

**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:	Timberlane	Date:	2/28/11
Project Manager:	Linda Heuer		
Position Title:	Technology Coordinator		
Mailing Address:	36 Greenough Road, Plaistow, NH 03865		
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Phone:	603-382-6541 x3951		

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:

<p>Criteria</p>	<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>21st Century tasks require 21st Century skills. What tasks you ask? Developing and designing multimedia projects in 9th and 10th grade English classes to showcase and demonstrate knowledge. Students will achieve these goals with unlimited access to laptop computers equipped with internet access, Windows Movie Maker, Photo Story 3 for Windows, and Microsoft Office 2010, as well as flip cameras.</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 explore the essential question: "How can words, music and art be used to enhance understanding the work of William Shakespeare?" The interdisciplinary goals are: 1) Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology, 2) 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, 3) Analyze a complex language experience and interpret the language to create a learning tool and 4) Develop and practice digital media skills.</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><i>Song of Macbeth</i>” is an original project with appropriate technology integration components that will allow students to address a specific essential question 21st Century style: through an original multimedia presentation. The Essential question: How can words, music and art be used to enhance understanding of the work of William Shakespeare? Students will arrive at their understanding by reading, writing, and creating a visual representation through technology based on the play <i>Macbeth</i>.</p> <p>1. Technology integration into classrooms translates to improving student outcome productivity. In other words, when technology is available to students, students tend to be more productive in their own learning. Implementing the <i>“Song of Macbeth”</i> project will provide students the opportunities to demonstrate their productiveness in technology, specifically in the English content area. Timberlane Regional High School has maintained a spot on the state of New Hampshire’s Schools in Need of Improvement List with NECAP scores below the state average in reading for the past two years and writing for the 2009-2010 school year. In terms of improving student achievement</p>
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<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>2. Although the "<i>Song of Macbeth</i>" unit is being done in the English classroom , art and music are incorporated in to the process . The specific English content standards being addressed are: R-10-4:Demonstrate initial understanding of elements of literary texts R-10-5: Analyze and interpret elements of literary texts, citing evidence where appropriate R-10-6: Analyze and interpret author's craft, citing evidence where appropriate</p> <p>The specific Music content standards being addressed are: Content Standard 6: Listening to, analyzing, and describing music Content Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts Content Standard 9: Understanding music in relation to history and culture</p> <p>The specific Art content standards being addressed are: Curriculum Standard 1: Students will create theater through improvising, writing and refining scripts Curriculum Standard 5: Students will research, evaluate and apply cultural and historical information to make artistic choices Curriculum Standard 6: Students will make curriculum connections among theater, the arts and other disciplines.</p> <p>Students will continue to develop ITC standards with their knowledge of ethical, responsible use of technology tools while working on the project. When a teacher is able to oversee students working on this type of project, students are able to learn the correct procedures for searching for information on the Internet.</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>3. Studying the work of William Shakespeare is the significant unit of study for this particular project. Within the unit, students begin by learning about the Elizabethan theater experience, then about the Shakespearean language before finally, acting out and listening to one of Shakespeare's plays (<i>Macbeth</i> in this case). Students are fully immersed in the subject matter and would now be given the opportunity to synthesize their learning through communication and collaboration. In addition to the Reading GLE (Grade Level Expectations) that the unit addresses, the district technology skills are also a primary focus of the project. The specific digital media literacy skills to be the focus are: 1) Creativity and Innovation and 2) Communication and Collaboration. Students will be expected to create an original product from technology tools and do so working collaboratively with other students.</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.	4. The learning goals for professional development are: 1) to become familiar and be able to teach other educators and students how to use Google docs, 2) to learn how to use and teach others about the video production equipment and 3) to use outside resources to enhance understanding of technology integration. Professional Development will include on site training for the Google docs application and video production in terms of using and editing digital media. Teachers will attend at least three technology integration conferences.
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.	See Attached
6. Proposal supports schools, teams, or districts that haven't participated in mini-grants previously or partners with such entities.	6. This proposal supports the English teacher because she has never participated in a mini grant. This application has happened because the students in the class expressed a willingness to research grants that may be available to them to get technology into their hands in the classroom. While researching grants, the teacher was told about this mini grant.
7. Proposal indicates partnerships which involve NH teacher preparation program faculty.	
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.	8. Using art and music to create a multimedia presentation we are able to interest and involve students with a wide range of abilities and needs. The arts allow us to recognize and applaud all learning abilities. By educating students to understand and communicate through visual modes, teachers empower their students with the necessary tools to thrive in increasingly media-varied environments. In addition to the original project there are appropriate accommodations that acknowledge those students with special needs. The process still requires students to look at three mediums of art (literature, music and visuals) but with a more directed approach.
9. Proposal indicates plans for dissemination of the project to other schools and districts throughout the state, including presentations at 2 or more venues.	9. The two teachers will present this project at the Christa McAuliffe Conference in 2011. They will also present it at the technology Integration Workshop at SERESC sponsored by NHSTE.
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.	10. Video production training will be trained within the school by qualified trainers. The video will include the process; pre-project activities, lessons and lectures including instructional lessons. It will showcase the students process and reaction to making the project, similar to a documents with the students going through the 6 step process with sound bytes along the way. With a piece of the presentations and students reactions. The video will end with final thoughts of what students have.
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>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>1. The mission of the Timberlane Regional School District is to engage all students in challenging and relevant learning opportunities, emphasizing high aspirations and personal growth. The Timberlane Regional School District is committed to applying technology resources in an integrated approach to support learning in all subject areas, and to provide students with the knowledge, skills, and expertise to succeed in work and life in the 21st century. The overall goals as set forth in the Timberlane Regional School District Technology Plan are two-fold. First, it is the goal of the district to efficiently and effectively utilize technology resources to support and enhance the delivery of instruction to all students in all subject areas to improve student academic achievement.</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>2. Timberlane Regional high school is committed to letting teachers develop 21st century skills. The TRHS filed a Need of Improvement Plan. We included a goal that states that we will increase the use of new technology tools and software. We also plan to increase the amount professional development training for both teacher and support personnel in the use of technology for the purpose of improving student performance in the classroom. The English teacher and the technology Integrator will work together to for the entire scope of the project to implement a successful project based unit.</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>3. <i>The "Song of Macbeth"</i> is a project that fits into Timberlane Regional High School's mission statement. This project values and nurtures the academic, personal, creative, and social growth of all students. Rigorous academic standards promote continuous improvement through curriculum and experiences that foster excellence, cooperation, and responsibility in our students. Project based learning promotes teamwork as well as collaboration and communication.</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>4. The English teacher and technology integrator teacher are veteran teachers. The English teacher has decided to develop this project into an integrated approach because the teacher has experienced a co-curricular classroom through co-teaching with a Social Studies teacher for the past three years, collaborating instruction and developing blended thematic content. The English teacher feels that this particular project blends three of the five Humanities content areas fluidly along with the school's technology standards. The teacher intends to seek out teachers from the other content areas, share the project, request assistance when necessary, and encourage the participation and creation of more co-curricular projects that would stretch across the Humanities into technology and beyond. The technology integration teacher will work closely with the students to help them work through any technology issues as well as to help them make this project seamless as an integrated project.</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>5. The Technology Coordinator will work with the English teacher and Technology Integrator teacher to support the needs of the project. In order to implement the project, the school IT personnel will make sure that the network access is working in the classroom where the project will take place. The teachers will be able to attend professional development opportunities such as technology Integration workshops and conferences. They will have the support of the building principal. They will attend the required mini-grant meetings. A 3 minute video documentary will be produced. The teachers will work together to prepare the materials necessary for sharing. They look forward to attending and participating in the Mini Grant Celebration Day. They will present the project within the district and will also present either at the Christ McAulliffe Technology Conference, or tat one of the NHSTE Technology Integration workshops. When necessary, they will participate in any necessary post-project evaluations.</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>6. There are already other English teachers at Timberlane Regional High School who are interested in this project. They and their students are investigating other grants so they can acquire the additional technology. The process of writing this grant has also opened discussion in other departments prompting teachers of other disciplines to look into grant opportunities. This has the possibility to impact several hundred 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>7. Most high school English classes study Shakespeare. This project would be a model project to show other high school teachers a way to integrate technology while using a project based learning approach into their classrooms. The three minute video will be posted on Teachertube, Schooltube and Vimeo for other teachers and districts to view. The teachers will also present this project at the Christa McAulliffe Conference.</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>	

<p style="text-align: center;">Hardware</p> <p>Tablet Laptops will be used to research information for units of study based on the six technology ICT Literacy Standards and the District English Standards according to the specific project. Students will go online and learn how to access and utilize google Docs. Students will design and create multi-media projects using Windows Movie Maker, Photo Story 3 for Windows and Microsoft Office 2010. Tablet Laptops will serve as a primary communication tool used for reading literature, creating and responding to blogs and participating in discussions and online poles such as polleverywhere.com.</p> <p>Flip Video cameras will help students to bring creativity, project-based learning and teacher, student, or class-created materials into the curriculum. Incorporating media such as text, audio, graphics and video to convey information also accommodates different types of learners. Flip video cameras can be used to capture student performances, to film presentations or student discussions.</p>	
<p>Hardware Tablet Laptops – 15 @ \$500 = \$7500 Flip Video Cameras – 4 @ \$115.00 = \$460 Provided by Timberlane School District</p>	\$7,500.00
<p>Professional Development (in-house) Onsite training in Google Apps – 2 Teachers x \$25/hr x 10 hours</p>	\$500
<p>Professional Development (contracted services) Christa McAuliffe Technology Conference and Tech Teacher Integration workshops– 10-Pack for \$1,550 LESCN 3rd Annual Spring Conference April 8, 2011 - 2 teachers @ \$125 = 250 Spring 2012 event- 2 teachers @ \$100 = \$200</p>	\$1,550.00 \$200.00 \$250.00
TOTAL	\$10,000

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Serving The
Timberlane Regional School District
Hampstead School District
February 23, 2011

To Whom It May Concern,

Please accept this letter of support for participation of the **Classroom Technology Mini-Grant**.

The Timberlane School District has been committed to technology in the classroom for many years and is fortunate to have a model Technology Plan and a substantial deployment of technologies across all grade levels. Nevertheless, the District has identified "technology" as an area of focus and need with one of the District's primary goals of targeting "purposeful" and "integrated" use of technology in the classroom. To this end, the District has created a series of focus groups to identify specific deployment models that support curriculum in the various curricular areas. We have recently invested in a "Technology Integrator" position, a more mobile and flexible computer deployment plan with managed wireless access across all our schools, have made significant strategic investment in peripherals specifically designed to support our Language and Mathematics instruction, and we are committed to upgrading our substantial "distance learning" capability.

Timberlane Regional School District has established a culture and an expectation for the continued development of 21st Century learning skills and goals. Our dedicated staff, interested students, and well staffed technology department, along with our Technology Integrators are uniquely positioned to support this Grant opportunity at the classroom, teacher and student level and through targeted professional development. We recently developed and significantly updated a video production lab and are eager to take on the challenge of producing the required documentary. We are committed to participating in all Grant meetings, attending the Grant Celebration Day as outlined in the Grant description, and fully participating in the post-project evaluation.

I ask that you give us your most serious and thoughtful consideration as you evaluate the Grant applications. You have my most sincere guarantee that the Timberlane Regional School District would produce wonderful student outcomes through the added benefit of this grant opportunity. Please feel free to call me if I can further assist you in your challenge of evaluating the grant applications.

Sincerely,



Richard A. La Salle
Superintendent of Schools



Timberlane Regional High School

36 Greenough Road • Plaistow, NH 03865 • Phone: 603-382-6541 • Fax: 603-382-8086 • www.timberlanehs.com

February 23, 2011

To Whom It May Concern

I'm writing to you in support of Timberlane Regional High School's participation in the Classroom Technology Mini Grant. Technology has long been a focus of the Timberlane School District. Preparing our students for the twenty-first century depends highly on the ability to utilize technology well. Our teachers have committed themselves to this need by attending extensive hours of professional development to learn the technical aspects of technology and the practical application to learning.

Presently, our teachers are using technology in every subject matter. The staff members who are participating in this grant are very excited about this opportunity to expand their knowledge and instructional repertoire and bolster technology leadership.

The overall goals of the Timberlane Regional School District Technology Plan are two-fold. First, it is the goal of the district to efficiently and effectively utilize technology resources to support and enhance the delivery of instruction to all students in all subject areas to improve student academic achievement. Secondly, it is the goal of the district to prepare our students to the best of our ability to succeed in the workplace, or in higher education, by providing them advanced technology skills. I hope I have included all the necessary information to support our application. Please feel free to contact me at (603) 382-6541 x 3901 should you require additional information.

Sincerely,

Donald Woodworth, Principal