

**A Plan to Move Forward using Technology**

A Grant Request to the  
Fremont Area Community Foundation

Submitted By  
Tom Hills  
On behalf of Grant Public Schools

May 12, 2011

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May 12, 2011

## **A Plan to Move Forward using Technology**

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### 1. Organization Information: Grant Public Schools (GPS)

- The mission of Grant Public Schools is to provide a school system that is committed to excellence in teaching and learning for all students.
- Grant Public Schools is a K-12 system that has a variety of core programs as well as an array of extracurricular programs. Grant Public Schools offers sports, band, choir, art, theater and agricultural programs.
- Grant Elementary School is a second through fourth grade building that proudly serves four hundred fifteen students.

### 2. Purpose of the Grant

- The purpose of this grant request is to obtain funds that will be used to purchase a set of 40 iPad 2's (and accessories) to be shared daily by all third grade students at Grant Elementary School and to equip all third grade classrooms with short-throw projectors and document cameras. This equipment will be used to accomplish three very specific learning goals and enrich the educational experiences of our students while providing an example for others to follow.

### 3. Project Goals

- The first goal of this project is to allow each third grade student the opportunity to use an iPad to access [www.ixl.com](http://www.ixl.com) and obtain the practice they need to master our consistently low scoring math skills as assessed by the Michigan Educational Assessment Program (MEAP).
- The second goal of the project is to use the iPad as a tool to create two digital media writing projects and to support learning as it relates to writing.
- The third goal of the project is to use technology to participate in communication and collaboration activities.

The following is a description of our building's increased use of technology this year to improve student achievement and a plan to guide us into the future.

Over the past several years there has been a need to improve math scores on the third grade Michigan Educational Assessment Program (MEAP). Over the last three years our students have consistently underperformed on certain areas of the math MEAP. Our third grade staff has been struggling to find ways to raise our scores in these areas and has not been as successful as we would like in raising student achievement in these areas.

In the past, addressing areas of weakness involved remedial lessons that were usually delivered to the entire class regardless of need. Quite often teachers would simply assign an extra workbook page or have students copy problems from the whiteboard. These methods can be effective, however they usually fall short and do not address a student's individual learning style and skill level.

Today, with the help of technology, there are ways to give students practice time that is individualized to their own personal needs while providing valuable feedback to the student and teacher. These individualized ways target only the skills that a student struggles with and avoids unnecessary repetition of previously mastered skills.

One of the ways students at Grant Elementary are using technology to improve their math skills is by using a math practice website called [www.ixl.com](http://www.ixl.com) (IXL). This is a K-8 math practice site that is aligned to the Michigan and National Common Core Math Standards. Students who visit this site are able to practice a large variety of math skills. Teachers are able to continually monitor their students' progress and assign practice activities based on each student's individual performance. Struggling students practice basic skills while advanced students practice advanced skills. Students may also practice at home or on any Internet capable device, 24 hours a day, 365 days a year.

My students began using IXL in September of 2010 and my first goal was to improve my students' knowledge of place value. After practice, my students earned a class average of 94.75% on the 8 place value tasks I assigned. Partially due to the success of my classroom, the district chose to purchase a site license for IXL and the other Elementary classrooms began using the site in January. GPS has also made a financial commitment to provide IXL for at least two more years. In the event that IXL funding ends, (IXL costs \$2050 for 417 students and 18 teachers) we will simply switch to a new site or application that will help achieve our desired results. IXL is not the only program available and new applications are appearing daily.

Our building's primary measure of math achievement is the MEAP test. We will not know if our efforts using IXL have raised student achievement on the MEAP after the fall of 2011 when our current students take the MEAP. However, if we look at the mastery data my class has amassed it seems that we are on the right track. My class is now working solely on our low scoring MEAP skills and I'm on track to reach my mastery level goals for these skills. I will have at least 75% of my students mastering the 13 low scoring MEAP skills by the end of this school year.

The students who do not reach this goal will most likely not have done so due to time constraints and lack of access to the program. Overall, I have been able to record an average class level of mastery of 80% or higher on 30 different math skills. Our class has answered 105,024 third grade problems and has used the program for a total of 795 hours 48 minutes. Therefore, I am confident that we will see improvement on the math portion of next year's MEAP.

Regardless of future MEAP results, our building is seeing students receive more math practice and succeeding on our current in-house assessments. The gains we are seeing are the results of visiting the computer lab one or two times a week. Teachers are now excited to go to the computer lab as often as possible and most of the extra time slots have been filled. Using iPads in the third grade classrooms would give the third grade students several more hours of math practice each week, thus leading to even greater gains.

This description of how our building began using IXL is just one example of how technology is changing the way we act when attempting to raise student achievement. This shift in teaching methods came about simply because I was frustrated with my students lack of knowledge related to place value. I tried teaching my class about place value using worksheets, manipulatives, and standard methods, but it did not work. After using technology, my students mastered the skills necessary to move forward with our math program.

I would like to apply this example to other areas. Now that our teachers feel comfortable using IXL in the computer laboratory, it is time to advance our practices. The next step is to bring technology into the classroom in a big way and to use it on a daily basis to help students in other areas of learning. The three goals I have chosen will work together to transform how learning occurs in the classroom.

## Goals in Action

- *The first goal of this project is to allow each third grade student the opportunity to use an iPad to access [www.ixl.com](http://www.ixl.com) and obtain the practice they need to master our consistently low scoring math skills as assessed by the Michigan Educational Assessment Program (MEAP). Currently this is done in the computer laboratory, separated from the daily math lesson. With iPads in the classroom, teachers will be able to immediately extend and remediate the skills they are currently teaching and ensure that students are learning at the point of instruction. For example; when teaching about finding equivalent fractions, I can deliver my lesson and then instead of using paper and pencils to provide practice the students can use an IXL related activity and practice at their own level. While they are practicing, I can monitor the status of the class and target the students who most need my assistance. Using paper I would most likely not be able to see who was struggling until later that evening when I review their progress. By then I have missed the opportunity to provide them with the immediate feedback they need to become successful.*
- *The second goal of the project is to use the iPad as a tool to create two digital media writing projects and to support learning as it relates to writing. The Elementary staff has been well trained in the teaching of writing. GPS has made a significant commitment to improving the writing skills of its students. In writing as in math, our old teaching methods relied on paper and pencil. The writing goals that we will be addressing are related to the blending of technology with writing. With iPads in the classroom, students will be able to create two multi-media writing projects, one about poetry and one essay. For example, when teaching a unit on essays, I may ask my students to do some research related to the subject of their essay. This research typically involves a trip to the library, an exhaustive search through several outdated encyclopedias, then a trip to the copier machine to make some copies for the student to glue onto a poster board for their report. If the same student had an iPad on their desk, the story would be much different. Instead of going to the library the student could go search the Internet and find the most up-to-date information related to their topic. They could then incorporate that information into a multimedia project to display on a class webpage and share that information with the world. This multimedia approach is far more exciting and much like the kind of projects they will create outside of the classroom.*
- *The third goal of the project is to use technology to participate in communication and collaboration activities. This goal is the most difficult, yet offers the largest chance of causing the greatest change in how we deliver instruction. With iPads in the classroom, students will be able to share their multi-media projects with a larger audience. For example, when the students have completed their writing projects they will email their project to friends and family. They will also post these projects to a class web page for all to see. As teacher's skill levels improve, this goal offers enormous possibilities. For example, students may eventually be co-authoring stories with other students from around the globe.*

## Thoughts about the Goals

Since this project represents the first step towards a major shift to the way teachers deliver instruction, I made the first goal of improving math scores easily obtainable. It is reachable, since it relies on a program currently used by the district and familiar to all students and teachers. There will be virtually no training needed to reach the math goal. Students and teachers will have the opportunity to learn how to use the iPad with a familiar piece of software.

The second goal of using technology for research is slightly more difficult yet still allows teachers the ability to rely on the current writing program. For this goal the teacher will have to use the iPad to enhance their current poetry and research projects.

The third goal of collaboration and communication will require the most effort since it is the most complex goal. Currently the only ways people are fostering “communication and collaboration” is by having small group projects with fellow students in the classroom or perhaps sending a pen pal letter. Our students now live in an age of global communication and global collaboration. This goal addresses the need to prepare our students to participate in that world. The technology standards related to this goal all focus on the use of communication tools and the creation of products to be shared in various ways with a variety of audiences. When teachers are trying to reach this goal, their students will be seen using a variety of communication tools to share an array of projects.

It is recognized that these goals are ambitious and represent a significant challenge. Therefore, they should remain prioritized in the order listed to ensure the first goal of raising math scores is accomplished.

At the conclusion of each school year, these goals will be revisited and modified to ensure alignment to achievable standards and to meet the needs of students and staff.

Yong Zhao is a noted professor who is currently Presidential Chair and Associate Dean for Global Education, College of Education at the University of Oregon, where he also serves as the director of the Center for Advanced Technology in Education (CATE). On his blog (<http://zhaolearning.com/>) in the article titled, “The Medium is the Message: Educating Generation M”, he provides a valuable perspective that can be applied to this project. He states, “Given the migration to modern media, the education establishment, schools, textbook publishers, government education agencies, policy makers, teachers, and parents, must consider how to deliver educational content using new media. Apparently, the print medium is becoming increasingly irrelevant to our children but is still the primary platform for educational content delivery. To engage our children, we must use their platform. And that requires major transformative actions and efforts.”

## Additional Experiences

Our primary focus for the first year of this program will be accomplishing the three project goals. However, one cannot dismiss the fact that as students participate in this project they will learn skills beyond the project goals. It is hard to say exactly what peripheral skills each student will take away from the project. One hope is that students will begin to understand that learning is no longer about how many facts they can memorize. With the age of the Internet, knowledge is no longer held by the elite. Facts are virtually free and available to anyone who has the skills to find them. Students will have to learn how to search for facts instead of learning facts. Students will have to learn how to determine the quality of information and then glean from it what they need. Students will have to learn how to create and share information instead of just consuming it. Hopefully our students will begin to make the transition from consumers of knowledge to creators of knowledge. One of our greatest strengths as a nation is our ability to create new ideas. This project will allow students to be creative in a 21<sup>st</sup> century way.

## Staff Training

There will be three phases of training. The first phase will address the actual operation and use of the iPad. The second phase of the training will be related to the use of the devices in a classroom environment to alter teaching methods. The third phase involves the hiring of outside consultants.

The first phase of training can be implemented by our by our technology director, Mr. John Williams. Mr. Williams has worked closely with me on this project and is committed to its success. Mr. Williams has successfully installed the wireless network required to help make this project successful. He has been working closely with our administrative team to assist them with their iPad project and has been pleased with those results. He will be able to use what he learned from that project and apply it to this project. Mr. Williams will be working with our staff to ensure that they know how to use and care for the devices. If possible, this training will be conducted at the end of this school year using iPads previously acquired by the district. In the event the first stage of training cannot be conducted this year, it will occur during the scheduled in-service week prior to students arriving next year. Mr. Williams has also offered to assist teachers over the summer.

The second phase of training will be researched, created and implemented by the third grade team. This phase involves teachers working together to research and find ways to transform their teaching methods to best exploit the capabilities of the devices. As part of this research, visits to other schools that are using iPads will likely occur. As a result of this research, new methods will be implemented and evaluated. Contractually, our team must meet once a month, however, we have agreed meet as often as necessary to ensure the success of the program.

The third and final phase of training involves hiring an outside consultant to visit our district to provide additional training related to teaching with technology. At this stage of the proposed implementation plan, this step is not necessary. However, it may become necessary if the program expands to the middle and high school levels where more advanced uses of the devices force staff members to learn more complex technology skills and creative teaching methods.

At the date this grant was written, the third grade staff felt they could successfully implement and reach the first goal (math) with little need for training other than device operation. The second goal (writing) will require teachers to spend time learning how to adjust their lessons to take advantage the iPad's writing related capabilities (research, multi-media, camera, presentation programs) to help students create vibrant writing projects. The third goal (tech) will require training related to communication programs like secure student e-mail, wikis, blogs, IM, chat rooms, video-conferencing, Moodle, and Blackboard. Training related to communication programs will have to wait for a period of time until it is determine which programs will best meet the needs of our students. Mr. Williams can assist with software and hardware training while the teaching staff will conduct research and work together to improve and enhance the delivery of instruction.

## Project Evaluation Plan Overview

The evaluation plan has three components.

- Evaluating student progress to ensure they meet the three project goals
- Observing teachers to ensure they are using iPads to reach the three project goals
- Noting the occurrence of new teaching methods as a result of having iPads in the classroom
- Overview of the program

## Project Evaluation Plan, Part 1

### Evaluating Student Progress

- The first goal of this project is to allow each third grade student the opportunity to use an iPad to access [www.ixl.com](http://www.ixl.com) to obtain the practice they need to master our consistently low scoring math skills as assessed by the Michigan Educational Assessment Program (MEAP).

Progress towards this goal can be evaluated and measured by monitoring the reports generated by IXL. These reports provide a variety of useful data points that can be accessed by parents, students, teachers and administrators. Parents and students can log-on to their student account and see exactly what skills their student has mastered. Teachers can monitor their students' progress using a variety of reports and use that information to formulate the student's individualized learning plan. Administrators can use the reports available only to them to track individual student use and monitor teacher use as well. This goal will be considered met when the student has achieved an 80% or higher level of mastery on all the weak MEAP math skills as identified by the previous three years.

- The second goal of the project is to use the iPad as a tool to support learning as it relates to writing.

Since the standards chosen for this goal specifically mention the production and publishing of writing projects, students will be creating two digital writing projects. The first two projects will be related to poetry and essay. This goal will be considered met when the student has successfully completed two digital writing projects.

- The third goal is to use technology to participate in communication and collaboration activities. This goal's main purpose is to safely guide students to use communication tools to interact and share information with various audiences. This goal will be considered met when this student has successfully shared their two digital media project using two different methods. The first project may be share using email and the second project may be shared by posting the project to the classroom website. As the skill levels of the students and staff increase, both will be encouraged to use more advanced methods of sharing.



## Project Evaluation Plan, Part 2

### Evaluating Teacher Progress

- The first goal of this project is to allow each third grade student the opportunity to use an iPad to access [www.ixl.com](http://www.ixl.com) and obtain the practice they need to master our consistently low scoring math skills as assessed by the Michigan Educational Assessment Program (MEAP).

Administrators can easily monitor teacher's progress towards this goal by using their administrative privileges available on IXL. Administrators are currently evaluating the pace at which teachers are teaching our math program.

- The second goal of the project is to use the iPad as a tool to create two digital media writing projects and to support learning as it relates to writing.

Administrators may monitor the progress towards this goal by requesting to view the student progress charts used by the classroom teacher. Administrators are currently evaluating the pace at which teachers are teaching our writing program.

- The third goal of the project is to use technology to participate in communication and collaboration activities.

Administrators may monitor the progress towards this goal by viewing the teacher's classroom web page where student projects will be posted.

Additionally, administrators currently have an evaluation program called Power Walkthrough to assist with teacher evaluations. This program can be adapted to include "check boxes" for each of the three goals. As administrators walk through the classrooms they may record when technology is being used to reach these goals. Administrators use iPads (mxMobile HD) to help record their observations.

### Project Evaluation Plan, Part 3

Recording the occurrence of new teaching methods as a result of having iPads in the classroom.

- For this part of the evaluation plan, the individual classroom teachers will be asked to create and submit one innovative lesson outline for each of the project goals at some point during the school year. These lessons will be discussed and shared at team meetings as they are created.

## Project Evaluation Plan, Part 4 General Overview

In the final stage of the program evaluation teachers and students will be asked to consider the following questions. Teachers will share their written responses with their team members. The team will review student responses and changes will be made accordingly.

### Teachers (all levels)

- What do you feel were the biggest strengths and weaknesses of the program? Please try to provide specific examples.
- What about using iPads in the classroom were you most comfortable/uncomfortable with?
- Did the devices perform as you hoped?
- What was your greatest accomplishment?
- What teaching methods are no longer necessary?

### Students (third grade, survey taken using the iPad)

- Do you like working with the iPads? (why/why not)
- Did the iPads help you learn more in math? (yes/no explain)
- Did the iPads help you become a better writer? (yes/no explain)
- Did the iPads help you share your ideas?
- What would school be like if you couldn't use an iPad?
- Take a picture of yourself using your iPad and with your iPad, email it to your teacher. (or similar activity)

The results of these surveys will be discussed at an end of the year meeting.

## Standards to be Addressed by All Third Grade Teachers

All Michigan schools will be transitioning to the new Common Core National Standards for math and language arts beginning in the fall of 2013. Beginning in 2009 all Michigan schools began using the Michigan Educational Technology Standards. We will continue using the current Michigan Educational Technology Standards into the foreseeable future. Starting in the fall of 2014 we will be transiting to the Common Core Standards.

I have aligned this project to the latest Michigan Department of Education Grade Level Content Expectations, Common Core National Standards, and the Michigan Educational Technology Standards.

- Standards Related to Goal One

Based on prior difficulties on the math section of the 2008, 09, 10 MEAP test, the specific math standards that all third grade students will strive to improve upon are as follows.

Michigan Department of Education  
Grade Level Content Expectations  
Third Grade, Math, v.12.05

G.GS.03.01 Identify points, line segments, lines, and distance.

G.GS.03.06 Identify, describe, build, and classify familiar three-dimensional solids, e.g., cube, rectangular prism, sphere, pyramid, cone, based on their component parts (faces, surfaces, bases, edges, vertices).

G.SR.03.05 Compose and decompose triangles and rectangles to form other familiar two-dimensional shapes, e.g., form a rectangle using two congruent right triangles, or decompose a parallelogram into a rectangle and two right triangles.

N.FL.03.11 Find products fluently up to  $10 \times 10$ ; find related quotients using multiplication and division relationships.

N.ME.03.16 Understand that fractions may represent a portion of a whole unit that has been partitioned into parts of equal area or length; use the terms “numerator” and “denominator”

N.ME.03.17 Recognize, name, and use equivalent fractions with denominators 2, 4, and 8, using strips as area models.

N.ME.03.18 Place fractions with denominators of 2, 4, and 8 on the number line; relate the number line to a ruler; compare and order up to three fractions with denominators 2, 4, and 8.

N.MR.03.15 Given problems that use any one of the four operations with appropriate numbers, represent with objects, words (including “product” and “quotient”), and mathematical statements; solve.

M.PS.03.11 Add and subtract money in dollars and cents.

M.PS.03.13 Solve contextual problems about perimeters of rectangles and areas of rectangular regions.

M.UN.03.01 Know and use common units of measurements in length, weight, and time.

M.UN.03.03 Understand relationships between sizes of standard units, e.g., feet and inches, meters and centimeters.

M.UN.03.04 Know benchmark temperatures such as freezing (32°F, 0°C); boiling (212°F, 100°C); and compare temperatures to these, e.g., cooler, warmer

- Standards Related to Goal Two

Based on the requirement to incorporate technology into writing, the specific writing standards that all third grade students will address are as follows.

Common Core State Standards Initiative  
Third Grade, English Language Arts Standards, Writing, 2010

Production and Distribution of Writing

- W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Research to Build and Present Knowledge

- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

- Standards Related to Goal Three

Based on the requirement to use technology as a tool for communication and collaboration, the specific technology goals we will address are as follows.

Michigan Department of Education  
2009 Michigan Educational Technology Standards  
Grades 3-5

3-5.CC. Communication and Collaboration—By the end of grade 5 each student will:

3-5.CC.1. use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, videoconferencing, Moodle, Blackboard) and online resources for group learning projects

3-5-2.CC.2. identify how different software applications may be used to share similar information, based on the intended audience (e.g., presentations for classmates, newsletters for parents)

3-5-2.CC.3. use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences

## Proposed Schedule of Use

The vision behind this project is to slowly make the transition from desks covered with papers to desks covered with technology. Teachers will also be making a change in how they teach. By making full use of this technology teachers will be able to assess student learning in ways not yet imaginable and will modify their instruction to meet these needs. None of this can be done without putting technology in the hands of students on a daily basis. Here is a schedule to ensure students will have daily encounters with technology.

There are five sections of third grade. Each section will have the iPads in their room for at least one hour each day. Students arrive at 8:05 and depart at 3:15.

8:20-9:20 teacher one

teacher may start as soon as students arrive (8:05)  
teacher is responsible for start-up and maintenance checks  
*10 min. transition*

9:30-10:30 teacher two

*10 min. transition*

10:40-11:40 teacher three

*10 min. transition*

lunch/recess (11:50-12:40)

12:50-1:50 teacher four

*10 min. transition*

2:00-3:05 teacher five

teacher gets five extra minutes so students can clean devices

The first teacher of the day will be responsible for any start up and maintenance inspections. The last teacher of the day will be responsible for cleaning the devices and transporting them back to the first teacher's room for locked storage and charging. Adults will transport all devices in a secured rolling cart. If a substitute teacher is in the room, iPads will not be available to that class until the primary instructor returns.

If at the end of the first marking period all parties determine that this schedule is inefficient, it may be changed to an every-other day plan. However, the primary goal will always be for daily contact with the devices for all third grade students.

Due to these time constraints teachers may work on the three project goals simultaneously or in isolation. Perhaps they will use the iPads for math three times a week and for writing two times a week. If a teacher chooses to use them for a larger writing project they may be used daily for writing until the project is completed. One should not expect that teachers would be working on all three goals daily. However, teachers should strive to complete the goals in the order they are written.

## Possible Future Implementation Plan

Should this project meet our expectations, there will likely be interest in expanding this project to other classrooms in the district. The third grade team is committed to assisting with the expansion of this program should the need arise.

- 1<sup>st</sup> yr. one shared set of 40 iPads and projectors/cameras for third grade
- 2<sup>nd</sup> yr. one per each student and teacher in third grade and a shared set for fourth and fifth grade
  - 3<sup>rd</sup> completed
- 3<sup>rd</sup> yr. one per each student and teacher in fourth and fifth grade and a shared set for sixth and seventh grade
  - maintenance for first shared set
  - 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> completed
- 4<sup>th</sup> yr. one per each student and teacher in sixth and seventh grade and a shared sets for eighth grade and the High School, Middle School and Primary Center computer labs
  - maintenance for third and shared set for fourth and fifth
  - 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> completed
- 5<sup>th</sup> yr. one per each student and teacher in eighth grade and one per each student and teacher in the entire High School
  - maintenance for fourth and fifth and shared set for sixth and seventh
  - 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, H.S. completed
- 6<sup>th</sup> yr. one per each student and teacher in first, second and kindergarten
  - maintenance for sixth and seventh, shared sets in eight, and computer labs
  - K-12 completed
- 7<sup>th</sup> yr. maintenance for eighth grade, H.S.
- 8<sup>th</sup> yr. maintenance for eight, first, second, and kindergarten
  - begin new cycle, replace oldest devices

Projectors and document cameras will not be needed in all district classrooms, many of the upper grade classrooms are fully equipped.

There will always be 5 extra iPads in the district to be used when iPads have to be removed from the classroom for maintenance. There *must* be complete class sets at all times.

## Sharing Knowledge is Key

Since we are one of the first schools in the area to attempt such a project, there will likely be a need to share what we learn with others. We will create an *iPod Project* page to be placed on the Elementary School's web site to share information related to this project. All documents, related to this project (this grant included) will be available by request or on-line through the school web page. We will be asking others for help and feel it is necessary for us to help others in return. We are willing to open up our classrooms to visitors who wish to see our efforts.

## Portability of this Program

This program will be especially easy to transfer to other schools in Newaygo County since all Newaygo County schools use the exact same curriculum standards. Starting in 2012, every school in the state will be using the Common Core State Standards making this project easy to transfer beyond the county.

Consideration was also given to the ease at which this program could be adapted to other grade levels within the Grant Public School system. All grade levels have math skills that need improving, all grade levels are working on the creation of writing projects. All grade levels can benefit from collaborating and communicating with the world around us. This program can be easily moved to other grade levels by changing the specific math skills and writing projects to meet the grade level in which the program occurs.

Note. Should a key member of this project (Mr. Hills) be reassigned to another teaching assignment next year (2011-12) for any reason, this program will follow that staff member and be adapted to his specific assignment. If after the first year of the program (2011-12), Mr. Hills changes teaching assignments again, the iPad project will not follow him to his new assignment. Any adaptations to the program for this reason will be communicated to the Fremont Area Community Foundation in a timely manner. The goals of the program will remain unchanged.

## Description of Hardware and Reasoning for Quantities

- **shared class set of 40 iPad 2's**
  - given the current state budget, class sizes of 30+ may be a reality
  - iPad cases, we will purchase the strongest hard plastic cases available
  - iPad screen protectors
  - currently none in building for student use (1 for admin)
- **two mobile carts**
  - locking carts will be used to transport iPads safely between rooms
  - carts have all the necessary cables for syncing and charging
  - largest cart holds 30, two carts will speed student distribution/collection
  - currently none in building
- **two MacBook Pro laptop computers**
  - these are needed to sync the iPads and to assist with the viewing of student created projects
  - currently none in building with needed capabilities
- **five short throw projectors**
  - allow images from desktop computer and any iPad to be shown on a whiteboard
  - allow images from document cameras to be show on a whiteboard
  - allows a student to view demonstrations conducted on instructor's iPad or computer
  - interactive, can be used for a variety of lessons
  - one in building (fourth grade)
- **five document cameras**
  - allows print materials to be projected with the short throw projector
  - four in building attached to standard projectors and mobile cart
- **apps voucher (applications)**
  - In the subsequent years of the project it will be important to look at how applications can be utilized in all subject areas. Given the fact that these devices will only be in each classroom for one hour each day, application purchases not related to the three mentioned may not be possible the first year.
  - Keynote and Pages will likely be the first two purchases
  - Only applications that directly relate to the three goals will be considered at this time. All application purchases will be made by unanimous vote of the third grade team and in consultation with Mr. Williams (Grant Technology Director).
  - additional apps not related to goals may only be considered if the needs of the three main goals are firmly met
  - students may not download apps
- **cables and installation**
  - the short throw projectors must be mounted to the ceilings and cables run to document cameras and docking station

Staff Qualifications Page  
Members of the Third Grade Team

- Tom Hills  
B.S. Degree (+36) Teaching Certificate from M.S.U.  
Certified in K-5 all subjects, 6-8 Social Studies  
started teaching in 1995  
two years - first grade (BPS Bangor, MI)  
seven years - second grade (GPS)  
eight years - third grade (GPS)
- Theodore Christensen  
MA Master of Early Childhood Education GVSU 2000  
BFA GVSU 1988,  
Certified K-12 Art, 7-12 English, K - 8 All Subjects,  
ZA Early Childhood Endorsement  
15 years in a combination of kindergarten and first grade (GPS)  
6 years at third grade (GPS)
- Lisa Corbett  
BA. Degree (+36) Teaching Certificate from G.V.S.U.  
Certified K-8 self contained, K-12 special education, MI, LD, EI  
started teaching in 1994  
sixteen years - special education (GPS)  
two years - third grade (GPS)
- Todd Nevins  
BA + 34 Degree and Teaching Certificate from Aquinas College  
Certified in K-5 all subjects, 6-8 Social Studies  
started teaching in 1994  
one and a half years – Title One Instructor (GRPS)  
one year – second grade (GPS)  
fifteen years – third grade (GPS)
- Cheri Wood  
B.A. Education/Psychology emphasis  
M.A Degree in Learning Disabilities  
Certified K-8 self contained, K-12 special education, MI, LD, EI  
Sixteen years – special education 2<sup>nd</sup>-4<sup>th</sup> (GPS)  
Three years – third grade (GPS)  
One year – fourth grade (GPS)

## Organization Structure

Grant Public Schools  
Administration Office  
148 South Elder, Grant, MI 49327  
Phone 231-834-5621  
Scott Bogner, Superintendent  
<http://www.grantps.net/B/Administration.aspx>

### School Board Members

- Jon Dixon (Trustee)
- Kris Lesley (Treasurer)
- Jon Chase (Trustee)
- Jill Niewiadomski (Secretary)
- Paul Roberts (Trustee)
- Jim Stuart (Vice President)
- Dave Robinson (President)

<http://www.grantps.net/P/Administration/Board%20of%20Education.aspx>

Grant High School  
331 East State St., Grant, MI 49327  
Phone 231-834-5622  
Dan Simon, Principal  
Brian Galsterer, Asst. Principal  
Lance Stray, Athletic Director  
<http://www.grantps.net/B/HighSchool.aspx>

Grant Middle School  
96 East State St., Grant, MI 49327  
Phone 231-834-5910  
Principal, Lance Jones  
Dean of Students/Athletic Director: John Klever  
<http://www.grantps.net/B/MiddleSchool.aspx>

Grant Elementary School  
160 East State St., Grant, MI 49327  
Phone 231-834-5678  
Principal, Joel Schuitema  
<http://www.grantps.net/B/ElementarySchool.aspx>

Grant Primary Center  
103 South Elder Ave., Grant, MI 49327  
Phone 231-834-5707  
Principal, Renae Galsterer  
<http://www.grantps.net/B/PrimaryCenter.aspx>

## Final Note

In conclusion, I would like to say thank you to the Fremont Area Community for their efforts both past and present. I appreciate being given the opportunity to present these ideas here today. I recognize that this program represents a significant investment on your part, and we will do our best to insure the funds are used to impact student achievement. If you have any questions about this project please don't hesitate to contact me. I am willing to meet with your group anytime to discuss this project. I hope that this project will be of interest to your organization and that it will be the beginning of a long-term effort. My fellow team members and myself are committed to making the first step of this project successful.

Thank you for your consideration, I look forward hearing from you,

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Mr. Tom Hills  
Third Grade Teacher  
Grant Elementary School  
Grant, MI 49327  
Work 1.231.834.5678 ext. 272  
Cell 1.616.834.3361