For students that may not have the opportunity to travel or vacation with families, there will be built in opportunities for those students to take pictures on class field trips such as those planned to Great Bay Discovery Center and Strawberry Banke. The school also makes use of parent volunteers and has many opportunities built into their yearly schedule for parents and families to be involved.</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>The Somersworth School District has made a considerable commitment to understanding the impact technology has on the education environment in the last four years. The district received Title IID ARRA funds to pilot the use of netbooks and iPod touches at the Middle School; this inspired the district to improve its wireless infrastructure, which in turn will enable staff and students at some point soon, to be able to use personal laptops at school and work.</p> <p>There has also been an enthusiastic willingness on the part of all staff and administration to learn how to use technology every day in order to provide students with engaging, enriching, 21st century tools, but more work is needed. Technology is now included in School Improvement Plans, District professional development initiatives, as well as part of extended learning programs such as Somersworth Youth Connections' after school program; Bridges to Success-a fourth grade transition program, and Summer School. Student work will also be shared as part of the PTA's annual Reflections contest which features artwork and photography of students.</p> <p>It is because of this momentum we are applying for this grant; there is a need to learn to use the technology resources in creative, collaborative, innovative ways. In the past the district offered workshops in Critical Skills, and Understanding by Design. This Minigrant team is now ready to use technology to take those teaching skills to the next level, by incorporating the use of technology with PBL.</p>

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<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>Individually Jennifer Landry has completed training in Critical Skills, UbD, i Pad, Flip Camera and Dream Weaver- web based design workshops; Ginger Riffe has completed training in Critical Skills, iPad, UbD, and Dream Weaver. Jennifer and Ginger will be team teaching fourth grade for the 2011-2012 school year. They currently collaborate together in all aspects of the school curriculum. A designated time will be established for students and teachers to work on this project. Ginger has taught for 33 years in the Somersworth School District and has been part of the UNH Internship program for 11 years. Jennifer has taught for 22 years in the Somersworth School District and has been part of the UNH Internship program for 11 years.</p> <p>Through their collective experience with UNH teacher interns, and through the university's willingness to be open to learning and collaborating with us on this project through these teachers, we hope to make a positive impact on beginning teachers.</p> <p>As part of the Fourth Grade Social Studies Curriculum, New Hampshire is the focal point. Areas of concentration are history, civics and government, economics, and geography. It is our goal to promote family collaboration and community involvement on this project, while using collaboration and Web 2.0 tools to connect with our peers across the state. Beginning this Spring, parents and community members will have the opportunity to participate in a "kick-off" event held at the school, and will be invited back during the summer and throughout the school year to experience real world collaboration on a state wide project.</p> <p>As an unofficial team member, Cathy Brophy, the District Technology Integrator and Project Manager has successfully worked with past mini grant teams and the building administrator to increase their understanding of technology integration in order to improve teaching and learning in the classroom, in a way that has helped build tech leadership capacity.</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 very excited to take part in all aspects of the Mini grant project, including the implementation of the project in the classroom, attending required Mini-grant meetings, and attending the Mini-grant celebration.</p> <ul style="list-style-type: none"> ● Time will be devoted to the lesson planning and implementation of the project within the classrooms; this will include common prep time, after school meeting time, and summer professional development; ● The District will pay for substitute teachers for mini-grant teachers to attend the Mini-Grant celebration; ● The team will participate in any and all required mini-grant meetings; ● The team is committed to the work necessary to prepare lessons, document learning, and share their learning with others-including the production of a 3 minute documentary video. ● The team plans to share their project with their school, the School Board, the PTA, the University of New Hampshire Teacher Intern Program, and possibly the NH PTA convention and Christa McAuliffe Technology Conference. ● The team will participate in post project evaluations, including the mini-grant case study. ● They are especially excited about collaborating with other classrooms across the state. The team fully understands the expectation and look forward to sharing their project with their colleagues and community, and will participate in any post project evaluations.
<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>The Travel Guide for Kids Mini grant project will directly impact 2 classroom teachers, in addition to support staff and specialists that will be working with the students next year- as yet to be determined. Both teachers have also requested to work with UNH interns next year, as well, and therefore, the indirect impact may reach beyond the school walls to include the intern supervisor and the intern group that will meet regularly at Maple Wood School. As well, the remaining 10 classroom teachers, plus specialists will also be indirectly impacted, as well as the entire SAU staff, including Rollinsford, as all professional development activities will be made available to all teachers within the district- well over 200.</p> <p>The approximately 50 Maple Wood students that will be on Jennifer and Ginger's fourth grade team next year will be directly impacted by participation in this year long project, however, all 300 Maple Wood students, as well as their families will benefit from the ideas shared and generated by this project. The minigrant students will be sharing their work with the PTA as well as the School Board, face to face, but all aspects of the project, including the process, will be shared via the project blog, so that schools throughout NH will benefit from this shared experience.</p>

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<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>Initially, we shared our project idea with other schools in NH via the NHEON E-Harmony Google Survey. The schools that expressed interest were contacted and given the opportunity to join the project. If awarded, an email notification will be sent out asking other schools around the state to join the project, with instructions for next steps. Because the nature of the project lends itself to collaboration beyond the school walls, we plan to share this project idea with any school or district in NH who would like to participate. We are hoping to show the true power of the web and technology in this collaborative project. We are also hoping to leverage technology to build capacity and a framework within the state to create collaborative type projects such as this.</p>													
<p>Budget (5 points) Budget contains a narrative and justification of expenses regarding equipment, supplies, travel, and professional development expenses appropriate to carry out the proposed project. The total for professional development is at least 25% of the total budget requested. Include \$100 per team member for each teacher to attend the spring 2012 celebration event.</p>														
<p>Budget is formatted with the narrative in left column and total amounts in right column. Within the narrative, proposal describes a logical connection to district goals and shows how costs were calculated. Proposal includes \$100 per teacher for attendance at celebration event.</p>	<table border="1"> <tr> <td data-bbox="592 688 1274 1087"> <p>HARDWARE: 4 Dell Laptops w 3 yr acc damage warranty; capable of audio/video conferencing, photo editing, video production; laptops will be an upgrade to existing Dell laptops and classroom desktops currently more than 5 years old @1100.00 ea 8, 8G iPod touches capable of audio and video recording, conferencing and photography. iPod touches will be shared among fourth graders to take pictures, capture video of mini-grant process, upload content, as well as be available for general classroom use to improve reading, writing and ICT literacy; iPods will be used in addition to existing District FLIP and Kodak digital cameras @220.00 ea</p> </td> <td data-bbox="1279 688 1432 1087" style="text-align: right; vertical-align: top;"> <p>4400.00</p> <p>1760.00</p> </td> </tr> <tr> <td data-bbox="592 1094 1274 1381"> <p>SOFTWARE: Edublogs Pro License: Upgrade to Pro allows for up to 50 student blogs, and 10G storage which will be necessary to share digital images and video content; the blog subscription will allow us to add to the mini-grant blogs we started last year 2 years @39.00 year Flickr Pro: upgrading to a Pro account for 25.00 year will give our Flickr group unlimited upload and storage in anticipation of the activity the NH Travel Guide for Kids Flickr group will experience during the year.</p> </td> <td data-bbox="1279 1094 1432 1381" style="text-align: right; vertical-align: top;"> <p>78.00</p> <p>50.00</p> </td> </tr> <tr> <td data-bbox="592 1388 1274 1528"> <p>SUPPLIES: We will need a couple iPod wall chargers, as well as iPod skins to protect the devices; we will also need supplies such as food and paper products for hosted professional development summer workshops 185.00</p> </td> <td data-bbox="1279 1388 1432 1528" style="text-align: right; vertical-align: top;"> <p>185.00</p> </td> </tr> <tr> <td data-bbox="592 1535 1274 1738"> <p>PROFESSIONAL DEVELOPMENT: Christa McAuliffe 2011 Conf registration-2 days @140.00 Mini-Grant Celebration 2 persons @100.00 Teacher Stipends, 10 days @200.00 day (5 per teacher) 2000.00 FICA and retirement for teacher stipends 200.00</p> </td> <td data-bbox="1279 1535 1432 1738" style="text-align: right; vertical-align: top;"> <p>280.00</p> <p>200.00</p> <p>2000.00</p> <p>200.00</p> </td> </tr> <tr> <td data-bbox="592 1745 1274 1864"> <p>OTHER: Required Funds for Mini-grant celebration 500.00 Indirect Cost 35% 338.00</p> </td> <td data-bbox="1279 1745 1432 1864" style="text-align: right; vertical-align: top;"> <p>500.00</p> <p>338.00</p> </td> </tr> <tr> <td data-bbox="592 1871 1274 1890"> <p>TOTAL</p> </td> <td data-bbox="1279 1871 1432 1890" style="text-align: right; vertical-align: top;"> <p>9991.00</p> </td> </tr> </table>		<p>HARDWARE: 4 Dell Laptops w 3 yr acc damage warranty; capable of audio/video conferencing, photo editing, video production; laptops will be an upgrade to existing Dell laptops and classroom desktops currently more than 5 years old @1100.00 ea 8, 8G iPod touches capable of audio and video recording, conferencing and photography. iPod touches will be shared among fourth graders to take pictures, capture video of mini-grant process, upload content, as well as be available for general classroom use to improve reading, writing and ICT literacy; iPods will be used in addition to existing District FLIP and Kodak digital cameras @220.00 ea</p>	<p>4400.00</p> <p>1760.00</p>	<p>SOFTWARE: Edublogs Pro License: Upgrade to Pro allows for up to 50 student blogs, and 10G storage which will be necessary to share digital images and video content; the blog subscription will allow us to add to the mini-grant blogs we started last year 2 years @39.00 year Flickr Pro: upgrading to a Pro account for 25.00 year will give our Flickr group unlimited upload and storage in anticipation of the activity the NH Travel Guide for Kids Flickr group will experience during the year.</p>	<p>78.00</p> <p>50.00</p>	<p>SUPPLIES: We will need a couple iPod wall chargers, as well as iPod skins to protect the devices; we will also need supplies such as food and paper products for hosted professional development summer workshops 185.00</p>	<p>185.00</p>	<p>PROFESSIONAL DEVELOPMENT: Christa McAuliffe 2011 Conf registration-2 days @140.00 Mini-Grant Celebration 2 persons @100.00 Teacher Stipends, 10 days @200.00 day (5 per teacher) 2000.00 FICA and retirement for teacher stipends 200.00</p>	<p>280.00</p> <p>200.00</p> <p>2000.00</p> <p>200.00</p>	<p>OTHER: Required Funds for Mini-grant celebration 500.00 Indirect Cost 35% 338.00</p>	<p>500.00</p> <p>338.00</p>	<p>TOTAL</p>	<p>9991.00</p>
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Maple Wood School

184 Maple Street
Somersworth, NH 03878
(603) 692-3331

February 18, 2011

To Whom It May Concern:

This letter is written to support the Title II-D Mini Grant application. As the principal of Maple Wood School, this project has my full support. I am excited about the opportunity for our students to develop a NH Travel Guide for Kids.

The teachers are highly motivated to begin this project. We look forward to inviting parents to an evening informational session during the spring as a "kick-off" to this event. Throughout the summer, students will be encouraged to document their travels around the state of New Hampshire. Photos will be shared through web based sites. Mrs. Landry and Mrs. Riffe are experienced teachers eager to participate in this project and expand their usage of technology. They will work collaboratively on this endeavor and share the associated responsibilities. They also will keep staff, parents, PTA, and the School Board informed of the project details, including final presentations in the spring of 2012.

This is one of the most exciting and innovative projects with which I have been involved. I am pleased to support the teachers and provide assistance in any way that I can during the grant period. I anticipate that the travel guide will become a resource for children throughout the state of New Hampshire.

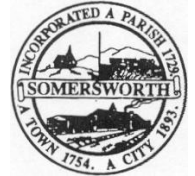
If I can provide further information, please do not hesitate to contact me at 692-3331.

Sincerely,

Carolina Butler
Principal
Maple Wood School
184 Maple Street
Somersworth, NH 03878



SCHOOL ADMINISTRATIVE UNIT FIFTY SIX
Rollinsford School District – Somersworth School District
51 West High Street
Somersworth, NH 03878
(603) 692-4450 • Fax (603)692-9100



February 17, 2011

Dear Committee:

I am pleased to write this letter supporting Maple Wood School fourth grade teachers in their application to request funds for a Title II D Mini Grant project. Jennifer Landry and Ginger Riffe are exemplary primary teachers who will use this opportunity to learn and grow as educators, and to help provide a 21st century learning environment for students.

With this mini grant opportunity, the Maple Wood team, along with their student interns will kick off a collaborative project this Spring that will extend learning for their students into the summer and beyond the school day. The NH Travel Guide for Kids project will hopefully also include other New Hampshire schools, proving that with the right technology and some innovative forward thinking, students from all parts of the state will be able to work collaboratively on a real project.

I am very happy these teachers, along with their principal, Caroline Butler, have taken the initiative to work together on this grant, to inspire teachers to integrate technology to improve student learning. Because of Somersworth's status this year as a District in Need of Improvement, and Maple Wood School's status as a School in Need of Improvement, it is essential to continue to find ways to improve learning for our students, and research shows using technology in meaningful ways, while engaging parents and families can help accomplish this.

I am confident this team of teachers will share their learning with others, not only in Somersworth and SAU 56, but throughout the state.

We are looking forward to supporting Maple Wood School's Mini-grant project.

Sincerely yours,

Dr. Robert J. Lister
Superintendent SAU 56

