

Good Afternoon Ms. Higgins,

In order to meet the applicant profile dead line, our team submitted names of individuals that now need to be corrected. Please see below for the updated and correct contact information on all team participants from Clark/Wilkins School in Amherst School District. Thank you for making this correction.

Team Members				
<i>Dawn Marie Godin</i>	dmgodin@sprise.com	603-672-4411	<i>Clark-Wilkins School</i>	<i>Grade Four Teacher</i>
<i>Gail Polio</i>	gpolio@sprise.com	603-672-4411	<i>Clark-Wilkins School</i>	<i>Grade Four Teacher</i>
<i>Miss Cregan</i>	mcregan@sprise.com	603-672-4411	<i>Clark-Wilkins School</i>	<i>Technology Integration Specialist</i>
<i>Jennifer Eccleston</i>	jeccleston@sprise.com	603-672-4411	<i>Clark-Wilkins School</i>	<i>Math Coach</i>
<i>Gerry St. Amand</i>	gstamand@sprise.com	603-672-4411	<i>Clark-Wilkins School</i>	<i>Principal</i>

Dawn Marie

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If you don't have the time to read, you don't have the time or the tools to write. by
 Stephen King

Amherst School District – Clark-Wilkins Elementary School, February 2011

Project Abstract

Students will explore the **essential question**; *How does measurement shape what our world looks like today and create possibilities for the future?*

Through this project, fourth grade students will use iPods, iPads, iMacs, and related software as a means of expanding and applying their understanding of linear, weight, and capacity measurement as it relates to the real world by designing a potential use of existing outdoor space on their school campus.

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.*

NECAP data shows that our students are weak in math measurement. To address this problem, we are proposing, traditional teaching methods combined with project based learning where students will use critical thinking skills. This unit focuses on helping students to make connections between the math taught in the classroom and everyday life.

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.*

The creation of student directed iMovies would be showcased in a student-to-student mentor opportunity between fourth and third grade classes. This event will be the final step of the synthesis process as students share their knowledge with others.

Project Description

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 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.

Current technology has been seen to avail some of the most engaging methods of student driven learning. It provides the support to students who struggle with some of the more teacher directed methods of learning, and it provides challenge to those who have mastered the core ideas and can take their learning to the next level. In team members' classrooms, students have many opportunities to utilize laptops and personal computers to utilize many functions, interfaces, organizing, and demonstrations using PowerPoint and Inspiration presentations. Through these means, they have begun to familiarize themselves with the technology that is available in the world of adults. With the addition of iPod Touchs, iPads, and iMacs, to our currently available technology, students will advance their content knowledge and technological literacy to include another platform of hardware and functionality. An infusion of new technological tools would enable students to explore educational opportunities of using technology from their daily lives. Our school and district have been designated SINI/DINI for the past two years in the area of Mathematics. It is therefore evident that Mathematics instruction needs to improve. It is this project's goal to improve the NECAP performance to contribute to the discontinuation of the SINI/DINI status. Further our grade level goal is "...sixty percent of students in grade four will meet their NWEA target growth in mathematics." In the same vein, our SAU 39 Educational Mission Statement is "We will engage, challenge, and support all learners." With these specific goals, we hope to address them using the best practice of a student directed, project-based learning opportunity. By including project-based learning in the area of measurement, content knowledge and an application of this knowledge will improve our NECAP and NWEA assessment performance.

- 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.*

This project focusing on Mathematics as the primary content area, will center on the knowledge and skills of measurement. The standard specifically states to estimate, measure, and record capacity, mass, weight, length, and temperature in U.S. Customary and metric units. Specifically, M:G&M:4:7 Measures and uses units of measures appropriately and consistently, and makes conversions within systems when solving problems across the content strands. Students will focus on the ICT literacy skill of becoming proficient in the use of 21st century tools to create, access, manage, and evaluate measurement information for their project designs. They will

develop cognitive proficiency in measurement, numeracy, problem solving, and decision-making. Lastly, the students will develop technical knowledge of software applications and elements of digital technology.

- 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.*

Student participation in this real world learning activity will enable them to see why our world looks as it does today and what it might look like in the future. It uses the technology of their daily lives to access another realm-education. Following the learning of core measurement skills, students will use linear, capacity, and weight measurement to design the use of open outdoor space on school grounds. Examples of what they may design are a vegetable garden, a wall ball playing court, or perhaps an obstacle course. Students will develop and answer their own question about design and measurement. At the outset, we plan to use iPod Touches to gather data, research materials, and plan their designs. Students will measure their space and use their iPod Touches to capture and track planning information such as length and width of space. Using the app. *Ruler* and calculator capabilities of the iPod Touches students will verify and advance their measurements. iPads will be used by teachers to manage and support these multiple, on-going projects using calendar and spreadsheet functions. Students will capture video using the iPod Touches at key points of their project. Using the video and editing capability of the IMacs, they will create presentations of their designs to exhibit to classmates and mentor 3rd graders in their understanding of measurement. It is fully expected that as the functionality is thoroughly understood, further applications will evolve the employment of this technology. This hands-on, minds-on project will develop metacognitive skills and ICT literacy skills so important to 21st century work.

- 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.*

Grant team members will need to learn how to maximize the use of newly acquired iPod Touch, iPad, and iMac technology. Team members will need to learn software utilization to help students answer the essential question. Individualized creative project structures have been used in the past, but team members will need to learn how to best utilize iPod Touch, iPad, and iMac technology in this project. Grant team members will need to evaluate resources students may wish to include in their projects since research using technology is at the introductory stage in the 4th grade.

Interface and workshops at conferences such as the ISTE Conference in Philadelphia, PA, Christa McAuliffe Technology Conference, and Apple training will help team members garner the skills they need. Workshops such as *Differentiating for Special Needs Students using iPads* at the ISTE Conference will help add to a tool chest of existing differentiation skills and project management professional development. Other workshops offered through these resources will teach team members to evaluate on-line website resources for students to include in their projects. Grant team members will attend Apple workshops on a choice of several topics including mobile devices and podcasting in order to support student use of technology from their daily lives. Further, they will provide in house professional development for participating 3rd grade teachers, and year two participants.

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 attached.

6. *Proposal supports schools, teams, or districts that haven't participated in mini-grants previously or partners with such entities.*

Though the Amherst School District has been awarded a mini-grant in the past, the building (Amherst Middle School) and grade level (7th) to which it was awarded have no partnership with the current request for the 4th grade at Clark/Wilkins School (Elementary).

7. *Proposal indicates partnerships which involve NH teacher preparation program faculty.*

There is no faculty of NH teacher preparation programs currently collaborating with this proposal.

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.*

This project allows students with varying levels of knowledge and skill attain a successful outcome where a performance-based assessment evaluates project goals. Using a collaborative learning community model and choices of modalities in presenting what they've learned, students have thoughtful opportunities to elevate and express their knowledge, differentiate their path to higher order thinking, and answer the essential question. The metaphor of the project could be: student-as-

worker, so accordingly, a prominent pedagogy will be coaching, to stimulate students to learn how to learn and thus to teach themselves.

New opportunities on iPod/iPad app.'s such as *Ruler* will give support to students with dexterity and fine motor challenges. We will as always, pursue available supports, both technologically and strategically. Differentiated instruction has been of a focus of professional development for the past two years in SAU 39, and the team welcomes new learning and opportunities to tailor instruction for the successful inclusion of all students.

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 intends to expand the project within their school district by way of an exhibition given by fourth grade student participants to third grade students. Sharing will also occur in year two between all grade four classes.

The teacher participants will provide Mont Vernon School teachers all materials associated with this granted project and any technical support within their ability. The grant team will participate in the celebration event in May where all other schools will showcase their grant work. Lastly, access to the project on the district website would be provided as a resource for other educators. Materials and samples will be posted on the appropriate websites for download and use by other school districts.

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.*

Grant team members will participate in Apple training for iMovie to be used to create and disseminate grant project production if awarded this grant. A 3-minute promotional video will be created describing the stages of the project including prerequisite skills, project introduction, student planning, design, implementation, presentation and mentoring of 3rd graders.

Capacity for Success

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 two certified, “highly qualified” fourth grade teachers understand the value of collaboration and have committed regular meeting time to reflect on their teaching practice and the learning of their students. Time has already set aside by the school administrator for the sole purpose of curriculum integration. With the support of the technology personnel associated with this grant, they will play a pivotal role in growing the ideas of this project from its first year of reaching 100 students to participation by nearly 400 students in subsequent years. Staff is eager to incorporate new endeavors into this time. In addition, the hardware and software purchased with the moneys in this grant can and will be utilized to support other projects. The unit of teaching measurement has grown and evolved through consistent and creative teacher collaboration. The teachers have incorporated the use of lap top computers, SMART board technology, a variety of software applications and are even using student response systems to successfully enhance mastery curriculum and as assessment tools. Our team of 4th grade teachers remains strongly committed to moving this unit to even higher levels and hopes that this grant will be one more step towards that move.

- 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.*

This grant would take the culminating project out of the hands of staff and put the project firmly in the hands of students who are eager to incorporate video technology in their repertoire of technology expertise. Our district has been incredibly committed to date with the constant infusion of technology and is constantly exploring new opportunities to improve student learning through the most updated technology in the classroom.

- 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.*

This commitment to technology integration begins at the top of our educational system, starting at the SAU 39 level and our superintendent, Dr. Mary Athey Jennings, our Director of Curriculum and Professional Development, Nicole Heimarck and Bruce Chakrin, our SAU Technology Director. The building principal, Gerald St. Amand was instrumental in changing the way computer classes are delivered to include integrated computer technology every-other-week for every classroom in the elementary school. This progressive delivery of technology has expanded computer and software usage throughout our school district.

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.*

Committed to continuous quality improvement, this team recognizes the importance of collaboration. They routinely meet and discuss ways to deliver inclusive lessons that differentiate so “all” children can participate to the full extent of their ability. The team values the importance of data as it relates to decision making. Using a combination of data to drive their instruction they also recognize the importance of flexibility and adjust their teaching and schedules to accommodate for the needs of the learners. The integration specialist is readily available to respond to technology questions and challenges. In addition, she works well with classroom teachers to design ways to involve students in their own learning.

5. *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.*

Our district of Amherst and the SAU 39, would welcome the opportunity to implement this grant if it was awarded to us. The staff at the Clark-Wilkins School has committed professional development time during the school year which would allow participating faculty to take part in the full implementation of this project as described in the grant. Using the Angel course management system (CMS) we can survey both the students and staff participating in the grant, relating to the success of the proposal. It is also our intent to post finished product to the CMS and the SAU website.

Our staff would also be able to attend any required mini-grant meetings or Mini-Grant Celebration Days, and would welcome the opportunity to share or present our project at the district or state level. Because SAU 39 consists of three school districts sharing students, it is our intent to share with our adjoining district of Mont Vernon all lesson plans and materials associated with this grant.

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.*

Initially the proposal will include two fourth grade classes who will, after completing the unit, mentor students at the third grade level. 100 third and fourth grade students would be directly impacted along with 8 full time educators, and several special education educators as they use the technology. The project will expand in year two thus impacting nearly 400 students as the unit grows to include all third and fourth graders in the Amherst School district through the support of the technology integration specialist during curriculum integration time already built into the schedule.

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.*

SAU 39 is a cooperative school district, not only do we share the same students at the middle school level; we share the same course management system. Established collaborative relationships link grade level staff between Mont Vernon and Amherst School districts. This sharing of materials will result in more students and staff benefiting from the moneys invested in this grant and more importantly continuity for all our student learning outcomes. Through continued professional development, this model can be adapted to include other units of study in mathematics and a variety of content areas.

Budget

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.

Team Members				
Dawn Marie Godin	dmqdin@sprise.com	603-672-4411	Clark-Wilkins School	Grade Four Teacher
Gail Polio	gpolio@sprise.com	603-672-4411	Clark-Wilkins School	Grade Four Teacher
Miss Cregan	mcregan@sprise.com	603-672-4411	Clark-Wilkins School	Technology Integration Specialist
Jennifer Eccleston	jeccleston@sprise.com	603-672-	Clark-Wilkins	Math Coach

		4411	School	
Gerry St. Amand	gstamand@sprise.com	603-672-4411	Clark-Wilkins School	Principal

Each member of the mini-grant team will have an equal share to attend at least two of the Professional Development Activities listed below plus the Celebration event in May. The money will assist in paying for conference registrations, travel and meal per diem. Grant members will also have access to additional Professional Development funds provided the Amherst School District.

Professional development may include but are not limited to activities such as:

Professional Development	Approximate Cost (per person per event)	Total
Celebration event in May	\$100.	100
Christa McAuliffe Technology conference	\$360	360
Apple Technology Update conference	Free plus travel expenses	100
Apple Store at the Pheasant Lane Mall training sessions	Free plus travel expenses	100
2011 ISTE Conference	\$370 registration fee, 2-day workshop \$399, lodging and travel cost additional	1840
		\$2,500.

Grant team members will participate in Professional Development programs that will provide training on how to utilize hardware and software as a tool to help students answer the essential question. The goal of these PD activities will be to familiarize team members with these applications and have them able to work at a level where they can fluently instruct students how to use the tools provided by technology as a vehicle for effectively communicating the results of their learning. The team will also acquire any internally developed training materials from grant recipients at the Amherst Middle School.

Budget	TOTALS
Hardware 11 iPod touch with 32 GB @ \$300; 2 iMac @ \$1150; 2 iPad with 32 GB @ \$600; and 2 Blue Microphone Snowball @ \$100	\$7000
Software	\$100.

<i>apps for iPad /iPod Ruler, PCalc Lite Calculator</i>	
Supplies 12 protective cases @ 25 for two; 2 Docking Stations @ \$60; 2 battery chargers for iMac which includes 6 batteries @ \$30; 50 DVD-RW cd's @ \$10 for 25; and 2 Mini DisplayPort to VGA Adapter @ \$18	\$400

AMHERST ELEMENTARY SCHOOLS

AMHERST, NEW HAMPSHIRE 03031
GERARD ST. AMAND, PRINCIPAL
MEG TRAINOR, ASSISTANT PRINCIPAL
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February 20, 2011

Letter of Support for Technology Mini-grant Project

As we prepare the students at Clark-Wilkins Elementary School for the challenges of the twenty-first century, building administrators must advocate for and support efforts by staff members to increase the effective use of new technologies across all curricula. Teachers such as Dawn Marie Godin and Gail Polio have exhibited the uncanny strength to implement various new technologies from smart boards to student response systems in ways that engage even the most reluctant and challenged learners. In that same regard, effective building leaders must recognize the need for ongoing professional development training in new technologies in order to support and encourage teachers to use new tools. As part of this grant, I would engage myself as the building principal in the training and mini-grant meetings, including participation in and support for any video documentaries. I would plan to participate in the preparation and observation of lessons incorporating the new technology tools; would assist in arranging and attending a "Celebration Day"; and would support presenting the finished project within the Amherst School District, SAU#39, or at a designated local or state professional development venue. Upon completion of the project, I would plan to continue my connection to the program through post-project evaluation and continuous review and improvement.

Research confirms the need and value in having building leaders who can effectively advocate for and lead their staffs in the use of new technology. Staying one step ahead of our students and the incoming technology changes requires the efforts of the entire school community, including the building administrators. Rest assured that this project will maintain my support and interest throughout its inception and implementation.

Sincerely,



Gerard J. St. Amand

SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE
AMHERST, MONT VERNON & SOUHEGAN COOPERATIVE SCHOOL DISTRICTS

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MARY ATHEY JENNINGS, Ph.D.
Superintendent of Schools

ELIZABETH A. SHANKEL
Business Administrator

NICOLE M. HEIMARCK
Director of Curriculum & Professional Development

RENEA A. SPARKS
Director of Special Instructional Services

February 23, 2011

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

Re: Letter of Support for Technology Mini-grant Project

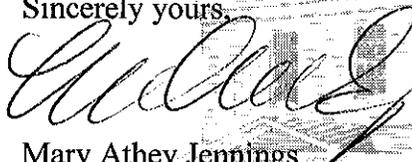
Dear Dr. Higgins,

I am writing in support of the Clark-Wilkins Elementary School Technology Mini Grant application. The proposal is designed to enhance the measurement unit in Grade 4 with the essential question, "How does measurement shape what our world looks like today and create possibilities for the future?" By combining the use of traditional measurement methods with the use of new handheld devices, students will be able to utilize the technologies that they use in their daily lives and apply data to product based outcomes. The proposal ties directly into our goals, our curriculum and our current process of integrating technology into the curriculum. Math has been designated as a concern at our elementary school based on recent NECAP results. This project will afford the opportunity to more deeply engage our students in the targeted curriculum to address the area in need of improvement.

I have reviewed the RFP and understand the requirements and will support the applying team to fulfill the requirements as outlined.

Please contact me if I can be of further assistance.

Sincerely yours,



Mary Athey Jennings
Superintendent of Schools

