

Georgia Department of Education

A. Name of School/Local Education Agency (LEA) Applicant:						
Mattie Lively Elementary School						
System Name: Bulloch County Schools		3-digit System Number: 616		Funding Amount Not to Exceed \$98,518.00		
Superintendent's Name:		Dr. Lewis Holloway				
B. School/LEA Applicant Contact: (List the person who can answer questions about this application and who will receive official correspondence regarding this grant.)						
Name:		Title:		Email:		
Kevin A. Judy		Principal		kjudy@bulloch.k12.ga.us		
				Phone 912-764-6271		
C. Leadership Team: (1 = Media Specialist 2 = Grant Teachers 3 = Building Level Admin.)						
Name:		Email:		Role for Leadership Team:		
Debra Chester		dchester@bulloch.k12.ga.us		1		
Alicia Brown		nibrown@bulloch.k12.ga.us		2		
Yvonne Redden		yredde@bulloch.k12.ga.us		2		
Lourie Owens		lowens@bulloch.k12.ga.us		2		
Audra Nelson		anelson@bulloch.k12.ga.us		2		
Kevin Judy		kjudy@bulloch.k12.ga.us		3		
D. School to be Served:						
School Name:		Grade levels of grant classes:	Approx. Number of Teachers to Receive Training:	Approx. Number of Students to be Served:	Curriculum Content Area to be Addressed: SS = Social Studies MA = Math SC = Science LA = Language Arts	4-digit School Code:
Mattie Lively Elementary		2-5	5	441	<input checked="" type="checkbox"/> SS <input checked="" type="checkbox"/> MA <input checked="" type="checkbox"/> SC <input checked="" type="checkbox"/> LA	5050
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E. Partner(s): (Government agencies, businesses, not-for-profits, and/or other school systems that will serve as official partners for this grant.)						
Organization		Contact Person		Email		Phone
ETTC		Monica Lanier		mlanier@fdresa.org		912-842-5000
iNet		Dianne Bath		dbath@georgiasouthern.edu		912-681-5307
Georgia Southern University		Judith Repman		jrepman@georgiasouthern.edu		912-681-5307
Josh Aubrey Productions		Josh Aubrey		Joshaubrey65@yahoo.com		912-687-0920

Introduction

Mattie Lively Elementary School is one of nine elementary schools in the Bulloch County School System, which is located in Statesboro, Georgia. It houses grades Pre-K through 5th. Mattie Lively Elementary School is a Title I school with an enrollment of 447 students with approximately 67% of the student population qualifying for free/reduced lunch. Bulloch County is a rural county, with a population of about 63,207 based on 2006 census estimates. It is below the state median in the areas of unemployment per capita income and household income. Over twenty-two percent of the county's adults 25 and older have not completed high school. Many of our students do not have adequate or consistent exposure to technology in the home and do not receive enough guidance in responsible or academic use of technology tools. A new Technology Director and Superintendent for Information Systems has been a catalyst for increased change in regards to technology, but challenges remain in areas of funding for hardware and professional learning .

A. Project Personnel

Language arts is the backbone of education. It forms the basis for learning textual and oral information, supports the successful expression of ideas, and is essential for effectively understanding others. Without a strong foundation in written and oral communication, learning in other content areas is compromised. Language Arts scores have fallen state-wide, and this is due in part to the fundamental change in expectations set forth by the new Georgia Performance Standards - and educators' difficulty in meeting that change. The new standards have changed the landscape of our curriculum; they demand that students apply their knowledge in meaningful ways to realistic tasks, rather than regurgitate isolated facts. They demand a more holistic and integrated approach to learning content, and this means that reading and writing is critical to every child in every field. So with this in mind, our school is focusing on language arts. As a school, we realize that we have to address this and alter our teaching methods to not only accommodate the new standards, but the changing face of learning today.

The team chosen for this grant believes in the importance of language arts as well as the importance of using technology to reach all of our students. Our team was chosen based on their strengths in this area, their leadership skills, and their ability to be a catalyst for change in the school. Simply put, they are teachers that others naturally emulate and listen to. These teachers have demonstrated a desire and the ability to adopt new technologies and new pedagogies and they have good rapport within their grade levels and with each other. They are fearless and want to see tremendous change within their classrooms. These influential teachers will disseminate lessons learned in this grant and will guide and mentor other teachers in this school.

Technical Support:

Craig Liggett, Assistant Superintendent for Information Systems, received his Bachelor of Arts at the University of Missouri in Kansas City, his Master of Arts in Secondary Mathematics Education at Georgia State University, and his L-5 Administrative add on Certificate at Georgia State University. He taught in DeKalb County, Georgia at Cross Keys High School from 1989 – 1998. He was the Internet Coordinator in DeKalb County from 1998 – 2005. From 2005-2006, he was the Manager for Network Services in DeKalb County. From 2006 – Present, he has served here in Bulloch County as Assistant Superintendent for Information Systems. Mr. Liggett's work as a teacher, an Internet Coordinator, a Manager of Network Services with the DeKalb County School System and now an Assistant Superintendent for Bulloch County Schools has allowed him to apply the best that today's computer technology has to offer from a creative point of view than most technology directors. As a result, he has an unusual talent for turning challenges into solutions that can yield results.

Faye Lee, Technology Liaison, has 9 years experience in technology. She is A + certified (A plus), which is entry level certification for PC computer technicians. Individuals who have this certification possess the knowledge and skills to provide basic support for most types of IBM-compatible systems. She has been trained in Fast ForWord (software solutions that boost students' processing efficiency and reading ability with enduring gains), First Class Email client (FirstClass is a cost-effective, feature-rich messaging and communications solution), MAP (Measures of Academic Progress - Reading, Mathematics, and Language Usage tests measure growth to inform teaching and learning). Mrs. Lee is an owner of Network System Company Inc, which is committed to the mission of being the leading provider in telecommunications wiring. Mrs. Lee is also an owner of TCOM Design, which offers telecommunications design and consulting to a variety of markets: Education, Legal, Healthcare, Construction,

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Government, and Corporate. The company's services include Information Transport System Design: Data, Voice (VOIP), Wireless, CATV, CCTV, Multi-Media, Optical Fiber System Design: Lan/Man/Wan, Campus Network Other Services: Data Center Design: Job Cost Estimates, Site Surveys, Hardware/Software Applications.

School Administrator:

Kevin Judy, principal at Mattie Lively Elementary School, graduated from Georgia Southern University with a Bachelor of Science degree in Middle Grade education. Mr. Judy received a second undergraduate certification in Kinesiology before obtaining a Masters of Science in Sports Management degree. His teaching career included teaching Life Science, World Geography, Health, Physical Education and Technology all at the middle grade level. While in these teaching roles, Mr. Judy completed his Educational Leadership degree from Lincoln Memorial University. This is his seventh year of administration both as a middle school and elementary school principal. Mr. Judy's years in Technology Education instilled a love of technology and the growing need to have our students to become more technology literate. Mr. Judy has been an advocate of using technology in all aspects of education, especially in the classroom, since he began his administrative career. Mr. Judy's role within the grant leadership team will be to oversee the grant team, and provide direction in the area of instruction.

Media Specialist:

Debra Chester received both a Bachelor's and a Master's of Science in English Education from Georgia Southern University. She also received a Master's of Education and an Education Specialist degree in Instructional Technology from Georgia Southern University. Mrs. Chester is currently working on her doctoral degree in Educational Leadership at Nova Southeastern University, which has provided her with additional knowledge into the use of new technologies. She has created an educational blog which contains links to numerous sites and shares these with her teachers and students. She has also created an online lesson on using Rubistar in the classroom, complete with an evaluation through the software program Quia. She is a veteran educator with over 26 years of experience. Mrs. Chester was an English teacher at Jenkins County Middle School and Claxton Middle School. She taught English at Statesboro High School for 16 years, and served as the yearbook advisor, a Y-Club advisor and Newspaper advisor. Mrs. Chester currently serves as the Media Specialist/Technology Coordinator for Mattie Lively, responsible for the acquisition and implementation of technology and software used for instructional purposes. She serves as the coordinator for the Renaissance Place products used at the school, serves as the school webmaster and the communications person. Mrs. Chester is a member of the Bulloch County Technology Committee, which annually addresses the county technology plan. She served on the original team which created the first five year technology plan that brought about the creation of the technology liaison position for each school. She is an adjunct faculty member of Georgia Southern University's Instructional Technology Department, where she has served on the Microsoft/AACTE Innovative Teachers Grant Committee and on search committees for new faculty. Mrs. Chester was selected as Statesboro High School STAR Teacher and Bulloch County STAR Teacher in 1996.

Grant Teachers

Lourie Owens, 4th grade teacher at Mattie Lively Elementary School, received her Bachelor's of Science in Elementary Education from Florida State University and her Master's of Science in Early Childhood Education from Georgia Southern University. Mrs. Owens is currently in her 18th year of teaching. Starting her career in Effingham County, Mrs. Owens taught 5th grade, 3rd grade and Title I math. Mrs. Owens transferred to Bulloch County Schools where she has been teaching 4th grade for the last 10 years. Mrs. Owens serves as the chairman for the Professional Learning Committee, grade chairman, leadership team representative, member of the school improvement team, member of the visiting team for Georgia Partnership for Excellence in Education, a non-profit, non-partisan independent organization consisting of business, education, community and government leaders who are focused on efforts to shape policy and reform public education in the state. She also serves as the director of the FBI (Fathers Being Involved, a volunteer unit of fathers at her school). This volunteer unit was begun by Mrs. Owens in hopes of increasing parent involvement at Mattie Lively. She currently oversees 35 fathers that volunteer within the school and have recently begun mentoring 26 boys that have been identified by the staff as needing positive male role models. New hardware such as classroom performance system (CPS), Mimio and Interwrite have been piloted by Mrs. Owens. Only two teachers were chosen to use the CPS at Mattie Lively. Because of Mrs. Owens innovative teaching and continued drive to improve instruction, she has been

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selected by her principal to pilot new programs such as the Interwrite Pad and the Mimio. She continues to look for new ways to engage students as she moves her classroom into the 21st century.

Niki Brown, 2nd grade teacher at Mattie Lively Elementary School, received her Bachelor's of Science in Elementary Education from Georgia Southern University. Mrs. Brown is currently pursuing her Master's of Education in Instructional Technology. Mrs. Brown is in her 10th year of teaching, with experience in 2nd, 3rd, 4th, and 5th grades at Mattie Lively Elementary. She has served as grade chairman, parent involvement chairman, and is currently the Pyramid of Intervention chairman for grades K-2. As a teacher, she continues to look for innovative ways to instruct students. Mrs. Brown has implemented many types of technology in her classroom such as Classroom Performance System, Lightspan software, Mimio and SMART board tools. The school did not have the funding to supply others with these technologies, and she was selected due to her drive and willingness to try new tools. She served as a pilot for these technologies and was successful in implementing them in her classroom. Niki Brown has extensive SMART board experience and is acting as a mentor to the rest of our team on the use of this technology. She has used the SMART board extensively through her work at Georgia Southern in Instructional Technology. She has modeled this new technology, spurring other teachers' excitement about utilizing this tool to enhance their instruction. Mrs. Brown is dedicated to integrating technology in the classroom to create a more self engaged learner.

Audra Nelson, 5th grade teacher at Mattie Lively Elementary, received her Bachelor's of Science in Middle Grades Education from Georgia Southern University. In addition, she received her Master's of Education in Instructional Technology with certification as a media specialist. Mrs. Nelson also has certification in Early Childhood. Mrs. Nelson is in her 11th year of teaching, with experience in 2nd, 4th, 5th, 7th, and 8th grades. She has served as grade chairman, a member of the technology committee, co-chair of the yearbook committee, and member of the School Improvement Team. Mrs. Nelson is piloting the use of an Interwrite Interactive board, which enables her to actively engage her students in their learning. While completing her Master's degree, Mrs. Nelson received recognition for a video production at an International Student Media Festival sponsored by the AECT, the Association for Educational Communications and Technology. As an exemplary example, Mrs. Nelson's electronic portfolio is featured as a model on the Georgia Southern Instructional Technology website. Mrs. Nelson aspires to integrate the technology standards across the curriculum in order to create learners who are prepared for the future.

Yvonne Redden teaches third grade at Mattie Lively Elementary School. Mrs. Redden received her training at Jacksonville State University. She taught high school for three years immediately upon graduation. She returned to school and added early childhood education to her certification. She taught second grade in Effingham County for five years. She then moved to Mattie Lively, in Bulloch County, where she taught second grade for nine years and third grade for the last six years. Mrs. Redden has served on the Leadership Team for Mattie Lively for five years, the Technology Committee, chaired the School of Excellence Committee, and served on several other committees during her tenure at Mattie Lively. Mrs. Redden's classroom has been selected as a Model Classroom for five years, and a Master Classroom for the past four years, by Renaissance Place. Mrs. Redden is the lead tutor for the 21st Century Community Learning Centers tutoring program, funded through a grant awarded to Bulloch County. This grant teams the local schools with the Boys' and Girls' Club. After school, for five hours each week lower achieving students are tutored by certified teachers in a small group setting. Following the tutoring session the children are bused to the Boys' and Girls' Club where they are helped with their homework and play until their parents come for them. She is dedicated to producing students who are prepared for the future. She feels technology plays an integral role in preparing children for the 21st century.

We believe that change is best accomplished by choosing a strong teacher from each grade level rather than choosing teachers from one grade. We feel that one grade would have a large impact but it may isolate the change in the school and ultimately reach fewer students. Working with all grades helps demonstrate that this technology is vital and powerful throughout the elementary experience. Our school's vertical team has the potential to reach more teachers and students by planting seeds of change within each grade level.

The grant teachers have all worked in conjunction with the media specialist to teach media literacy skills with a specific focus on writing. They have shared ideas and worked to plan numerous units of study together. Two grant team members are currently pursuing degrees in Instructional Technology and have collaborated with the media

specialist in conjunction with their course work. Through this course of study, three of the five team members have strong backgrounds in the meaningful use of integrating technology in the curriculum. Indeed, it is this new experience and revelation that has driven them to apply for this grant. They see the need for change and are determined to see it happen.

B. Academic Need in Core Areas

Our true academic need is to produce better readers and better writers. The days of using the Basal Reader, which provides no real-world relevance to our students, for the majority of language arts instruction are numbered. There needs to be a change in our focus. Reform needs to happen; reform is not simply doing the same things harder, longer and stronger. Reform is to put into a better form or condition. That's exactly what each of these teachers strives to do; to make our forms, or methods, of teaching better. The staff development this grant provides will enable our team to begin making the needed changes for more student-focused learning, to reform our minds, our style, our methods, and our school.

Test Scores

Our test scores had a tremendous drop in 2006, the year the Georgia Performance Standards were implemented. It was a difficult time for everyone, as the new standards demanded a fundamentally new way of teaching. Some teachers continued to teach as they did before, and despite the staff development we received, many of us felt like first-year teachers again. The tests, of course, did change and the students were not prepared. We have since made many adjustments, but we need more support for authentic, performance-based teaching and learning if we are going to climb out of this and exceed the requirements set forth by NCLB. Our vision of school improvement relies not on new rules, standards and controls, but on improved instruction and higher expectations. Classrooms that mirror the 21st century learner's world are necessary and vital.

The data indicates in figure B.1 shows that there is still a need for additional attention in the core area of Reading/Language Arts and improved instructional strategies for all students, with particular attention to progress within the subgroups of black and economically disadvantaged students. In order to bring about change for our black students and economically disadvantaged children, our mode of instruction in Reading/Language Arts has to change. Based on the needs cited above, the 2007-2008 Reading/Language Arts school improvement goal for Mattie Lively Elementary School is as follows:

All students will raise achievement in Reading/Language Arts in grades K-5 from 87% meeting or exceeding standard at the end of SY 2007 to 90% meeting or exceeding standard at the end of SY 2008 as measured by the CRCT with a minimum of 95% participation for all subgroups.

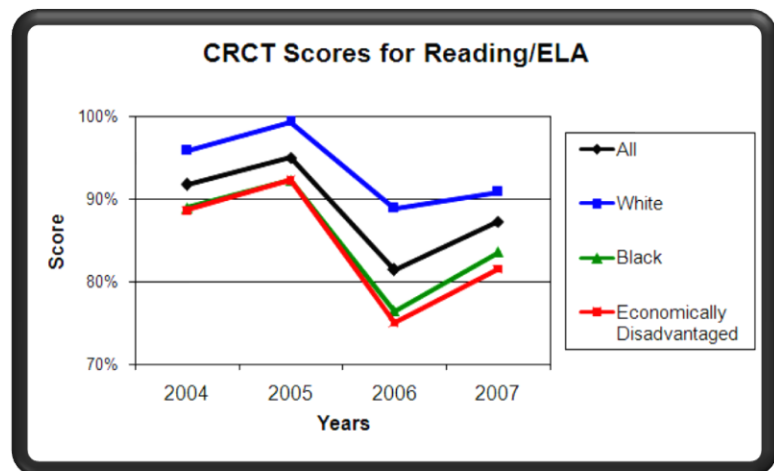


Figure B.1

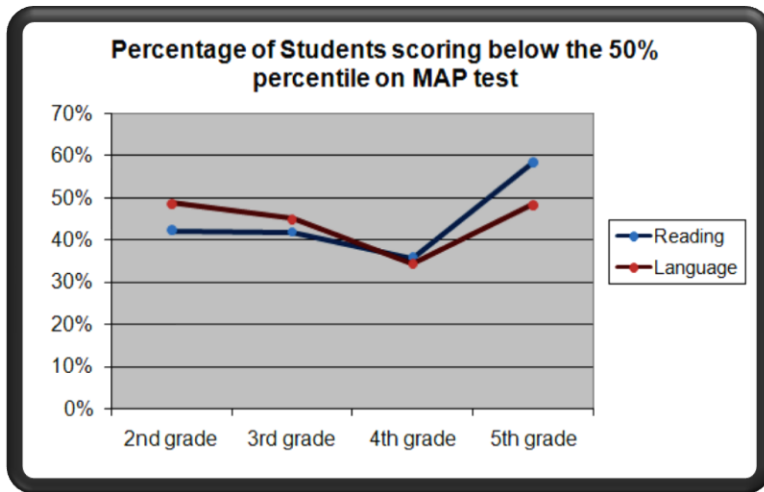


Figure B.2

Our CRCT scores indicate a high percentage of our children are meeting standards. However, based on the MAP (Measure of Academic Progress) results, we find that approximately half of our students are functioning below the 50th percentile nationally in reading (figure B.2, above). Considering MAP is a norm-referenced test, this indicates that our population will have difficulty competing at a national level. A bit of research turns up an article from Education Week called [State Tests, NAEP often a Mismatch](#). It compares the standardized tests in all fifty states to the NAEP (National Assessment of Educational Progress) often referred to as the Nation's Report Card. The NAEP is similar in function and rigor to the MAP. A new [federal report](#) found that many states who claim to have high test scores in reading and math have less stringent

standards than other lower performing states. The graph above clearly shows a gap between the expectations set forth on the MAP and those demanded by our CRCT. The report further indicated that Georgia's testing rigor was one of the lowest in the nation (see figure B.3, below).

U.S. Secretary of Education Margaret Spellings called it "sobering news" as the nation seeks to raise academic demands on students. States "must do their part by setting high standards and expectations," she said in a statement. "I hope this report will be a catalyst for positive change." We can't speak for the rest of the state, but we know we here at Mattie Lively Elementary have to raise our standards, not just our test scores. We need this grant so that we have the tools and mentors to guide us in effectively changing our school.

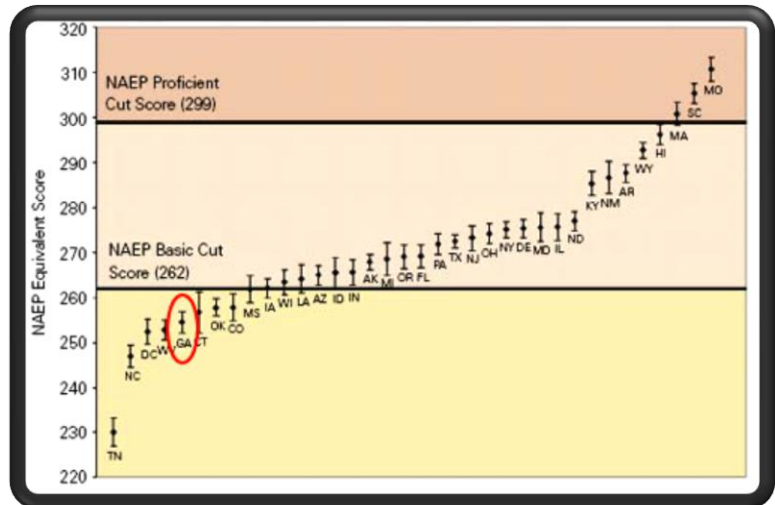


Figure B.3

Technology Literacy Needs

Our observations indicate that over half of our students lack basic computer skills. By eighth grade students are to be proficient in technology according to NCLB. The NETS sets high expectations for students in grades K-5, but our current fifth grade students are not technologically literate. This is in due to the lack of technology in the home and in the school, but also unfortunately due the lack of technology proficiency in our teachers. With the current resources available, we are not able to address the needs of these children. We have several looming problems with technology literacy. Most notably is the technology gap that is widening between our student populations. Our economically disadvantaged students are less likely to receive any exposure to technology at home, and rely on the meager exposure they receive at school to become fluent. The students who have technology in the home immediately feel a disconnect - literally - in our school. When they come to school, they have to "power down" and limit their learning options. We must expose our students to more technology, but in natural ways - as regular and essential tools for Getting Work Done. That means our expectations have to change, our teaching has to change, and our assessments have to change.

Listed below are some of the AASL and the NETS Standards on which we are focusing.

- AASL Standard 1: Students are expected to inquire, think critically, and gain knowledge.
- AASL Standard 2: Students are expected to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
- NETS Standard 3: Students use technology tools to enhance learning, increase productivity, and promote creativity. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- NETS Standard 6: Students use technology resources for solving problems and making informed decisions. Students employ technology in the development of strategies for solving problems in the real world.

We will of course be focusing on other standards throughout the grant period, but feel that these are some of the more essential ones to pull our students up and help them prepare for middle school and beyond.

C. Critical Technology Need

Mattie Lively is housed in an older facility, built in 1954, with limited technological capabilities. This is an old school, with methods, practices, and technology that mirror that age. This is mostly an unplugged and outdated learning environment, and as mentioned above, many of our students see that. That kind of disconnect erodes morale and academic motivation in students and staff. Students find it hard to see how their antiquated school, with its outdated performance issues, will prepare them for the 21st century. Technology affects the daily lives of our students and it is imperative that we prepare them for the challenge of understanding, evaluating and using that technology. Not only do we need to introduce technology to our students, we need them to transfer technology skills to the real world. The ideal technology-rich classroom would be a place where every child, no matter their economical status, would have access to current tools to be an independent, self-motivated learner.

Technology Needs

The number of modern instructional computers has decreased in recent years while our population has continued to increase. Technology depreciates with time, regardless of use, and investments must be made to keep up with the change. Adequate funding for additional computers is simply not proportionate with the demand, and every year our student to modern computer ratio slips.

There is a wealth of new technologies and applications that creative teachers can use for instruction today. However, many of them such as Google Earth and video editing programs require computers with modern processing graphical and storage capabilities. It may appear that we are losing computers every year, when actually they are becoming outdated and inadequate as the definition of "modern computer" changes to meet the demands of current software and infrastructure. Last year the rate of attrition doubled, increasing our student to computer ratio to a bleak 8.98 students per modern computer. This rate of attrition is not slowing down.

Computer Inventory

Year	Student Population	Number of Modern Instructional Computers	Students per modern, internet-connected instructional computers
2005-2006	370	97	3.81
2006-2007	404	81	4.99
2007-2008	431	48	8.98

There are currently 26 homeroom classrooms, each housing approximately four computers. One computer per classroom is a Windows XP machine and not available for student use. Many of the other computers are running the Windows 98 operating system and are not considered adequate by state standards. These machines are incredibly slow, have trouble accessing Internet sites, and are woefully insecure. This archaic learning environment discourages student use of the computer and makes learning more teacher-focused rather than student-focused as prescribed by the new Georgia Performance Standards.

Budget & expenditures

Despite our limited funding, Mattie Lively has made some strides toward obtaining the resources and training that are essential for teachers to integrate technology into the curriculum. Thanks to a number of factors, such as new school administration, a new technology director, and a technologically focused superintendent, many new technologies have been purchased this past year. Currently, our school houses the following: 1 SMARTBoard, 9 LCD Projectors, 5 Interwrite Pads, 2 CPS Units, and School licenses for Brainpop and Education City. What we did NOT fund is staff development on how to use these tools. Unfortunately, training and support are often forgotten or not seen as being crucial to adequate technology integration, but we disagree. This grant will not fix our problems, but the mentoring and equipment will help us demonstrate to the school, system, and community system what can be done with proper technology integration, and hopefully convince them to provide more support in the future.

Technology Item	Total Number	Year Purchased	Quantity Purchased	Quantity Gifted	Item Purchased Cost	Total Purchased Cost	Item Gifted Cost	Total Gifted Cost
Projectors	9	2007	5			\$713		
		2006	2			\$898	1	\$898
		2004	1			\$1085		
InterWrite Interactive Pads	5	2007	5			\$500		
Mimio Xi Board	2	2006	2			\$1119		
CPS	2							
NComputing x300	1	2007		1	1	\$1755	1	\$1755
SMART Board	1	2007		1	1	\$1258	1	\$1258

Only a small percentage of the teachers in our school have access to projectors and interactive products. The technology we currently have is isolated in a few classrooms and in a few grades. Our students are not receiving consistent technological instruction throughout their elementary education. It is unfair for a child to have a technologically rich learning environment one year and go to a classroom that is a technological wasteland the next. Our students need to use technology from early elementary school all the way to their last year with us, not just in the last two years of elementary school. The grant will provide equitable access and will help students transfer their skills to their middle school experience and beyond.

D. Current Instructional Context and Needs Assessment

Our team is strong in using traditional practices to teach students within core content areas. We know our content. Indeed, our team has an average of eighteen years teaching experience per teacher. We have had extensive staff development in content methods and best practices. Our knowledge of teaching the Quality Core Curriculum is exceptional, but eighteen years of traditional teaching with limited technology has been difficult to change without the proper tools and innovative staff development. As we move to a more student-centered environment, we find ourselves struggling with implementing the Georgia Performance Standards. We also feel overwhelmed by the sheer amount of technology resources available and are struggling to make sense of it. We also feel as though we are exceptional artists trying to paint a masterpiece with a crude stick. We need the proper tools and guidance so that our talents may be best used to help our students succeed.

Current Instructional Practices

The access to computers to engage our learners is limited. We still find that our classrooms are teacher-centered and traditional. Our classrooms are predominately structured environments where students work independently on drill and practice activities. Currently we are in the Emergent stage of using technology according to the [Keys to Quality: Unlocking Continuous Improvement](#). Classroom computers are used to provide students with reinforcement and enrichment activities.

We have performed a self reflection on the technology implementation in our classroom, based on the [LoTi framework](#). We are presently functioning predominately at Level One, which is characterized by teachers using technology to assist in traditional instruction. Students rarely use the technology in our classrooms, mostly utilizing it for Accelerated Reading and Math tests or drill & practice games. Teachers are using technology to assist in productivity and administrative tasks such as email, attendance, gradebook, and lesson plans. Our teachers regularly use Microsoft Office applications such as PowerPoint for traditional lecture-based instruction, but they are not putting these applications into the hands of students very often. Websites are used to reinforce basic concepts, but are not used to engage students in research or discovery based learning.

Knowing the challenges that face our school, teachers have committed to holding all students to a higher standard. Grade levels are analyzing student data, targeting individual students, teaching daily CRCT mini-lessons, and implementing instructional practices which aim to improve student learning. Some of these current programs and frameworks include:

- Learning Focused Schools
- GPS Training
- Targeted Afterschool Tutoring
- Ruby Payne's A Framework for Understanding Poverty
- RESA Writing Training
- Pyramid of Intervention Training
- Training on the MAP assessment system and its instructional application
- Fast ForWord

Gap Analysis

Mattie Lively Elementary School still has many opportunities to continue improvement as cited in the Comprehensive Local Implementation Plan (CLIP). The administration and faculty have identified some of the areas for improvement below:

- More parental involvement
- Additional support and differentiated instruction for performing students
- Additional opportunities for learning basic computer skills in all classrooms
- More interactive white boards or pads for classrooms
- More integration of Georgia Performance Standards to real-world educational applications

A self-evaluation of the Reading/Language Arts test scores of Mattie Lively Elementary School indicates a great need to improve basic literacy skills and higher order thinking skills. We are also far behind the national average in reading and language arts, and this is in part due to lack of rigor in our instruction and assessments.

Virtually all the authoritative voices and documents in every teaching field are calling for schools to be more student-centered, active, experiential, authentic, democratic, collaborative, rigorous, and challenging. Reform means nothing unless all students have genuine access to the kind of instruction that makes reaching high standards possible. Despite all of the programs we have mentioned above (learning focused, Fast ForWord, etc.) our school is still not seeing the change required by our Georgia Performance Standards and by the myriad other standards, such as NETS, AASL, and Keys to Quality. Perhaps the programs we are implementing do not have a unifying or overarching project to fall under. Perhaps they are contradictory or seem too much like "add-ons" to our current curriculum. Perhaps they do not demand a change in the very foundation of our instruction - a foundation that is aging. Perhaps our staff development is lacking. At any rate, change is not occurring quickly enough, and we are sometimes at a loss as to where to begin.

Georgia's standards are now performance-based, but our classrooms are not. Like many schools in Georgia, we are seeing less change than expected. This is in part due to the lack of equipment, but also because we need guidance in the evolution necessary to use these new tools in meaningful ways. Technology demands that we do different things, not just the same things differently. Simply receiving new hardware would not be enough. New technologies demand new methods because they fundamentally change what options you have and how you accomplish work. To use a revolutionary technology in old ways is like strapping a jet engine to a car - you will have disastrous results. Likewise, studies show that newer technologies that are demoted to "electronic worksheets" have no positive effect on student achievement - in fact, they often have a detrimental effect. We need visionaries and experts to help us see how these technologies will allow us to do different things - like fly - rather than more of the old. James Kaput from the National Council For Teachers of Mathematics phrased it quite pointedly, "*New technology without new curriculum is not worth the silicon it's written on.*"

We are coming to the understanding that unfortunately our current instructional practices simply do not work. They do not empower students, do not nurture literacy, do not produce efficient workers, do not raise responsible citizens, and do not create a functional democracy. If we really want to change student achievement in our school, we must act directly on teaching and learning. More of the same is not the answer. We need to provide authentic learning opportunities for our children, with real work that mimics what adults do. We need to guide them to discoveries rather than fill their heads like empty vessels on an assembly line. We have no idea what the world will be like or what the job market will be like when our students graduate around 2020. No one really knows what the future holds. But we do know that our current methods are outdated and are a relic of a time when an industrial job was the norm.

As [David Warlick](#) writes,

"We desperately need... we may not survive without... a generation of young people who are imaginative, inventive, fearless learners, and compassionate leaders. Yet, what can we say, as educators, about the students we are producing? We can prove that they can read, do basic math on paper, and they are able to sit for hours filling in bubble sheets.

No generation in history has ever been so thoroughly prepared for the industrial age."

This needs to change, and we are determined to be agents of that change. Indeed, we have a moral obligation to do so.

Action Plan

We know this kind of foundational change will not happen overnight. We know it will take countless hours of effort and sacrifice on everyone's part. This grant was just the first of many steps in that direction. Through collaboration with our ETTC, we have crafted a plan of action to close some of these gaps and move our school forward. While we provide a basic overview below, more details and specific examples are located in the Local Implementation Plan.

First, we need to address our own technology skills as they pertain to general productivity and classroom technology management. We need to become proficient in the tools provided by the grant and use them with students from day one. As we get our feet wet, we will use the technology to enhance our current teaching practices and to build comfort and confidence in our own proficiency. We will make determined efforts to use technology at home for personal tasks as well. We will play and experiment with a multitude of resources suggested by our ETTC for personal experience and future use by students, such as Picasa, Blogging, Moodle, and multimedia editing. Through personal research and discussion with experts, we understand that we will not see fundamentally different ideas for technology use until we are fluent ourselves. Like any musician, artist, or professional, we will lack creativity in our medium until we begin to feel comfortable with the new tools of our trade.

By beginning of 2009, we expect that our proficiency will be adequate enough to begin serious integration of technology in student hands. Students will have been using technology since day one, but by the second semester, we want to see daily student use for projects and creation, not just additional practice or supplemental information. We will spend time during the spring re-learning how to manage our classrooms with laptops, cameras, and mp3 devices in student hands. Centers will need to be rethought, grouping will be different, and planning for multidisciplinary units will be revised. We will be working more closely with Mrs. Chester, our media specialist, who will serve as our central hub of resources, ideas, and daily technical expertise.

Summer of 2009 will be a time for us to seriously look at groundbreaking reform in terms of our curriculum and instruction. Having a solid base of technology proficiency and management, we can begin in earnest to address the issues we encountered and reforms we wish to see. By fall, we will move to introduce higher order thinking skills such as originality, synthesis, evaluation, and deductive reasoning to our regular lessons. We will push our students to give more than just right answers, and we will push ourselves to provide learning opportunities for discovery and authentic learning. We will reduce our dependency on traditional materials like worksheets and textbook exercises. We will explore project sites and look for tremendous support from our local ETTC on meaningful assignments and creative uses for the grant technology. This may be the hardest part of the grant experience, but that is what the support hours are for!

By spring of 2010, our goal is to use higher-order thinking skills on a regular basis. We want to explore real world issues and allow student input and curiosity to help shape our curriculum. By this point, we will hopefully gain the attention of outside sources, and will be in full Dissemination Mode, presenting to our local Board and at conferences and other schools. Many of our students will have had two years of access to new technology tools, and we anticipate further funding from outside sources, like businesses or community organizations, to help us invest in other classrooms. Our team will work with other teachers as they get their feet wet, sharing the lessons learned from this grant.

We believe that this pacing will give us a reasonable and attainable goal and provide us with the time to make this kind of fundamental change. We are determined to change, grow, and increase the rigor and motivation for our students. We just need the tools and the guidance so that we can practice our art without limitations.

E. System Support for Grant

The new technologies introduced by this grant will inevitably create numerous challenges, both technical and instructional. The introduction of wireless laptops, mp3 devices, new web 2.0 technologies, and new 21st Century teaching methods will certainly cause us to rethink our teacher expectations and even observation instruments. Teaching materials will need to be redesigned and lessons will need to be re-written. Classroom management, acceptable use policies, content filtering, and general security will have to be addressed or rethought.

Our teachers and media specialist are ready to make these changes and are committed to put forth the massive effort to make these changes a reality. Our administration recognizes these challenges as well, and is dedicated to assisting the grant recipients in meeting their goals. We will work immediately and tirelessly to correct technical issues when they arise, making grant-related issues a top priority. A full-time technology liaison is on site to assist in these areas and has additional support and resources as needed from the county Technology Office.

Substitutes will be provided for the team members when they must be out of their classrooms for professional development activities. Our grant teachers are some of the most exceptional in the school and are also frequently asked to serve on various extracurricular teams, committees, etc. However, we will work diligently to reduce the amount of additional programs and duties assigned to the grant team, so that they may focus on the tremendous changes, workloads, and challenges they will face with this grant.

Bulloch County School District technology staff will provide technical support as needed to see that the grant is a success. Bulloch County School District employs a Local Area Network Administrator who is a certified network designer. This technician will assist in the design of the wireless network and a Wide Area Network Administrator will assist with the connectivity of the wireless network to the Bulloch County School District's WAN and internet access. The district technology department will provide for all wiring needed to mount/install the whiteboards and projectors. Installation of all grant-related equipment will be completed before the first day of instruction.

During the 2007-2008 school year, the school system has approved funding for the District Network upgrade which will enable the school system to provide 100MB connectivity to the desktop. The school system will also fund an enhanced mail application known as FirstClass to provide enhanced collaboration and communication tools. In addition, \$40,222.33 will be allocated to provide a laptop for every teacher, media specialist, and technical support specialist in the school district through a 3-year technology refresh plan. The school system has also allocated funding to provide an Instructional Technology Specialist to begin developing technology enabled professional development courses for certified teaching personnel. This Instructional Technology Specialist will work closely with the grant team and ETTC specialists to provide additional support for the grant, and will be able to transfer much of the materials and training to other faculty in the school and system.

These technology initiatives are a step in the right direction toward achieving the school system's bold technology mission and vision. However, additional funding is still needed. The school system is committed to providing these schools with the additional funding necessary to equip them with the technology provided by the grant as well as to support the personnel receiving the equipment with additional training and technical support as needed.

F. Local Implementation Plan

From our recent research, exposure to Instructional Technology coursework, and conversations with our local ETTC, we are learning that the sheer amount of technologies available to a 21st Century classroom is staggering. Many of these are relatively new, such as pod casting and bogging, while others have been around for many years, like video resources. Hearing about these tools is one thing, but becoming proficient is another matter, as time and budget constraints pose a considerable challenge. Yet we have seen some of the amazing things that can happen when a talented teacher has the adequate technology tools, such as interactive whiteboards, projectors, and multimedia resources. We know that these tools are not a panacea – they are instruments of fundamental change. They break down walls that restrict our students' freedom to learn. This grant will provide desperately needed professional development for us to learn about new technologies. We will also gain specific insights into how to best use these tools to transform our instruction into a more engaging and rich experience for our students. According to Keys to Quality: Unlocking Continuous Improvement, classrooms should have technology based instruction. Teachers should design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies and processes to support the diverse strengths and needs of all learners.

We would like to share some ideas that we have for using the technology and professional development provided in this grant. We aren't experts in these technologies. Indeed, we do not fully know where we would begin in implementing these – that is why the professional development part of the grant is critical. We do know that they are essential to providing more engaging and authentic learning experiences for our students. We know that our students are digital learners. We know that the National Educational Technology Standards (NETS) and new standards from the American Association of School Librarians (AASL) require our students to be proficient in various technologies for discussion, research, collaboration, and inquiry. We know that we need to expose our students to new learning environments in order to teach them ethical use of these tools and help them develop higher order thinking skills.

One of the more captivating trends in 21st Century learning is online publishing, such as blogging or podcasting. Some school systems like Mabry (<http://mabryonline.org>) are making this happen and we are determined to provide similar experiences to our children. We will use the mp3 players and recording devices provided by the grant in many ways. Students will use the devices to record their reading fluency and even to create digital storybooks. This will help us address many GPS standards, such as the 4th Grade English/Language Arts standard, ELA4LSV2, "The student listens to and views various forms of text and media in order to gather and share information, persuade others and express and understand ideas." We can also download podcasts on many different academic subjects, and videos from United Streaming and Funbrain will provide these resources to students in a hand-held device. In some cases, these devices will double our computer to student ratio. Students could make American history come to life by producing videos about Native Americans, Colonial America, and the Revolutionary War as well as the many other historical events they learn about. These video productions could then be accessed on the Internet, giving our students a purpose for learning and a project that is real and worthwhile. Students will be much more willing and excited about their content and our team of teachers will be able to connect the real world to the very difficult material required for our students to learn.

In grades Kindergarten through 5th grade, fluency and comprehension are major aspects of the Georgia Performance Standards. These are also two of the most difficult standards to teach. Research shows that Reader's Theatre is an excellent activity to aide in the teaching of these standards. Reader's Theatre is a highly motivating form of practiced reading. Students turn pieces of literature into creative self-directed productions for their classmates. Not only does this help in fluency, but the transformation from written work to oral production aides in comprehension. Ipods and mp3 players will also allow us to podcast our Reader's Theatre. This will give students a sense of ownership and a legitimate audience, as our podcasts can be accessed by anywhere in the world, and will compete with other podcasts for a listening audience. Our sister school, Sallie Zetterower (who is also applying for this grant) will then be able to download the podcast, view our performance and then write about the piece of literature we performed. We could also connect our students (many of whom never have the opportunity to leave this county) with thousands of other students throughout the country and the world. This technology could bring the world to the lives of our children, and the lives of our children to the world!

The web now provides rich opportunities for students to collaborate and share, ways that most educators haven't even considered. We want to embrace these new tools and help our students work in environments that are similar to the changing job market. Through our professional development, we will be exploring such tools as wikis, online mind-mapping, and collaborative project sites. We are already using tools such as Google Documents to collaborate on the teacher level – indeed; we used it as a team to write this grant! In the future, we plan to extend this functionality into our classrooms. The ability for participants to work anywhere together and collaborate in real time is something that we do not think educators (including us) have explored fully, and we are ready to learn much more about these new learning opportunities and natural challenges they bring.

Our students are visual learners and need more visual information to help them comprehend curricular concepts. This is especially true for many of our disadvantaged and younger students. The grant-provided cameras will be used to produce more images for instruction and give students opportunities to communicate through those images, using them for writing prompts or to demonstrate understandings. With the use of the digital cameras, students will be able to integrate writing and other subjects, and visually demonstrate their understandings of concepts. One of the more obvious applications would be for writing prompts. For example, students could take photographs of a square meter of grass, then write about all of the living and non-living things they see. They could explore descriptive language while they describe, in detail, the textures and colors of their objects. They could use the image to jump-start a fictional story, perhaps from the perspective of an ant or other bug. These activities correlate to GPS for kindergarten through second grade and help with the focus of writing across the curriculum.

In math, they could use the digital cameras to take pictures of geometric concepts in the real world. The students could then bring those images back into the classroom and use the SMARTboard to draw or perform math directly on them. Any number of our Georgia Performance Standards could be addressed with this simple exercise, such as the 4th Grade Math standard, "M4G1 Students will define and identify the characteristics of geometric figures through examination and construction." Perhaps they could investigate congruent shapes, or compare ratios or

proportions. They could find shapes with similar visual surface area, or with specific types of symmetry, and then draw directly on the image to illustrate their complete understanding.

Another example involves using the digital cameras to help us understand the moon and its phases. Our Georgia Performance Standards for second grade science challenge students to "Use observations and charts to record the shape of the moon for a period of time." This is echoed again in 4th grade, where students have to "Explain the sequence of the phases of the moon." Our second grade students could take digital pictures of the moon and add those to the class blog or uploaded to an online gallery. A "Digital Moon Journal" would be made for the twenty eight day cycle, allowing students to see the phases of the moon as a whole. The student will then relate to those images - pictures they took themselves. The fourth grade students could then post comments on the images, explaining the sequence and why we see what we do. Fourth graders could even use programs like Celestia to further explore and demonstrate these concepts, and then place instructional videos on the teacher's website to help the second graders better understand how the moon works. Young children need to make a connection between the concepts they study and the world around them, and student-created content is just one way of doing that.

We also know that there are several tools that help students visualize complex ideas. Programs like Google Earth and Sketchup are wonderful learning tools - ones that we eagerly look forward to using with the proper training and equipment. With Google Earth, we could explore real-time weather data like hurricanes or earthquakes, track historical figures or events, and see real images taken at geographic locations through Panoramio, or even explore locations described in literature. Students could map out their life history or dream vacation, using placemarks, images, and full text to mark points in Google Earth where memorable events occurred. They would have something personal and meaningful to write about, and this will provide a unique visual supplement for their audience. A project similar to Google Lit Trips (<http://googlelittrips.org>) would encourage the students to navigate a viewer through the places in their favorite literature, providing a rich opportunity for them to play the role of an expert and guide. Sketchup could help us conceptualize 2D vs. 3D shapes, fractions, and provide our students with new ways of seeing math. They can use it create projects in other subjects, while addressing core math concepts.

The SMART Boards provided with the grant come loaded with tons of visual elements for us to use in our instruction. The gallery available with the SMART Board has resources such as virtual manipulatives, writing paper templates, grammar videos, and other content videos. The virtual manipulatives make a lesson more engaging for students. Students are so excited when they can interact with the Board and clone a coin or tens frame. It is easy for students to interact in the lesson: writing sentences, highlighting parts of speech in a sentence, and answering questions from interactive online games. Overall the SMART Board encourages participation and motivation in students.

The video capture tool will allow us to create mini-lessons for students who need additional support or review, allowing us to differentiate our instruction. We could even put those videos on our ipods, giving us even more options for their use. Our team will have the ability to utilize the services of a local videographer and parent, Josh Aubrey, to assist in video editing and production. Mr. Aubrey, who owns Josh Aubrey Productions, will be able to create and edit student video productions and even provide training and guidance for students to begin editing their own content. These productions can later be broadcast on our local television station or uploaded to our website. Given enough time and practice, we see the possibility of extending this into our own regular video podcast.

This is the first Title IID grant that has placed a focus on the role of the media specialist in the implementation of the grant. It is also unique in the importance it places on multimedia resources and productions. Given the wealth of multimedia tools at our disposal, our Media Specialist will play a critical role in the implementation of this grant. Her background in Instructional Technology, experience in teaching pre-service teachers at Georgia Southern University, and tireless commitment to effective technology use makes her our natural keystone in this grant. With the resources provided by this grant, the media center will be equipped with the technology just as any other classroom. This will enable Mrs. Chester to teach all students more effectively about media and information literacy, research skills, and basic technology use. Students will find the media center an ideal place to do research, as the resources and support staff can assist in those key areas. Teachers will consult Mrs. Chester on appropriate resources (hardware and software) for their instructional needs. The media center will be our central point of editing and publishing, housing our cameras and audiovisual devices. We will use it for videoing and recordings, much like a modern studio. Multimedia production however, poses several challenges to a school: from planning to videoing

to editing and evaluating. We want to tackle these challenges head on, explore more dynamic methods of learning and assessment, and provide meaningful products to parents and community.

We will change the way our classrooms look and feel for our students. Our classrooms will be places where students take control of their learning and gain meaningful knowledge. Our classrooms will be full of real-world experiences and make the best use of the tools available to our profession. All the while, we will make sure that we provide Meaningful work that has Rigor. We will set the bar higher and give the students the tools they need to reach it. Finally, we will live and work by our own Hippocratic Oath: "Everything we ask a child to do should be worth doing."

G. Evaluation Plan

The total funding awarded by this grant is substantial. We understand the great responsibility placed upon a recipient school to ensure that the funds are being managed effectively and that such resources are having a positive effect on students. To that end, we will work diligently to aggregate many sources of data in order to provide a more complete portrait of the grant's success.

Before the first day of school, all grant equipment will be installed and fully functional, both in the media center and in all grant classrooms. All grant team members will have received an introduction to the hardware, which includes basic use and connections/setup procedures. The grant team will also meet with the ETTC prior to the first day of school in order to craft a detailed schedule of staff development days and much of the on-site professional development. Every effort will be made to include staff development on essential software & concepts (such as the SMART Notebook or classroom technology management) before day one of school, allowing the grant members to begin the year with a confident pace. Initial student surveys will also be collected within the first week in order to paint a more detailed picture of student perceptions and overall technology literacy.

As mentioned briefly in section D, our basic plan is to break the grant period into four major semesters, with significant benchmarks at each one. Elaborating on that, we will have several assessment items during each month, and at key times during the year.

Monthly

In addition to our grant-related staff development, we expect to have site visits from our ETTC specialists on a regular monthly basis to check our progress, address concerns, or perform observations. We will also have monthly grant team meetings to discuss student work and overall progress and change in our instruction. We feel that it is important to meet as a full team so that we continue to strengthen this learning community in preparation for difficult times ahead. We will be in constant digital contact with our ETTC specialists via Google Talk, grant website, and email for resources and general help & advice. We will schedule monthly peer evaluations from within the school to help determine the successful use of the technologies as well as providing other teachers with ideas and ways to utilize these various technologies in their classrooms. These peer observations will also help the grant team evaluate their own growth as facilitators for this grant. Finally, we will write monthly reflections and submit them to the grant professional development site provided by our ETTC in order to better document the challenges and successes that we experience.

Periodically

We will perform various student and teacher surveys at different points in the school term, measuring the differences in the school climate before and after the changes in teaching styles and the professional development provided. Surveys will also be used to determine the differences in computer literacy prior to the grant and after the grant to determine success. The results of the standardized test including the CRCT, MAP, and the 3rd and 5th grade Georgia Writing Assessment will help the school evaluate the changes brought about through the grant. We will track this data for the years 2007 – 2008, 2008 – 2009, and 2009 – 2010.

Semester

Each semester, we will collaboratively write lesson plans with our local ETTC specialists, giving us a chance to learn valuable integration and planning strategies. We will teach and be observed on those lessons, then discuss

what worked and what we would like to change. This consistent mentoring and rapport is often missing in many professional development projects. Each semester, we will perform an honest and candid self assessment of our typical instruction, determining what areas are needing work and how we are using technology. To this end, we will use the Levels of Technology Implementation (LoTI) framework as a rough guide and source of common terminology. However, we will be pulling more heavily from the AASL standards and Keys to Quality standards. We will collaboratively write lessons with the ETTC specialists and will be observed teaching them, with face-to-face feedback on what worked and what needs to be adjusted. Our administrator will be present for several observations - and will be accountable for a certain amount of observations as well. Lessons will be submitted to the grant website, provided by the ETTC.

By the end of the first semester, we will master [LoTI level 1](#): We will be fully proficient in the grant tools and use the technology to assist in our traditional instruction. We will have a class website created and used by students and parents on a regular basis for basic class information. We will write and be observed on two lessons that utilize our new technology for instruction.

By the end of the second semester, we will have moved on to a predominant [LoTI level 2](#). Students will be using technology to explore concepts and create digital products that reflect content knowledge and comprehension. Our students will have basic proficiency in hardware and some software titles. They will be using internet sites for learning games, simulations, research, & practice. They will be accessing and using the class website, perhaps even contributing ideas to it. We will write and be observed on two additional lessons, which focus on student projects involving technology.

By the end of the third semester (Fall 2009), our instruction will use predominately [LoTI Level 3](#) strategies. This will be characterized by consistent student use of technology for most tasks, with much of the projects involving higher order thinking skills. We will use all available tools consistently and comfortably, with most of our lessons teacher lessons focusing on higher-order thinking skills, performance tasks. Assessments will have changed to reflect more performance-based tasks. We will write and be observed on three lessons that focus on higher-order thinking skills and application of concepts through the assistance of technology tools.

By the end of the fourth semester (Spring 2009), we will be consistently at a LoTI Level 3, with comfort in [LoTI Level 4](#) lessons. Technology will be used seamlessly and integrated throughout instruction. Our instruction and assessment will be learner centered and engaging, and we will engage in a rich use of multimedia & varied sources of information. Students will use technology on projects that focus on higher order thinking skills, but that also deal with real world issues that have meaning to the students. Student assessments will require that they apply content knowledge to solve real problems. We and our students will discover new technologies and continue to grow in fluency, and will share their knowledge and expertise with outside communities. We will write and be observed on three lessons that focus on student-centered projects involving real-world issues that are grounded in our performance standards.

With these new methods, tools, and learning environments, student and teacher assessments will have to change. Mr. Judy, our dedicated and outstanding administrator, will make adjustments to his observation expectations to account for substantial change in the instruction. Students will be more involved. Noise levels may increase as students discuss, evaluate, defend, and research information for projects. They will be more self-motivated and collaborative, and that will need to be accounted for. Mr. Judy understands these changes and will bring full support to the grant team in this endeavor.

Students

In addition to regular benchmark exams, students will need to be assessed for 21st century skills, such as creativity, teamwork, and information literacy as outlined in the [National Educational Technology Standards \(NETS\) for Students](#). Our primary method of assessment will be student digital portfolios, compiled each semester from regular class projects and other assessments. Portfolios will demonstrate student growth over time, and will include reflections from teachers and students, in text or audio form as appropriate. The portfolios will help demonstrate competency in core NETS areas, such as "using technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom" (productivity and communication

standards). We will also use the aforementioned surveys to assess student perceptions and attitudes towards technology and learning. Parents will also be invited to comment on classroom activities via a feedback & comment feature on the website.

H. Dissemination Plan

We expect that this grant experience will teach us more things than we could possibly list. In general, though, we hope to learn how to teach in a radically different manner. Even though our team averages 18 years of teaching experience, we are prepared to be novices again. We simply owe it to our students to learn and grow as much as they do. We want to learn how to use the current tools of our trade - tools that many of our profession scoff at or dismiss as too complex or troublesome. We want to learn how to manage these technologies and still meet state, national, and global standards.

Although our primary focus will begin with the core areas of language arts and writing, our goal is to expand to all grades and areas. We hope by sharing the lessons we learn through this grant, we will be able to create a ripple effect of learning and communication within our school and our county. We want our students, parents and fellow teachers to know that we are committed to making our campus a place for learning in the 21st century. Through our business, educational, and parental connections, we will have various opportunities and avenues for showcasing our innovative teaching strategies.

First, we want to serve as model classrooms for our school. We plan to invite teachers from within our system and teachers from the surrounding systems to observe our innovative teaching methods of integrating technology and academics. We may not be perfect (especially in the beginning), but we will be willing to discuss and share anything we learn. We will store and distribute all lesson plans and teaching materials to the other teachers on our grade level through network drives and social technologies, such as online bookmark sites and our website. We will freely share SMART Notebook galleries, digital media, and online resources with other teachers (and each other). Our ETTC has pledged to make the grant related training materials available via a secure site to all of the teachers in our school, so that they may benefit from our training as well. Our grant team plans to create grade level electronic portfolios of lessons plans, student projects, teaching ideas, and videos of these lessons being taught or used in a classroom. From assessments to resources to student work, everyone in our school will have access to the fruits of this grant.

We need to involve as many parents as possible in their child's education. As research has shown, parental involvement is a key to the success of students in school. We will maintain open communication with parents primarily via email and our class web pages. Our ETTC will guide us in constructing dynamic websites that are easy to edit and have timely, up-to-date information for parents. This would include handouts, additional resources for students, and even a synopsis of that day's work for students that are away from school or need more assistance. They could access grades, upcoming assignments, tests, and projects as well as student work. The websites will have multimedia capabilities which allow us to easily post videos and audio, and will automatically generate live feeds so that parents and others could subscribe and get automated updates on content. Parents could use the page to contact us and we can even allow them post questions about upcoming assignments, tests, and projects. We are exceptionally excited about this potential and the possibilities it provides for supporting a rich dialog with parents. Our grant team will also present samples of student portfolios to our parents at PTO meetings and will make regular presentations of progress to the Bulloch County School Board. As mentioned in an earlier section, our connection with Josh Aubrey Productions will enable our teachers and students their work through local television, giving our students authentic audiences for their work.

Of course, we cannot expect to hoard these lessons and keep them just within our school or system. We know that the tools given to us offer unique opportunities to share our experiences with a greater audience. Students will be expected to participate in state Media Festivals and other projects, and our school website will be accessible to the world. Our Reader's Theatre and other podcasts will be uploaded to iTunes, so that they will be searchable and easily accessed by millions. We will apply to present at state and national conferences, including the GAETC, so that others can benefit from our experiences. Our portfolios will be made public on the web (with indentifying information removed) so that they can serve as examples. Units will be uploaded to the DOE portal site for use by educators all over Georgia.

FY08 Ed Tech Competitive Grant: Teachers, Teamwork, Technology (T³)
Bulloch County Schools
Mattie Lively Elementary School

We will join and become active members of Georgia Public Broadcasting's Technology In Education Network - or TIE Network, an organization of Georgia educators who actively seek to network and learn from each other about technology's role in instruction. Our ETTC specialists serve on the Advisory Board and have close ties to the resources and events of this group. We will attend local events and contribute our expertise to others in the region. We also will submit student work to the TIE network, who showcases exemplary work for other educators across the state to view and download. Through the TIE Network, we will receive additional support and guidance in using the vast resources of GPB for instruction. We will even invite GPB to observe and film our classrooms or interview our team, bringing the grant benefits to others across the state.

We want to see change in our school, but it would be incredibly selfish to limit that change to one location. We want this grant to plant seeds of change in places across the state and beyond. If we distribute enough seeds, in enough variety of methods, we have a much greater chance to affect serious change in our state and region. Please help us do so.

Thank you for your considerable time, attention, and consideration,

*Teachers, Teamwork & Technolgy (T3) Grant Team,
Mattie Lively Elementary School,
Bulloch County School System*

APPENDIX D: ASSURANCES

Georgia Department of Education Enhancing Education Through Technology (Ed Tech) Competitive Sub-grants

As a condition of receiving the state and federal funds for which application is made, the applicant's local board of education (Applicant) assures the following as required by the Elementary and Secondary Education Act, No Child Left Behind (NCLB), in general, and Title IID (Enhancing Education Through Technology) of NLCB which authorizes funding for this program. The text of the entire legislation is available online at: <http://www.ed.gov/legislation/ESEA02/>:

GENERAL ASSURANCES

Supplement Not Supplant

Funds provided under these programs will supplement, not supplant federal, state, and other local funds that the applicant would otherwise receive.

Legal Compliance/Debarment/Lobbying/Reporting

1. Each program will be administered in accordance with all applicable federal and state statutes, regulations, program plans, and applications.
2. The control of funds provided under each program and title to property acquired with program funds will be in a public agency.
3. The Applicant will administer funds and property to the extent required by the authorizing statutes.
4. The Applicant will adopt and use proper methods of administering each such program, including:
 - a) The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - b) The correction of deficiencies in program operations that are identified through the audits, monitoring, or evaluation.
5. The Applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State Educational Agency, the Secretary of Education or other Federal officials.
6. The Applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal and state funds paid to Applicant under each program.
7. The Applicant will make reports to the State educational agency and the Secretary of Education as may be necessary to enable the agency and the Secretary to perform their duties under each program.
8. The Applicant will maintain such records, provide such information, and afford access to the records as the State educational agency or the Secretary of Education may find necessary to carry out the State educational agency's or the Secretary's duties.
9. In accordance with Part 85 of 34 CFR, neither the Applicant nor its principals are presently debarred or suspended from participation in programs by any federal agency.
10. In accordance with Part 82 of 34 CFR, funds will not be used for lobbying the executive or legislative branches of the federal government in connection with contracts, grants or loans and will report payments made with inappropriate funds for lobbying purposes.
11. The Applicant will comply with requirements of Sections 436 and 441 of the General Education Provisions Act (GEPA).
12. The Applicant will file reports in formats and at times specified by the Georgia Department of Education and/or the United States Department of Education.
13. The Applicant will cooperate in carrying out any evaluation of each program conducted by or for the State educational agency, the Secretary or other Federal officials.
14. The Applicant is in compliance with all required federal Civil Rights Statutes including:
 - a) Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, creed, or national origin.
 - b) Title IX of the Educational Administration Act of 1972, which prohibits discrimination on the basis of gender.
 - c) Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which prohibits discrimination on the basis of physical handicap.

Professional Development

The Applicant has adopted a policy that provides for the preparation and implementation of a comprehensive program for staff development.

Technical Assistance

The Applicant will provide technical assistance and support to programs identified in this application.

Drug-Free Workplace and Community Act Amendments

In accordance with the federal Drug-Free Workplace and Community Act Amendments of 1989, the Drug-Free Workplace Act of 1988 and State Board of Education Policy GAM, Staff Rights and Responsibilities: Drug and Alcohol Free Workforce, the applicant declares that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, marijuana, or dangerous drug is prohibited at geographic locations at which individuals are directly engaged in the performance of work pursuant to this application. In addition, Policy GAM prohibits the unlawful possession, use, manufacture, distribution or sale of alcohol in the workplace.

TITLE II, PART D – ENHANCING EDUCATION THROUGH TECHNOLOGY

Program-Specific Assurances

1. Ed Tech Program funds will be used to:
 - Serve students as outlined in the GaDOE Call for Proposal for FY08 Ed Tech Competitive Grant application at <http://www.gadoe.org/it.aspx?PageReq=ITTTTGrant>
 - Promote high levels of academic achievement
 - Increase student and teacher access to and use of technology for the purposes of learning and teaching.
 - Increase the effective uses of technology to support standards-based, research-supported instructional models.
 - Promote parent and family involvement in education and enhance communication among students, parents, and school personnel.
 - Support specific goals and strategies as outlined in system's CLIP (Comprehensive LEA Improvement Plan) which meets the State of Georgia criteria for technology planning. <http://public.doe.k12.ga.us/it.aspx?PageReq=ITSysTech>
2. A minimum of 25% of Ed Tech Program funds will be used to provide high-quality Professional Learning/Staff Development programs targeted toward effectively integrating technology into curriculum and instruction.
3. A maximum of 5% of any competitive Ed Tech Program funds will be used for administrative purposes.
4. When equipment is purchased with Ed Tech Program funds, it will meet minimum state specifications for hardware purchases or exceed as outlined in the GaDOE Call for Proposals for FY08 Ed Tech Competitive Grant application.
5. Eligible private schools in the school system's service region will be invited to assist in formulating a plan for Ed Tech Program funds, and private school students from participating private schools will receive equitable services in this plan.

APPENDIX E: PRIVATE SCHOOL CONSULTATION

Georgia Department of Education
Enhancing Education Through Technology (Ed Tech) Competitive Subgrants

Please complete the following form related to the involvement of eligible private schools in Ed Tech grant activities.

No private schools are located within the boundaries of the school district. If you check this box, you do not need to complete the remainder of the form.

Names of private schools located within the boundaries of school district applying for this grant.

Bulloch Academy

Trinity Christian School of Statesboro

Bible Baptist Christian School

Please check the method(s) of initial contact made by the applicant school system(s):

Letters or facsimile documents

Meetings

Documented telephone calls

E-mail

Other (please list):

Please list the private schools that have elected to receive equitable service from this grant, if awarded. If no private schools have chosen to participate, please list "NONE":

Private School:	Estimated enrollment:
Bulloch Academy	431

APPENDIX F: ETTC Agreement & Grant Sign-OFF - FY08 - REQUIRED

This grant proposal has been reviewed and accepted by the ETTC. The ETTC agrees to serve as a partner in guiding and implementing this grant award as outlined in the submitted grant proposal. The ETTC director and staff agree to work with the LEA to fulfill the grant requirements as outlined below:

1. The ETTC has read the grant proposal that is being submitted to fulfill the Grant Application Guidance for the FY08 Title II, Part D: Enhancing Education Through Technology (Ed Tech) Competitive Grant.
2. The ETTC agrees to serve as the professional development provider in conjunction with the Georgia Department of Education to fulfill the professional development requirements of this grant as outlined in the Grant Application Guidance for the FY08 Title II, Part D: Enhancing Education Through Technology (Ed Tech) Competitive Grant.
3. The ETTC agrees to serve as the instructional & technical coach to the grant school to provide at least 100 hours of onsite instructional support and onsite technical support for the grant.

ETTC First District RESA ETTC

ETTC Director Monica S. Lanier

Signature Monica S. Lanier

Date: February 12, 2008

Appendix H: System Letter of Commitment - FY08 - REQUIRED

To: Title II-D Program Manager
Georgia Department of Education
1970 Twin Towers East
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334

From: Bulloch County---Mattie Lively Elementary Leadership Team Members

Date: February 14, 2008

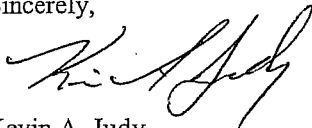
All members of the Bulloch County ---Mattie Lively FY08 Title II, Part D: Enhancing Education Through Technology Competitive Grant Leadership Team are fully supportive of the efforts to begin a journey towards standards-based teaching with engaged learners in a technology-enabled classroom. We have read, understand, and support our FY08 Title IID Teachers, Teamwork, and Technology (T³) Competitive Grant Application.

We, the Media Specialist, teachers, and administrators willingly commit to participate in and complete the required two year professional development sequence in cooperation with our local ETTC enabling us to engage in student-centered instructional change focused on involving students in authentic tasks and technology deployment. The team members understand that the equipment has been purchased with federal grant funds; belongs to the school and not the teacher; therefore, is the property of the LEA in accordance with federal Title II D guidelines.

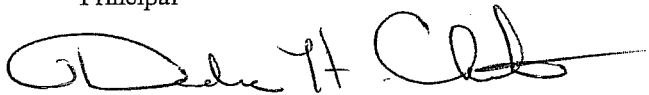
The System-Level Administrative Teams and Departments are also firmly committed to providing all aspects of support necessary to ensure the complete success of the FY08 Title II, Part D: Enhancing Education Through Technology Competitive Grant.

We agree to provide a waiver request to the GaDOE Title IID program staff in the event of any personnel changes in the Leadership Team. We also agree to support and cooperate in any additional professional learning necessary to ensure that they can be an effective member of the grant team.

Sincerely,



Kevin A. Judy
Principal



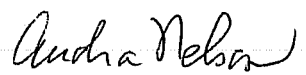
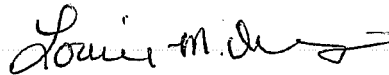
Debra Chester
Media Specialist



Niki Brown
Grant Teacher

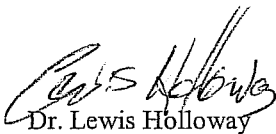


Yvonne Redden
Grant Teacher



Lourie Owen
Grant Teacher

Audra Nelson
Grant Teacher



Dr. Lewis Holloway
Superintendent