

**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:	Lebanon School District SAU 88	Date	2/10/11
Project Manager:	Fran Gere		
Position Title:	Media Generalist		
Mailing Address:	20 Seminary Hill West Lebanon, NH 03784		
Email Address:	fgere@sau88.net		
Phone:	603-298-8500		

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

Seminary Hill Elementary School
 Fran Gere, Media Generalist/Technology Integrator, fgere@sau88.net
 Judy Pristaw, 6th Grade Teachers, jpristaw@sau88.net
 Martha Langill, Principal, mlangill@sau88.net

Applicant:

Criteria	<p>Applicants: Criteria used to review each grant application are listed in the left column. Please do not delete the criteria column. By using this right column to describe how your project proposes to meet the criteria, you can increase the likelihood that you won't leave out important information. There is no page limit, but please be as clear and concise as possible.</p>	
<p>Project Abstract (10 points) A clear and concise abstract (100-150 word limit) outlines the mini grant project and overall goals, along with the process for implementing it in the classroom.</p>		
<p>1. Describes the project, including grade level(s) and content area(s), indicates how this project fits into school/district curriculum, indicates process for implementation and assessment, as well as how it would advance the achievement of students.</p>	<p>How can we increase our understanding of 21st Century skills and become better environmental citizens? This project will present sixth grade students with the goal of creating a paperless classroom while cultivating awareness of place-based environmental citizenship. Through the use of Ipads and numerous applications such as but not limited to IWork for IPADs, Airprint, Dropbox and Google Earth, students will create a classroom environment that is both cooperative and collaborative.</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>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.</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>Some of the advantages of an IPAD is it's portability, Internet connection options, and small size. In addition, thanks to the adaptive technologies available on the IPAD, all students will be able to participate in this initiative. This proposal will seek to demonstrate how all these attributes will improve student learning and enable our students to collaborate and share new technologies in reaching the goal of reducing waste. This project will promote teamwork and foster relationships throughout the community.</p> <p>This is an original project that will directly impact 50 % of our sixth students but will ultimately transform the school culture. Sixth grade students study sustainability as described in this curriculum goal: Managing Material Resources: Reduce/Reuse/ Recycle in our own community. To this end students have instituted various projects to recycle materials but the idea of trying to create an environment that decreases the actual amount of paper used throughout a school day is revolutionary. Not only will students be meeting the curriculum goals but they also will be engaging in using new technologies, collaborating, and participating in authentic learning.</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>One of the challenges in our current sixth grade curriculum is the lack of a textbook. Students must look to alternate resources to provide them with the information they need. Online resources are frequently used to augment print resources available in the library but the accessibility of the computer lab frequently makes this task difficult and encourages students to print numerous pages when they have the access.</p>
<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 goals of this project are to expand student's use of technology and make it an integral part of their everyday learning while instituting new ways to reduce their paper consumption. We already know that technology increases student's level of involvement in his or her own learning which is necessary for success. IPADS will make digital resources readily available and their portability make their use as a collaborative tool much easier. This project will challenge students to find their own solutions to answer problems and empower them to use technology in a way that will develop their skills not only in the use of technology but in problem solving, finding and disseminating information, and presenting to an audience.</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>Students will be expected to use their IPADS to find information on waste management, take notes, organize information, collect and record data, share information on a classroom blog, and evaluate the usefulness of a variety of IPAD applications. Specific activities include a paper trash audit , a trip to the Lebanon Solid Waste and Recycling Center which students will film, and a school wide presentation on environmental citizenship. At the end of this unit, students will understand that this is their planet and the have a limited, finite set of resources.</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>In the course of this project, students will be taught how to use collaborative tools such as Google Documents and how to evaluate web sites. The ultimate goal of this project is to demonstrate to the entire school population how the use of new technology tools can eliminate the use of paper and allow students to take charge of their own learning.</p>
<p>6. Proposal supports schools, teams, or districts that haven't participated in mini-grants previously or partners with such entities.</p>	
<p>7. Proposal indicates partnerships which involve NH teacher preparation program faculty.</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>As a school identified in need of improvement in both math and reading, IPADs will supply students with a tool that is easy to use and can be adapted to accommodate a wide range of disabilities. Much of the information that students will access is found on websites and by lessening the dependence on using the computer lab, this will not only benefit the students actively engaged in the project but also all students who need to use this resource.</p> <p>This project meets the goals specifically looking at the content areas of Science and English Language Arts.</p> <p>GSE/GSE</p> <p>S:SPS3:6:2.3 Explore evidence that human-caused changes have consequences for the immediate environment as well as for other places and future times.</p> <p>S:SPS3:6:2.4 Explore how humans shape and control the environment while creating knowledge and developing New technologies.</p> <p>S:SPS3:6:2.5 Investigate environmental and resource management issues at scales that range from local to national to global.</p> <p>ESS4 – The growth of scientific knowledge in Earth Space Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand, and solve local and global issues.</p> <p>LS5 - The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.</p> <p>S1– Scientific Inquiry and Critical Thinking Skills</p> <p>SPS4– Science Skills for Information, Communication and Media Literacy</p> <p>1.6.13- Read to acquire information for different purposes such as preparing a research project or gaining a general impression of the material presented in an article.</p> <p>2.6.10- Use a variety of revising and editing strategies to improve the style and effectiveness of their writing.</p> <p>5.6.1-Compare and use information presented in written, spoken, audio-visual, and graphic forms.</p> <p>5.6.6-Select and organize tasks and projects by understanding directions, making and keeping deadlines, and selecting and using information from a variety of relevant sources.</p> <p>The following ISTE standards will be addressed:</p> <p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>Students apply digital tools to gather, evaluate, and use information.</p> <p>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</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>We plan to present this project at the Christa McAuliffe Conference and the NHSTA conference.</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 participants in this project are going to have to know how to use an IPAD, and applications such as Google Docs, Google Earth, and Imovie. For Professional Development, we will be relying on Atomic Learning to add to our knowledge of how to use IPADs, Google Docs, Google Earth, and IMovie.</p> <p>If we are awarded this grant, we plan to attend the ISTE conference in Philadelphia in June and attend those sessions that will advance our project.</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>As the person in charge of technology in my building, I feel that the district has been supportive in providing the hardware and software as well as the technical support to allow us to implement our technology goals.</p> <p>The classroom teacher involved received a grant to develop a unit on Waste Management for the 2009-2010 school year. This year she expanded that unit to include collaborating with the school's Cafeteria Service, Maintenance Staff, district CFO, and the Lebanon Waste Facility to decrease our district's waste. This grant would enable us to explore the use of new technologies in continuing to meet this goal.</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>Our building supports wireless networks and our broadband has been augmented to meet increased utilization of the Internet. The District has a site license for Atomic Learning that assists us in ongoing staff development. I will have additional district funding for software and peripherals to support this project.</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>We have a District Acceptable Use Policy in place which all students and parents of students involved in the project will be expected to read and sign.</p>
<p>4. Proposal discusses the abilities and expertise of the individual team members with respect to their ability to collaborate, organize, schedule, and deliver a successful project to their students.</p>	<p>I have been a past presenter at both the Christa McAuliffe Conference and the NHSTA conference. Judy and I have collaborated on numerous projects together.</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>See attached letter.</p>
<p>6. Proposal discusses the Extent of Impact within the School – indicates the anticipated number of staff that will be directly and indirectly impacted by the project, as well as the number of students that will be directly and indirectly impacted, along with supporting explanations for each.</p>	<p>Through our school- wide assembly and also our presentation at a staff meeting, the entire population of the Seminary Hill School will be impacted.</p>

<p>7. Proposal discusses the Extent of Impact to Other Schools – Describes how the project will involve or include outreach to multiple schools, or multiple districts, in order to increase the impact of the project.</p>	<p>We plan to videotape our school-wide presentation and upload it onto our site so that it will be available to all the schools in the district.</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="0"> <tr> <td>Apple IPADs</td> <td>15 @\$499 =</td> <td>\$7,884</td> </tr> <tr> <td>Apple IPAD covers</td> <td>15 @\$39=</td> <td>\$ 585</td> </tr> <tr> <td>ISTE Conference registration fees</td> <td>2@370=</td> <td>\$740</td> </tr> <tr> <td>Travel and hotel expenses to ISTE conference</td> <td></td> <td>\$500</td> </tr> <tr> <td>Attendance at celebration event</td> <td>2@\$100=</td> <td><u>\$200</u></td> </tr> <tr> <td>TOTAL</td> <td></td> <td>\$9909</td> </tr> </table> <p>The cost of adding applications to the IPADS will come out of the Seminary Hill Software budget.</p>	Apple IPADs	15 @\$499 =	\$7,884	Apple IPAD covers	15 @\$39=	\$ 585	ISTE Conference registration fees	2@370=	\$740	Travel and hotel expenses to ISTE conference		\$500	Attendance at celebration event	2@\$100=	<u>\$200</u>	TOTAL		\$9909
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SEMINARY HILL SCHOOL
20 Seminary Hill
West Lebanon, New Hampshire 03784

February 11, 2011

Dr. Cathy Higgins
State Director of Educational Technology
Office of Educational Technology
New Hampshire Department of Education
101 Pleasant St
Concord, New Hampshire 03301

Dear Dr. Higgins:

I am pleased to write this letter in support of the Paperless Classroom mini grant being submitted by Fran Gere, Media Generalist at Seminary Hill. I have read the grant proposal in its entirety. This grant would allow our sixth graders to pursue their research and work in solid waste management and perform other technology based tasks without the need to use our already overcrowded computer lab. We have no lack of ideas for incorporating technology across curricula; however, we do lack sufficient hardware to implement ideas such as the paperless classroom. Participants in this grant have my support and I have every confidence they will see this project through to its successful conclusion.

Sincerely,

Martha A. Langill
Principal
mlangill@sau88.net

SCHOOL ADMINISTRATIVE UNIT EIGHTY-EIGHT

84 Hanover Street
Lebanon, New Hampshire 03766
Telephone: 603-448-1634
Fax: 603-448-0602
www.sau88.net

LEBANON SCHOOL DISTRICT

February 9, 2011

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

Dear Dr. Higgins:

I am pleased to write this letter in support of the Paperless Classroom mini grant being submitted by Fran Gere, Media Generalist at Seminary Hill.

The teacher submitting this grant proposal for the Title IID Grant "Paperless Classroom" has my complete support for this grant proposal and project. This grant would allow the sixth graders at Seminary Hill School to pursue their research and work in solid waste management and perform other technology based tasks without the need to use the computer lab.

Such support acknowledges that Ms. Gere has read the RFP, understands the requirements, and that I will allow the applying teacher to fulfill the requirements, if she is awarded the grant.

Please let me know if you need any additional information. I am delighted that this project has been submitted for grant funding.

Sincerely,

Dr. Gail E. Paludi
Superintendent of Schools
SAU #88
Lebanon, NH

SCHOOL ADMINISTRATIVE UNIT EIGHTY-EIGHT

84 Hanover Street, Lebanon, New Hampshire 03766

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LEBANON SCHOOL DISTRICT

February 11, 2011

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

Dear Dr. Higgins:

I asked Fran Gere if I could write this letter of support of the Paperless Classroom mini grant being submitted on the behalf of Seminary Hill Elementary School in Lebanon, NH.

Fran is also a technology integrator at Seminary Hill School and has worked with all teachers at various levels to integrate technology into their curriculum. There are so many demands for the computers at her school that it is very difficult for teachers to schedule the time they need in the computer lab.

This grant proposal for the Title IID Grant "Paperless Classroom" will give Fran and the 6th grade classroom an opportunity to expand access to technology, increase the gains and goals of the curriculum project, and further develop technology skills for students.

Our district doesn't have mobile devices in place so this project will help us in our pursuit of determining the direction we take for future implementations of technology. Fran is a member of our District Technology Committee and will be able to provide professional development for other technology committee members who can then influence technology in their individual schools.

Sincerely,

Allison Mollica
Applications Administrator
Lebanon School District