

**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](http://www.nheon.org/oet/nclb))

District:	<a href="#">Hooksett School District</a>	Date:	
Project Manager:	<a href="#">Karen Landsman</a>		
Position Title:	<a href="#">Technology Integration Specialist</a>		
Mailing Address:	<a href="#">2 Sherwood Drive, Hooksett, NH 03106</a>		
Email Address:	<a href="mailto:klynch@sau15.net">klynch@sau15.net</a>		
Phone:	<a href="#">603-623-7233</a>		

***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: Kimberly Lynch, Kindergarten Teacher

<b>Criteria</b>	<p><b>Applicants:</b> <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></p>
<p><b>Project Abstract (10 points)</b> A clear and concise abstract (100-150 word limit) outlines the mini grant project and overall goals, along with the process for implementing it in the classroom.</p>	
<p>1. Describes the project, including grade level(s) and content area(s), indicates how this project fits into school/district curriculum, indicates process for implementation and assessment, as well as how it would advance the achievement of students.</p>	<p>This project takes part during the three week Language Arts Unit of "Ready, Set, Grow". Kindergarteners spend time learning how to tell if something is "living or not living". I have expanded on this unit so it encompasses Kindergarten GLEs in science, math, language arts and technology. It also aligns with the Core Value #4 of the District to create 21<sup>st</sup> century learners. The project's success will be assessed by the completion of a digital artifact by all students, encompassing the GLE's in language arts, math and science.</p>
<p>2. Abstract includes an essential question, connected to the state frameworks, which probes for deeper meaning and broader understanding of the framework content addressed by this project, fostering the development of higher order thinking and problem solving.</p>	<p>All Kindergarteners in my classroom will be able convey "how to tell if something is living or not" by using technology that is at their educational ability. Using interactive whiteboard, digital cameras, internet, computer software and computers children will create a graphic organizer to share with others what they have learned. They will also sequence the growing stage of plants in the classroom and label each stage.</p>
<p><b>Project Description (50 points)</b> Describes project in general terms and indicates whether it is a replicated project or an original project. Projects which can directly impact more than one classroom are preferred.</p> <p>If project is replicated, proposal describes the intended changes to the project idea and how they will improve the project in order to be appropriate for the situation. Includes specific goals and objectives that relate to the essential question, and explains how those goals will be achieved by the project. Include a rationale for any changes made to the original project.</p> <p>If your project is original, proposal describes how the project is appropriate for current situation. Includes specific goals and objectives that relate to the essential question, and explain how those goals will be achieved by the project.</p>	
<p>1. Proposal generally discusses how implementing this project will improve technology integration within classrooms and in the core content areas. Indicates the need for technology integration in school or district. Describes the determination of need for this project and includes one or more examples of data that support the rationale of need for the project, such as NECAP assessment or other data. This explains to the reviewer why the project is worthy of funding as it relates to student achievement.</p>	<p>Sau#15 recently established five Core Values for our students. Core Value #4 states: "Twenty-first century instruction is necessary for twenty-first century learning. All members of our learning community hold the responsibility to value technology and achieve technological proficiency to prepare our students for future jobs, which currently may not exist. Customizable learning tools are used to access information and leverage each individual's learning style. With these technological skills, our students will be prepared to participate in the global community and compete in the global marketplace." While this Core Value has begun to impact the way we instruct students in Hooksett, our status as a School-in-Need-of-Improvement (SINI) has made focus on language arts instruction the top priority. In the second year of our approved Technology Plan, the current goal for Kindergarten students is to create two digital artifacts. It is my intention, with this grant, to be the Pilot for demonstrating how technology can work seamlessly in an elementary classroom, modeling strategies for my colleagues (especially at the Kindergarten level), and encouraging other teachers to adhere to the goals of both the district Technology Plan and the imperatives of Core Value #4, using technology to differentiate instruction and support twenty-first century learning for all students in all subjects.</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.

### Science

S:SPS1:2:1.1 Making Observations and Asking Questions: Students will make observations and explore materials using all of their senses (one sense at a time)

S:SPS1:2:1.2 Making Observations and Asking Questions: Students will record observations using language, concrete objects, and symbolic representations.

S:SPS1:2:1.3 Making Observations and Asking Questions: Students will ask questions about objects, organisms and events in their immediate environment.

S:SPS1:2:1.4 Making Observations and Asking Questions: Students will ask questions that lead to exploration and investigation as a result of working with materials and objects.

S:SPS1:2:2.1 Designing Scientific Investigations: Students will select tools and procedures, in a purposeful way, to explore objects and materials.

S:SPS1:2:2.2 Designing Scientific Investigations: Students will suggest a plan and describe a sequence of events for conducting an exploration.

S:SPS1:2:3.1 Conducting Scientific Investigations: Students will follow their own plan for conducting an investigation.

S:SPS1:2:4.1 Representing and Understanding Results of Investigations: Students will represent and interpret information and observations in many ways (such as in tally, pictographs, bar graphs, tables)

S:SPS1:2:4.2 Representing and Understanding Results of Investigations: Students will identify and describe patterns and relationships in observed objects and events.

S:LS1:2:1.1 Classification: Students will differentiate between living and nonliving things; and categorize objects in each group using the significant observable characteristics they share, such as color, shape and size.

S:LS1:2:1.2 Classification: Students will recognize plants and animals as living things and describe how they are alike and different.

S:LS2:2:1.3 Environment: Students will recognize that some plants and animals go through changes in appearance when the seasons change.

NH.LS3 Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).

S:LS5:2:2.1 Tools: Students will recognize that some tools, such as magnifiers, balances and thermometers, have special uses and can help gather information and extend the senses.

S:PS1:2:2.1 Properties: Students will identify the observable properties of different objects, such as color, size, shape, weight and texture

### Math

M:G&M:K:7 Demonstrates conceptual understanding of measurable attributes using comparative language to describe and compare attributes of objects (length [longer, shorter], height [taller, shorter], weight [heavier, lighter], temperature [warmer, cooler], and capacity [more, less]); and compares objects visually and with direct comparison

M:G&M:K:8 Determines elapsed and accrued time as it relates to calendar patterns (days of the week, yesterday, today, and tomorrow), the sequence of events in a day; and identifies a clock and calendar as measurement tools (days of week, months of the year).

M:DSP:K:1 Interprets a given representation created by the class (models and tally charts) to answer questions related to the data, or to analyze the data to formulate conclusions using words, diagrams, or verbal/scribed responses to express answers.

M:DSP:K:2 Analyzes patterns, trends, or distributions in data in a variety of contexts by determining or using more, less, or equal (e.g., Have there been more, less, or the same number of cloudy days compared to sunny days this week?).

M:PRP:2:2.1 Use models, known facts, properties, and relationships to explain their thinking

M:CCR:2:1.5 Draw pictures and use objects to illustrate mathematical concepts

M:CCR:2:2.6 Realize that any representation is subject to multiple interpretations (e.g., drawings and graphs can be read in a different way).

M:CCR:2:3.2 Recognize and use mathematics in other curriculum areas (e.g., science, social studies)

M:CCR:2:3.5 Identify examples of geometry in nature, art, and architecture

M:CCR:2:2.1 Create and use age level appropriate representations to organize, record, and communicate mathematical ideas (e.g., students should recognize the relationship among seven counters, seven tally marks, and the symbol 7).

M:CCR:2:2.4 Use representations to model and interpret physical, social, and mathematical phenomena

M:CCR:2:3.3 Recognize and use mathematics in their daily lives (e.g., graphs, tables, or maps).

#### Language Arts- Oral Communication

OC-K-1.4 Participating in large group discussions (Local)

OC-K-1.5a Understanding that communicating is verbal and nonverbal (Local)

#### Language Arts- Writing

W-K-1.1 Expresses an idea using pictures and letters

NH.W-K-4 Expressive Writing: Narratives - Creating a Story Line: Students organize and relate a story line/plot/series of events by:

W-K-4.1 Using pictures to create an understandable story line, when given a structure (pictures may include labels) (Local)

W-K-5.5 Expressing ideas and recognizing that experiences and stories can be written about

W-K-6.1 Naming or labeling objects or places

W-K-6.2 Representing facts through pictures (Local)

W-K-8.1 Using pictures to illustrate details/information related to topic (pictures may include labels) (Local)

#### ICT Literacy

Underhill School actively uses the AASL Standards for the 21st Century Learner, and will develop this grant project with the following grade level expectations for these Kindergarten students:

Learners use skills, resources & tools to inquire, think critically, & gain knowledge

A.1 The student who is information literate accesses information efficiently and effectively.

A.1.1 Formulates questions based on information needs

A.1.2 Identifies a variety of potential sources of information

A.1.7 Develops and executes successful strategies to access information effectively

Learners use skills, resources & tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

B.1 The student who is information literate evaluates information critically and competently.

B.1.1 Selects information and resources based on interest, need and appropriateness.

B.1.3 Recognizes the difference between fiction and non-fiction.

B.2 The student who is information literate uses information accurately and creatively.

- B.2.1 Organizes information for practical application
- B.2.4 Produces and communicates information and ideas creatively in appropriate formats
- B.3.1 The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.
- B.3.1 Self-assesses using evaluation tools, such as rubric or peer review
- B.4.1 The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.
- B.4.1 Shares knowledge and information with others
- B.4.2 Respects others' ideas and backgrounds and acknowledges their contributions
- B.4.3 Collaborates with group members, both in person and through technologies, to design, develop and evaluate information products and solutions.

Learners use skills, resources & tools to pursue personal and aesthetic growth  
 The student who is an independent learner is information literate and pursues information related to personal interests  
 D.1.1 Connect ideas to own interests and previous knowledge and experience  
 D.1.4 Seek information for personal learning in a variety of formats and genres

This project and activities will integrate science, math and Language Arts in the Kindergarten curriculum. Observations will be recorded about the changes in plant growth and life. Children will learn what makes something "a living thing". Each of their findings will be recorded using charts, graphs or other data recording methods. Children will be expected to observe and record data using multiple methods in order to find the one best suited to the activity. They will also note the growth of plants, sequence digital images they have taken and note time line of growth. Students will work together to share information gathered and make real world connections. Writing skills will be developed by recording information learned in a graphic organizer. This graphic organizer will be a part of their Digital portfolio along with any digital artifacts they create during the growth of their plants. Digital artifacts will be used to enhance their communication of information to others.

<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>The introduction of this Unit will have children and teachers collaborating to record what they know already about living things and what they want to know. Children will brainstorm different ways to tell if something is "living or not living". The class has had multiple prior experiences with computers in the classroom. They have learned the basics of turning them on and opening programs. Prior to this the children have had time to learn about one type of graphic organizer. They have discussed its use in conveying information. The consistent use in the classroom of the interactive whiteboard, digital video cameras and laptops will enhance and engage the students in the classroom. The following is an outline of implementation in the classroom:</p> <ul style="list-style-type: none"> <li>-Introduce students to the question of how to tell if something is living or not.</li> <li>-Record students present knowledge of living things</li> <li>-Discuss what materials can be used and where to look to find our answers</li> <li>-Plant seeds and take digital images every day. Labeling observations.</li> <li>-Use interactive Whiteboard to show videos of living things and discuss what is needed to be living.</li> <li>-Create small group graphic organizers to record information as it is learned.</li> <li>-Sequence plants growth from digital images and label.</li> <li>-Present information on Wiki page to share with family and school</li> </ul>
<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>I will learn how to integrate the Smartboard technology fluidly into every day areas of my classroom in order to enhance education. Become educated on how best to involve my students in how to share information that they have created/learned using the Smartboard technology.</p> <p>I will learn about graphic organizers that are student friendly and age appropriate that all of my learners will be able to use.</p> <p>I will learn about new applications that expand the learning of all students in my classroom and differentiate the learning.</p>
<p>5. Proposal indicates that support has been obtained from the superintendent AND the principal, preferably by attaching letters of support within the grant application pages (not as separate files). Such support acknowledges that he/she has read the RFP, understands the requirements, and will allow the applying team to fulfill the requirements, if they are awarded the grant.</p>	<p>The district and the administration support the project and the training that will take place in order to fully develop and implement this program. Administrators acknowledge and support my plan to present the project to staff, other schools in the SAU and at the Christa McAuliffe Technology Conference.</p>
<p>6. Proposal supports schools, teams, or districts that haven't participated in mini-grants previously or partners with such entities.</p>	<p>Underhill School is part of a three-town SAU that allows for sharing resources with many teachers.</p>
<p>7. Proposal indicates partnerships which involve NH teacher preparation program faculty.</p>	<p>Underhill School works in partnership with Southern New Hampshire University. We regularly host student interns throughout the year. I am excited to work with student interns who would like to learn more about how to integrate technology into classrooms.</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>Using technology will help most students learn to not be afraid of making mistakes because they can be easily corrected using technologic devices as compared to pencil and paper. Those with Occupational Therapy issues will find it easier to produce a product that they are excited about and find easier to convey what they know. Those with other disabilities will be able to access the curriculum more readily with touch devices and participate at their level in a more meaningful way.</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.	Administrators are supportive of the plans to present the project to other classes in the SAU as well as the Christa McAuliffe Technology Conference.
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 presentations will be an ongoing learning process involving students from the Middle School. In collaboration with students we will work on creating a video that conveys the learning process of Kindergarteners in the Growing Unit and how they use technology to enhance their learning.
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.	I am very excited to integrate more technology into the classrooms. I am a part of the Technology Committee at school. I have also used the Smartboard and the laptops we have available at school on a regular basis. I have researched and downloaded lessons for the Smartboard for use in my classroom. Each year I expand the <u>Growing Unit</u> and integrate technology to create 21 <sup>st</sup> century learners at the Kindergarten level in my classroom. I will be working with both the Media Technology Specialist in school and the Technology Director for the District in order to make sure the implementation of this and other projects go smoothly.
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.	The Hooksett School District has made a concentrated effort to expand, enhance and encourage the use of technology over the past three years. Two Technology Information Specialists have been hired. There is a District-wide Technology Committee headed by the Director of Technology and comprised of representatives from each school; sub-committees have been established to review and revise the current three year Technology Plan to reflect recent improvements in the acquisition and integration of technology hardware. The areas of focus for sub-committees are Access to Technology Resources, Community Involvement, Professional Development and ICT Literacy. This project will help build on the current momentum of enthusiasm for creative technology integration. There will be plenty of project support from the various areas and colleagues listed above.
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.	Core Value #4 of the districts new "Good to Great" initiative is: "Twenty-first century instruction is necessary for twenty-first century learning. All members of our learning community hold the responsibility to value technology and achieve technological proficiency to prepare our students for future jobs, which currently may not exist. Customizable learning tools are used to access information and leverage each individual's learning style. With these technological skills, our students will be prepared to participate in the global community and compete in the global marketplace."
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.	I have been using the Smartboard in my classroom for the last three years along with the portable laptop unit. I have attended technology information mini workshops before school to gain knowledge on the tools I am using. I will be collaborating with both the Underhill Media Specialist and Technology Director for Hooksett. I am part of the Technology committee in Hooksett. The Unit the proposal is based on will be a continuation and expansion of work I have done previously with a greater impact on those with Special Needs being able to participate at their educational ability.
5. Proposal indicates team member and district/administrative support with respect to: <ul style="list-style-type: none"> <li>• implementing the project in classrooms,</li> <li>• supporting the professional development opportunities necessary to successfully participate in the Mini-Grant program,</li> <li>• participating in required mini-grant meetings,</li> <li>• producing the 3 minute documentary video for presentation,</li> <li>• preparing the lesson plans and materials necessary for sharing with other,</li> <li>• attending the Mini-Grant celebration day,</li> <li>• presenting the project within the district and at a regional or state venue, and</li> <li>• participating in post-project evaluations for program improvement.</li> </ul>	I am excited to have continual access to a Smartboard, laptops and digital cameras in the classroom. I feel that this will promote a love for learning by providing a tool that children are excited and interested in. The students in my classroom are eager to use the Smartboard and laptops when we have access to them. They look forward to "laptop Fridays" and the projects we have produced on them. Parents have been supportive by attending these days to help and support children during their work.  This will be an exciting learning process for all of us. In order to provide my students with an education that meets the GLE's using technology I will be researching and attending workshops. The children will also help me explore and direct the flow of technology in the classroom by their interests. I am committed to helping them reach beyond their current technology abilities.
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 myself plus one Para-educator directly involved and impacted by the project. There will be 34 students split between 2 sessions of Kindergarten that will be taking part in this educational experience. There are 3 other Kindergarten teachers, 3 aides and an average of 102 students indirectly affected. The teachers in the other classrooms will be able to participate in parts of this program in order to fulfill the technology goals for the district. Staff will benefit from shared information from professional development that the Media Specialist and I will attend.
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.	Hooksett is part of a 3 district SAU that provides opportunities for the other schools in the district to have exposure to this project.  I would like to partner with other schools in order to provide my students the opportunity to share the information they have collected and recorded. I feel that this not only empowers my students but will excite other students and teachers by showing them the possibilities technology can provide to all learners.

<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>	<h3 style="text-align: center;">Narrative for Mini Grant</h3> <p>Purchases for this project directly connect to Hooksett's District Goal #4 of creating 21<sup>st</sup> Century Learners and Technology plan of creating 2 Digital artifacts for Kindergarteners</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Hardware- 1 All in one interactive Whiteboard</td> <td style="text-align: right; vertical-align: bottom;">\$3000</td> </tr> <tr> <td style="padding-left: 20px;">Hardware- 3 Macbook Pros (These have a more durable and child friendly screen)</td> <td style="text-align: right; vertical-align: bottom;">\$3300</td> </tr> <tr> <td style="padding-left: 20px;">Hardware- 5 Flip Video Cameras</td> <td style="text-align: right; vertical-align: bottom;">\$750</td> </tr> <tr> <td style="padding-left: 20px;">Printer</td> <td style="text-align: right; vertical-align: bottom;">\$300</td> </tr> <tr> <td style="padding-left: 20px;">Professional Development Activities Christa McAuliffe Technology conference- Three days @ \$375 (includes conference registration &amp; travel costs) Teacher and Media Technology Specialist</td> <td style="text-align: right; vertical-align: bottom;">\$750</td> </tr> <tr> <td style="padding-left: 20px;">NHSTE Workshop- 1Teacher and Media Technology specialist @80 (registration &amp; travel)</td> <td style="text-align: right; vertical-align: bottom;">\$160</td> </tr> <tr> <td style="padding-left: 20px;">Substitute Teacher costs for workshop/conference (7 days @ \$80)</td> <td style="text-align: right; vertical-align: bottom;">\$560</td> </tr> <tr> <td style="padding-left: 20px;">Celebration Event- \$100 for teacher and support (1 Media technology specialist, 1 Director of Technology, 1 teacher, 1 administrator)</td> <td style="text-align: right; vertical-align: bottom;">\$400</td> </tr> <tr> <td style="padding-left: 20px;">On line Interactive Whiteboard Workshop-</td> <td style="text-align: right; vertical-align: bottom;">\$100</td> </tr> <tr> <td style="padding-left: 20px;">iApps the New Bag of tricks- ( Media Technology specialist, 1 teacher, 1 SPED teacher)</td> <td style="text-align: right; vertical-align: bottom;">\$465</td> </tr> <tr> <td style="padding-left: 20px;"><b>Total</b></td> <td style="text-align: right; vertical-align: bottom;"><b>\$9,785</b></td> </tr> </table>	Hardware- 1 All in one interactive Whiteboard	\$3000	Hardware- 3 Macbook Pros (These have a more durable and child friendly screen)	\$3300	Hardware- 5 Flip Video Cameras	\$750	Printer	\$300	Professional Development Activities Christa McAuliffe Technology conference- Three days @ \$375 (includes conference registration & travel costs) Teacher and Media Technology Specialist	\$750	NHSTE Workshop- 1Teacher and Media Technology specialist @80 (registration & travel)	\$160	Substitute Teacher costs for workshop/conference (7 days @ \$80)	\$560	Celebration Event- \$100 for teacher and support (1 Media technology specialist, 1 Director of Technology, 1 teacher, 1 administrator)	\$400	On line Interactive Whiteboard Workshop-	\$100	iApps the New Bag of tricks- ( Media Technology specialist, 1 teacher, 1 SPED teacher)	\$465	<b>Total</b>	<b>\$9,785</b>
Hardware- 1 All in one interactive Whiteboard	\$3000																						
Hardware- 3 Macbook Pros (These have a more durable and child friendly screen)	\$3300																						
Hardware- 5 Flip Video Cameras	\$750																						
Printer	\$300																						
Professional Development Activities Christa McAuliffe Technology conference- Three days @ \$375 (includes conference registration & travel costs) Teacher and Media Technology Specialist	\$750																						
NHSTE Workshop- 1Teacher and Media Technology specialist @80 (registration & travel)	\$160																						
Substitute Teacher costs for workshop/conference (7 days @ \$80)	\$560																						
Celebration Event- \$100 for teacher and support (1 Media technology specialist, 1 Director of Technology, 1 teacher, 1 administrator)	\$400																						
On line Interactive Whiteboard Workshop-	\$100																						
iApps the New Bag of tricks- ( Media Technology specialist, 1 teacher, 1 SPED teacher)	\$465																						
<b>Total</b>	<b>\$9,785</b>																						