

**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:	Pelham School District	Date:	2/18/2011
Project Manager:	Holly Doe		
Position Title:	Enrichment and Technology Teacher		
Mailing Address:	61 Marsh Road Pelham, NH 03076		
Email Address:	<a href="mailto:hdoe@pelhamsd.org">hdoe@pelhamsd.org</a>		
Phone:	603-553-7745		

***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: Holly Doe-Pelham Elementary School

<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>Through the arts and sciences, students in first through fifth grade at Pelham Elementary school will be engaged in a school wide competition and celebration to learn about and participate in their own summer Olympics. Ipod touches will allow students to investigate, connect and create content for the opening ceremonies as well as for the competitive events.</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>Students will be asked the question, "How can we connect to the Summer 2012 Olympics events and create our own Olympics at Pelham Elementary that promote the ideals of sportsmanship and the spirit of international cooperation? Students will be engaged in projects that involve researching, compiling resources and creating podcasts, original music and movies. Through a project-based environment students will engage in a greater appreciation and understanding of the arts and sciences.</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>In the year 2012, the summer Olympics will take place in London and at Pelham Elementary School. Mobile technology will engage all 950 students at Pelham Elementary School in activities that prepare and help us participate in the Olympics, thereby addressing our essential question “How can we connect to the Summer 2012 Olympics events and create our own Olympics at Pelham Elementary that promote the ideals of sportsmanship and the spirit of international cooperation? Our primary goal is to engage students in a meaningful and relevant project that connects to the Olympics and their school-wide curriculums. In music and art, students will create artwork, dance and music for the opening and closing ceremonies. In enrichment and technology classes students will use mobile technology to increase their understanding of the physics and math behind Olympic events as well as plan and engineer structures and props for the ceremonies. In physical education students will utilize their iPod touches to learn more about the summer events and the health regimen for an Olympic athlete. In library, students will utilize their literacy skills to conduct research and discover more about the history of Olympics and the location of London, England. Through the arts, the entire school curriculum will be enhanced and extended. The Unified Arts team at Pelham Elementary is a diverse, creative group of teachers. Although there is a computer lab in the school, it is primarily used for accessing the Internet and creating class projects within the Microsoft Suite. With the introduction of iPod touches to our curriculum, the opportunities for student creativity and anytime access will increase. With this accessible technology, students will have a voice that extends through the arts.</p> <p>Pelham Elementary is a school in need of improvement in math and reading. As part of our SINI plan, the Unified Arts teachers have been working to integrate the arts with the teacher’s classroom curriculums during specific enhancement time blocks. During these time blocks all of the teachers work with small groups of students on math and literacy. While our students perform well on the NECAPS in science content, their science inquiry skills are in need of improvement. By bringing mobile technology into enhancement times and our regularly scheduled class times students will be more fully engaged in their literacy, numeracy, and inquiry-based activities.</p>
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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.

The project will be primarily focused on the arts with connections to science, math, social sciences and engineering.

Content Area and Standards which will be assessed during the project:

**Music**

Curriculum Standard 1

Singing, alone and with others, a varied repertoire of music.

Curriculum Standard 2

Performing on instruments, alone and with others, a varied repertoire of music.

Curriculum Standard 4

Composing and arranging music within specified guidelines.

Curriculum Standard 6

Listening to, analyzing and describing music.

Curriculum Standard 8

Understand relationships among music, the other arts, and disciplines outside the arts.

**Art**

Curriculum Standard 5

Analyze, interpret and evaluate their own and others' artwork.

Curriculum Standard 6

Students will make connections among the visual arts, other disciplines, and daily life.

**Science and Engineering**

SPS3– Personal, Social, and Technological Perspectives

S:SPS3:4:3.1 Describe the design process as a logical progression for transforming ideas into reality.

S:SPS3:6:1.2 Work collectively within a group toward a common goal.

S:SPS3:6:1.3 Demonstrate respect of one another's abilities and contributions to the group.

S:SPS3:6:3.2 Identify and describe the procedure for designing a product, including identifying a need, researching, brainstorming, selecting, developing a prototype, testing and evaluating.

SPS4– Science Skills for Information, Communication and Media Literacy

S:SPS4:2:9.1 Collaborate, as a group, with another classroom or school.

Language Arts: Writing and Reading

Broad Goal:

Students will use reading, writing, speaking, listening, and viewing to: gather and organize information; communicate effectively; and succeed in educational, occupational, civic, and social settings.

**Writing and Oral Communication:**

W:IW:3: In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by: W:IW:4:3.1: Including facts and details relevant to focus/controlling idea (State)

W:OC:2: In oral communication, students make oral presentations by

W:OC:4:2.5: Using variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures)

**Social Sciences**

Geography

SS:GE:4:1.2: Display spatial information on maps and other geographic representations, e.g., home-to-school routes or settings in appropriate children's literature.

SS:HI:2: Contacts, Exchanges & International Relations: Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.

SS:HI:4:2.1: Describe the interconnectedness of the world developed using examples, e.g., the contact between Native Americans and European settlers or the location of family members serving in foreign countries.

SS:WH:2: Contacts, Exchanges & International Relations

Students will demonstrate their understanding of the interactions of peoples and governments over time.

SS:WH:4:2.1: Explain how events or global issues affect interactions between countries, e.g., the Olympics or the war on terrorism. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation, G: Science, Technology, and Society)

**Physical Education**

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**ICT Literacy**

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using 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.

The project will begin in April of 2011. The Unified Arts team will attend the LECSN Educating 21st Century Learners Conference in Meredith, New Hampshire on April 8th. This will provide a unified understanding of project based learning and nurture the conversations among the team to refine and plan the project. The technology will be purchased and in the summer the Unified Arts team will work to set-up the iPods and charging locations, create a sign-out schedule and contribute to the list of free and purchased applications necessary to implement the project. Universal rules and procedures will be developed to insure ethical and responsible use of the technology. Wikis, blogs and a twitter account will also be created to update the community, school and other interested educators in the on-going progress. In September, the Unified Arts team will talk with students about this exciting project at grade level assemblies. The first five months of school will be spent familiarizing and teaching students with mobile technology and teaching skills through our classes. Students will begin to learn how to use the iPods in enrichment classes and integrate them into the engineering, science and math curriculum. Students will learn how to use the features of camera, video camera, and voice recording. While all students in grades one through five will access information about the Olympics and London and participate in virtual field trips, students in third through fifth grade will also learn how to create recordings, music and imovies. In February we will begin planning the events and ceremonies. Students will be polled through the iPods on which events they want incorporated into the school wide event. All classes will create flags in art class to represent the ideals of their classroom, the students and their teacher. Work will continue in music with the fourth and fifth graders composing music for the ceremonies and events. Students in fourth and fifth grade will also be charged with the responsibility of reporting about the events at school through podcasts and a school-wide blog. In May, the Opening ceremonies will begin our school-wide celebration and events will continue during Unified Arts time blocks for two weeks. The closing ceremony will be comprised of a movie created from all of the student's work from February through May.

<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>Through professional development opportunities:</p> <ol style="list-style-type: none"> <li>1. Teachers will have a strong grasp of project based learning and how it can be implemented in a Unified Arts classroom setting. By attending the LECSN workshop day in April, we will gain a thorough understanding of project-based learning.</li> <li>2. Teachers will understand and think creatively about how mobile technologies can be used in the classroom in a problem-based environment. Through the Christa McAuliffe Conference we will attend sessions focusing on the benefits and uses of iPod touches.</li> <li>3. Teachers will become experts in multimedia creation of podcasts, movies and slideshows which would then filter to students and aid in creating the final video to share with other educators. We will work in the summer to learn how to use various multimedia apps with the help of the project coordinator.</li> </ol>
<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 Superintendent, Assistant Superintendent and building principal support the project, the training days, and the time that the team needs to develop and evaluate the project. (See attached letter of support.) The Unified Arts team and the administration understand that there is a Mini-Grant seminar that is necessary to attend.</p>
<p>6. Proposal supports schools, teams, or districts that haven't participated in mini-grants previously or partners with such entities.</p>	<p>Pelham Elementary has not previously applied for a mini-grant as part of the Title 2D program.</p>
<p>7. Proposal indicates partnerships which involve NH teacher preparation program faculty.</p>	<p>We are in contact with Matt Treamer at LECSN and he will make us aware of any mobile technology workshops that may arise in the summer or later in the fall.</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>iPod touches and the applications will appeal to a variety of learners and multiple intelligences. This technology is intuitive and quick for students to learn making it accessible to all students. There are built-in accessibility features to the Apple technology that teachers will be able to access in case a student needs accommodations or modifications.</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 will be presenting our project at the Christa McAuliffe Technology Conference and to our professional staff. Our administration is in support of our attendance at the Christa McAuliffe technology conference and will be attending the mini-celebration with our team in 2012.</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>While video production skills are necessary for our team, they are also a focus of our project with students. The project manager, Holly Doe, has experience with iLife and can train the team in iMovie and the productivity suite so that we become more proficient and create the promotional video. We will devote a portion of our time in the summer to learning about video production and creating iMovies to use with student instruction.</p>
<p><b>Capacity for Success (35 points)</b> 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 Unified Arts team continually works to prepare collaborative projects and to talk about how our curriculums tie together during our common planning time and our weekly team meeting. The Project manager is also the enrichment and technology teacher for the school and teaches at the Masters level on the topic of Internet tools in the classroom. She will serve as a primary resource for her team.</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 Unified Arts team has successfully implemented the Olympics as a school-wide event for the past Winter and Summer Olympics. The change for the 2012 Olympics will be the addition of technology to engage students in project-based learning. The Unified Arts teachers currently integrate technology into their core curriculums through Smartboard technology and Internet research and are excited about the opportunity to involve students in the planning and implementation.</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>Pelham Elementary School has a technology committee in place to discuss ICT standards and portfolios. Sharing technology-based projects is a goal of the committee to engage other teachers in the possibilities with technology. We have a wireless network in place so students will be able to access the network with the iPods and a computer lab of 30 computers running Windows XP to assist with any additional technology needs and final production of videos. We have 25 laptops on each of our three laptop carts and they are each equipped with Moviemaker and Photostory. In addition, the enrichment teacher has a mixed-platform (Mac and PC) environment of 30 computers for student projects.</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>Our team is a highly qualified group of creative teachers. Holly Doe, the project manager, has taught for nine years at the elementary level and nine years at the University level. She has her Masters in Technology in Education from Lesley University and teaches for Lesley University with a focus on Web 2.0 collaborative tools. Holly serves on the technology committee and provides technology training to the staff. Erin Weigler and Kate Vanaskie are the two music teachers. Their shared knowledge of instrumental and vocal standards greatly benefits our students. Erin also has a Masters from Lesley University in Creative Arts. Our additional Unified Arts team members are a group of creative, student-centered teachers.</p>
<p>5. Proposal indicates team member and district/administrative support with respect to:</p> <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>	<p>The grant's focus on project-based learning and the Olympics has been presented to the Unified Arts team and all members are excited about the possibilities. The professional days have been mutually agreed upon. This project is based upon the already successful Olympics project that was done without the pervasive use of technology. Therefore, we already understand some of the challenges of pulling together a school-wide event. The iPod touches will bring a new aspect to the project and challenge our group to make this year's Olympics more student-driven than ever before. We are excited to watch how technology will transform and heighten our student's involvement and increase their learning in the arts and associated core content areas.</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>There will be six unified arts teachers impacted by this project. Library, Physical Education, Art, Music (2 teachers), and Enrichment. 950 students will be impacted through the preparation, events and celebrations. Over 50 teachers will be impacted as they participate and encourage the Olympic spirit with their students.</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>The Enrichment, music, and art teacher will present at the Christa McAuliffe conference as well as at their own school for the professional staff. Teachers from surrounding districts will be invited to attend the presentation at Pelham Elementary School.</p>
<p><b>Budget (5 points)</b> 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>	<b>Narrative</b>		<b>Amounts</b>
	Professional Development-The primary team of four Unified Arts teachers will attend the LESCEN Educating 21st Century Learners workshop on April 8th at Church Landing in Meredith, NH from 8:30 to 3:30. The cost for each participant includes substitute pay of \$65.00 per person and the \$125.00 registration fee. Travel costs included.		\$800.00
	The Unified Arts team will attend the Christa McAuliffe Conference in Manchester, NH to present their project. The monies needed for registration and substitutes will be covered by our professional days.		\$0.00
	The entire Unified Arts team(6) and one administrator will attend the Spring 2012 Mini-Celebration Event. Cost will include the \$100.00 per registration and the \$65.00 for substitute pay. Travel costs are included.		\$1130
	Stipends-The project manager will be in charge of coordinating the project and filing all reports including end of grant evaluations. \$125.00 There will also be teacher stipends paid to the four team members for summer work and training in preparation for the project at \$125.00 each.		\$550
	1 Conference Registration (\$250) for the Lego Engineering Symposium in May 2011 at Tufts University with an emphasis on the creative side of robotics and STEM education. This will enhance the enrichment curriculum and contribute to the movie making process through a Stop animation session. Substitute pay included 2 days@\$65.00		\$380.00
	16 Ipod Touches will be purchased for students to use in their Unified Arts classrooms. iPod Touches will be 8GB and \$ 229.00 for each one.		\$3664
	The Bretford ipod touch case will be used to house the iPod touches in a secure and protective case. iPods will also have the benefit of being charged and synced with the computer at the same time. This case will allow the unified arts teachers to carry the iPods to a variety of locations in the school.		\$1199
	One wireless station at the price of \$99.00 will be purchased to be located in a Unified Arts room so that students can log-on to the Internet wirelessly.		\$99
	Three \$100.00 iTunes Volume Vouchers will be purchased to cover the licensing costs of any applications for the iPod touch that are not free.		\$300
	One iMac computer will be purchased to be the center for the iTunes account and syncing station for the iPod touches. It will also aid in creating the video presentations necessary for the grant.		\$1149
	3 Belkin Rockstar 5-way 3.5-mm Headphone Splitters (14.99 each) will be purchased to allow students to listen to an ipod touch in cooperative groups.		44.97
	2 Document Cameras (IPEVO Point to View) will be needed to allow teachers to demonstrate applications on the iPod touches.		\$138.00
	2 Snowball microphones will be purchased to allow students to create more professional audio recordings.		\$199.90
	16 iPod Touch Cases at \$5.00 for each will protect the iPods with repeated use.		\$90.00
	<b>Total Budget</b>		<b>\$9743.87</b>

February 14, 2011

To Whom It May Concern:

This letter is being written in support of a Title 2D Grant which Holly Doe, a member of our unified arts team, has submitted an application.

The purpose of this grant is to engage Pelham Elementary School students in grades first through fifth in a school wide competition and celebration to learn about and participate in their own summer Olympics through the arts, sciences and math. Students will be asked the question, "How can we connect to the Summer 2012 Olympics events and create our own Olympics at Pelham Elementary that promote the same ideals of sportsmanship and the spirit of international cooperation? Ipod touches will allow students to investigate, connect and create content for the opening ceremonies as well as for the competitive events. Students will be engaged in projects that involve researching, compiling resources, creating podcasts, original music and movies.

I understand the requirements of this grant and will allow my unified arts team the professional development days needed to implement this program should the grant be awarded.

Thank you for your consideration.

Sincerely,

Alicia LaFrance  
Principal