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Kitchner, Angela M. ***Integrating iPads into the Four-Year-Old Kindergarten Classroom***

Abstract

Mondovi Elementary Four-Year-Old Kindergarten (4K) students need up-to-date technology in the classroom to create a learning environment that is both engaging and of high interest. The Mondovi School District, like many others, is facing budget shortfalls and find it difficult to provide their students with the most up-to-date technology experiences that would not only be engaging, but would help to increase their academic skills.

The goal of this grant proposal is to establish resources and technological opportunities in the classroom that will help facilitate a variety of skills including language/literacy, cognition, social skills, and motor skills. Implementing these opportunities would aide in facilitating the requirements set forth in the Common Core Curriculum Standards and Response to Intervention (RtI) Tier 1 and Tier 2 general classroom instructional strategies. Grant funding will enable the Mondovi School District to provide 4K students with these technology rich experiences that will lead to increased academic success. It is the objective of this grant that at least 75% of 4K students will show an increase in their academic skills within a year after implementation of iPads in the classroom. Students will demonstrate a basic understanding of technology skills and discover new ways to independently experience technology in the classroom.

4K students will be monitored throughout the school year through both formative and summative assessments. These assessments will check for both academic growth and an understanding of modern technology. Information and results will be disseminated through local media coverage, on-site visits, Mondovi School District website, and staff presentations. The

desired outcomes of the grant proposal would improve student learning and academic success, provide an additional approach to meet the needs of students through Response to Intervention strategies, and better prepare children for Five-Year-Old Kindergarten and the Common Core Curriculum skill requirements.

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Chapter I: Introduction

Technology is forever evolving and so is the need to keep up with it. The way children learn can be positively affected by the way teachers incorporate technology into their school day. In this day and age, the ability to manipulate and understand technology is just as important as the ability to read and write. In order to stay competitive in the world as we know it, children need to keep up with technology and its many changes. In addition to keeping abreast of new technology, students are also expected to excel in the challenging content outlined by the Common Core Curriculum Standards (CCCS). These skills need to begin developing at an earlier age than ever before. The CCCS require a higher base of knowledge and schools in Wisconsin face major issues on how to implement these standards into their classroom. Educators of young children are finding it difficult to balance the rigorous academics set forth in the CCCS and the developmental needs of the students they teach. In addition, statewide school budgets are constantly being cut, which hinders the ability to ensure a high quality of education.

Utilizing funds granted through the National Education Association Foundation's Student Achievement Grant would significantly aide in achieving the quality of education that the Mondovi School District so desperately desires for its students. Currently four-year-old kindergarten (4K) students are housed at a small off-site school building. Although Internet has been accessible since the 2010-2011 school year, there is no room for an up-to-date computer lab. Technological enhancements have been added, however. 4K classrooms have most recently been equipped with wireless internet and the use of interactive whiteboards. The intent of the school district is to continue improving the technological experiences of all students. Providing each of the two 4K classrooms with iPads would expose students to current and up-to-date

technology. Offering these technological experiences for the youngest students in the Mondovi School District will improve their academic achievement by engaging students in critical thinking and problem solving skills while giving them an opportunity for self-directed learning and inquiry. Investing in the following project would help to provide superlative learning opportunities for the youngest students of Mondovi Elementary School.

Statement of the Problem

A problem exists because many school districts are facing budget cuts and are having difficulty affording equipment necessary to provide their students with the most up-to-date technological experiences. Not only are school districts facing budget shortfalls, but so are the families they serve. According to the National Center for Educational Statistics Common Core of Data (nces.ed.gov, 2012), the percentage of economically disadvantaged students in the Mondovi School District has consistently been on the rise every year since 2004. Of the 507 students enrolled in Mondovi in 2010-2011, almost half (46%) were economically disadvantaged and qualified for free and reduced lunch. For this reason, it is vital that these disadvantaged children are especially exposed to current technology at school.

The Common Core Standards have significantly increased goals related to technology (and academics in general) and this is a problem for many districts, including Mondovi, due to the lack of money available in their budget to properly keep up with new technological demands. Districts are mandated by the government to teach these standards to students, however without the money available to make technological upgrades within the district, it makes meeting these standards extremely difficult.

In addition to the Common Core Standards, the Mondovi School District is also required to implement Response to Intervention (RtI) strategies. RtI is a multi-tier approach to the early

identification and support of children with learning and/or behavioral needs. RtI learning strategies demand extensive differentiated and one-on-one instruction from the teacher. With lack of technology that would aid the teacher in providing self-directed learning activities necessary, it makes meeting RtI needs more difficult to attain.

Purpose of the Study

The purpose of this grant proposal is to obtain financial funding necessary to purchase and integrate iPads into the 4K classroom. Upon implementation of the iPads, 4K students' academic achievement will improve through engaging technological experiences and they will be better prepared for the demands of five-year-old kindergarten. Using iPads in the classroom will also aide in the facilitation of RtI and will motivate and stimulate student learning. The use of iPads would benefit numerous people within the school district including teachers, students and their parents.

Definition of Terms

Apps. Apps is short for applications that are used on the iPad.

Common Core Curriculum Standards. The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce. These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs (Common Core Standards Initiatives, 2012, Mission Statement).

Early Childhood. Early Childhood refers to the time in a child's life between birth to the age of eight.

Four-Year-Old Kindergarten. Four-year-old kindergarten (4K) is a program or class for four-year-old to six-year-old children that serves as an introduction to school.

Free and Reduced Lunch. Free and reduced lunch is a program in which public school children can qualify for free or reduced lunch if their family meets certain criteria. A child's family income must fall below 185% of the Federal Poverty Level (or $37,000 for a family of four in 2006) to qualify for reduced-cost meals, or below 130% of the Federal Poverty Level ($26,000 for a family of four in 2006) to qualify for free meals (youth.stewardshipcouncil.org, 2012, para.1).

Individualized Education Program (IEP). The Individual Education Program Plan (IEP) is a written plan/program developed by the schools special education team with input from the parents and specifies the student's academic goals and the method to obtain these goals. The plan also identifies transition arrangements. The law expects school districts to bring together parents, students, general educators and special educators to make important educational decisions with consensus from the team for students with disabilities, those decisions will be reflected in the IEP (specialed.about.com, 2012, para. 1).

Interactive Whiteboard. An interactive whiteboard is a large touch-sensitive board connected to a computer and a digital projector, used for teaching in the classroom (dictionary.com, 2012).

iPad. An iPad is a very popular tablet computer from Apple, introduced in April 2010. The iPad has a similar interface to the iPod touch and iPhone, but with a large 10" screen, enabling it to replace a laptop for many applications. Designed for Web browsing, e-book

reading and entertainment, it weighs 1.3 pounds. Flash storage capacities range from 16 to 64GB. In March 2011, the thinner, faster second-generation model came out with two cameras for Apple's Face Time video calling. In March 2012, the third generation iPad model was introduced boasting a four-time sharper retina screen display and faster 4G wireless connectivity (Ireland & Woolerton, n.d., p.35).

PC. A PC is an acronym for a personal computer.

Response to Intervention (RtI). According to the RtI Action Network, Response to Intervention (RtI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction (National Center for Learning Disabilities1, 2012, What is RtI).

Tier 1. Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction (National Center for Learning Disabilities2, 2012, Tier 1).

Tier 2. Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention.

These services and interventions are provided in small-group settings in addition to instruction in the general curriculum (National Center for Learning Disabilities2, 2012, Tier 2).

Tier 3. At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (National Center for Learning Disabilities2, 2012, Tier 3).

Touch Screen. A touch screen is a display screen on which the user selects options (as from a menu) by touching the screen (Merriam-Webster.com, 2012).

Wireless Internet. Wireless Internet enables wireless connectivity to the Internet via radio waves rather than wires on a person's home computer, laptop, smartphone or similar mobile device (webopedia.com, 2012).

Methodology

Chapter Two of this grant proposal will review current literature regarding the importance of technology in the classroom. Specific topics include: Reasons to incorporate iPads into the classroom, advantages of using iPads, and using technology in Response to Intervention (RtI) strategies. Following in chapter Three are the goals and objectives associated with the use of iPads in the classroom and how the iPads will be implemented. Chapter Four outlines a timeline/action plan along with a budget for equipment and a breakdown of how the funds would be spent. Also included in this chapter is an evaluation plan to assess effectiveness. A dissemination plan is laid out indicating various strategies that will be used to increase awareness of the effectiveness of using modern technology in today's classroom.

Chapter II: Literature Review

Providing each of the two 4K classrooms with iPads would expose students to current and up-to-date technology. Offering these technological experiences for the youngest students in the Mondovi School District will improve their academic achievement by engaging students in critical thinking and problem solving skills. Increasing their academic skills will better prepare them for the Common Core Standard expectations in 5K. The implementation of iPads would also aide in facilitating the Tier 1 and Tier 2 general education classroom requirements for Response to Intervention instructional strategies. In addition, students would have an opportunity for self-directed learning and inquiry.

Importance of Incorporating Technology in the Classroom

Upon the introduction of the iPad in January 2010, many educators questioned how they could utilize this new and interesting gadget into their curriculum. Within just two short years, iPads have become the "next big thing" in education from preschoolers to college students. The world is changing rapidly with more of our lives revolving around technology including cell phones, iPods, and computers to name a few. Just as our world is changing, so too is the way we educate our students. Enhancing curriculum with the most recent technology is both engaging and beneficial to students and their learning. According to an article in American School and University, school officials say that iPads will "enhance learning by enabling students and teachers to create content with sound, video and graphics, and providing virtually unlimited access to primary source data" (Kennedy, 2011, para. 5). With more than 5,400 educational applications and over 1,000 free apps available with the iPad, the possibilities are endless in the ways that curriculum could be boosted through the use of iPads. According to school

superintendent Dr. Brenner, “It’s not about a cool application. We are talking about changing the way we do business in the classroom” (as cited in Hu, 2011, pg. 5).

Incorporating technology into the 4K curriculum can be beneficial to children’s learning and overall development. The National Association for the Education of Young Children (NAEYC) endorsed that “developmentally appropriate integration of technology in early childhood settings can be beneficial for the development and learning of young children” (as cited in Joshi, 2010, pg.7). Children learn differently and develop at different stages. Integrating up-to-date technology in the classroom environment would provide children with yet another opportunity to learn and experience technology while differentiating instruction to meet the needs of each student. Research findings by Davidson and Wright indicated that “when used appropriately within the curriculum, technology can facilitate children’s social skills, cognitive and problem –solving skills, creativity, language and literacy skills, and motor and eye-hand coordination” (as cited in Joshi, 2010, pg.7). With the number of skills that can be facilitated through the use of iPads, it would be a wise investment to incorporate these innovative and leading edge devices into the everyday classroom setting. In addition to supporting and extending students’ literacy and numeracy learning, occupational, physical and speech therapy, physical education, art, music, and other educational programs would also be boosted by the implementation of iPads in the classroom (Kennedy, 2011, para. 8).

A large majority of classroom teachers have also noted that the use of technology in the classroom enables students to “work cooperatively and to provide peer tutoring” (Department of Education, n.d.). Incorporating iPads in the 4K classroom would encourage students to work together in small groups by using the learning applications found on the iPad. With the push for more academics at an earlier age, social skills are not focused on nearly as much as they used to

be. Children learn important skills through socializing with others, art projects, and integrated instruction. These skills are often deemed as less important now because of the push for more rigorous academics. Robert C. Pianta, Dean of the Curry School of Education stated, "We have to be careful that those standards particularly as they extend downward, appropriately recognize these important social, communication, and self-regulation skills that are really as critical for kids' learning in those early and later years as whether they know the alphabet" (as cited in Zubrzycki, 2011, pg. 10). Cooperative learning through the use of iPads would be a way to key in on students' social skills that may otherwise be forgotten about. In addition, students with higher skill levels can pair up with lower level students to work on needed skills.

Advantages of iPads in the classroom

There are numerous advantages when incorporating iPads into the classroom. According to Ireland and Woolerton, they believe that "the iPad has many advantages over personal computers (PC's). For example, the price of an iPad is considerably cheaper (about $500) than a PC (over $1,000). In addition, the iPad is much lighter, smaller and easier to carry than most PC's on the market. iPad applications are designed to be simple to use and many younger students who are not computer literate will find the iPad easy to use. The large touch screen on an iPad allows for much quicker and simpler manipulation of both materials being viewed or created. The iPad is a quick, easy, fun device which will encourage students to use their own imagination and creativity. The touch screen makes it a much more exciting tool to use than a standard PC. In addition, the iPad can last approximately seven hours on a charged battery which makes it very accessible to use for the entire school day" (Ireland & Woolerton, 2010, p. 38).

Not only are iPads convenient to use by teachers and students, but they are also less bother for technology support staff. "The iPad is less hassle for the IT [informational technology] department because the apps are updated automatically across devices" (Bennett, p. 23).

iPads are advantageous in the 4K classroom because of their ease of use. Even the youngest of students can manipulate the iPad. Applications can be accessed at a finger's touch and are extremely easy to manipulate. "iPads are so intuitive that even kindergarten students need little or no instruction on how to manipulate the device" (Bennett, p. 23).

Many schools are currently facing budget shortfalls and are looking for innovative ways to cut spending. Incorporating iPads into today's classroom would have the capability to do just that. With current iPad models starting at approximately half the price of a PC, it is a wise and cost saving investment to purchase iPads. Many believe that in the future iPads will take the place of some textbooks in schools therefore reducing printing and textbook costs saving the district thousands of dollars. Currently the four-year-old kindergarten classrooms in Mondovi does not issue textbooks to their students, however exposing these youngest students to this new and upcoming technology will prepare them for what is to come in their future educational classroom.

Using Technology in Response to Intervention Strategies

Children are required to learn more at a younger age than ever before. Early literacy and academic skills once taught in first and second grade are now being emphasized in the pre-kindergarten and kindergarten curriculum level. In order for all children to make adequate progress, schools are implementing Response to Intervention strategies. The idea behind RtI is very beneficial for students ensuring that all students' needs are met through differentiated

instruction, however it is very time consuming on the part of the teacher. Consistently evaluating and documenting progress for each student in addition to small group and/or individual instruction makes meeting these RtI interventions extremely difficult. Implementing iPads into the 4K curriculum would assist teachers in the tier 1 and tier 2 general education intervention strategies. Using applications on the iPad, teachers could key in on necessary skills that particular students need to work on. This could be done in a small group setting while the teacher works with another group of struggling students. In essence, an iPad would be like an extra set of hands in the classroom. "Most technology-based applications, particularly those designed to provide practice in basic skills can be used independently, decreasing the need for teacher-based instruction and increasing the opportunity for student to gain additional instructional time throughout the day" (Okolo & Smith, 2010, p. 19).

The Mondovi School District is already providing special education classrooms with iPads as part of the Tier 3 instructional strategy. Incorporating iPads in the general education 4K classroom would provide incoming special education students with the learning opportunities that they have become accustomed to. It is extremely important for these students to practice and review the skills necessary to meet the goals and objectives in their individualized education programs (IEP's) and using iPads would help do just that. "Technology-based applications can deliver instructional activities that reiterate and provide practice in the basic skills with which students often struggle" (Smith & Okolo, 2010, p. 18).

As an educator, it is important to keep in mind, however, that technology such as iPads should be a supplement to the curriculum and not take the place of a teacher. Teachers still need to be monitor progress and differentiate student instruction based on formal and informal assessments. "Teachers rarely observe students' performance when they are on a computer or

mobile device and, therefore, may not be aware of when students encounter difficulties with a task or skill that required teacher intervention" (Okolo & Smith, 2010, p. 19).

Chapter III: Project Goals and Objectives

This chapter will outline the project goals and objectives. The purpose of this project is to increase 4K students' academic achievement through engaging technological experiences via the use iPads. To provide Mondovi 4K students with this opportunity, a plan has been developed to integrate technology into the 4K curriculum. Three objectives are also discussed along with the goal to integrate technology into the 4K classroom.

Mondovi is a small town in Western Wisconsin with a population of just under 2,800 people. The city is made up of 95.9% Caucasian, 1.4% Hispanic, 0.9% two or more races, 0.6% African American, 0.6% American Indian, and 0.5% Asian. The median income for Mondovi households in 2009 was $39,605.00. In March, 2011, the unemployment rate was 7.3%, the highest it has been in over ten years (city-data.org). Major industries in the area include Marten Transport, Midwest Dental, MDMA Equipment, agriculture, and various construction companies. As of the 2010-2011 school year, just under half of the elementary school population qualified for free and reduced lunch. Mondovi 4K currently enrolls 66 students served by 4 staff members daily.

Goal: To integrate technology into the 4K curriculum that will improve students' academic performance and knowledge of basic computer/technology skills.

Objectives:

- By May 2014, at least 75% of 4K students will show an increase in their academic skills after using iPads as measured by pre-post assessments. Activities covered in this objective include: completing beginning of the year assessments of all 4K students;

educating students on how to properly handle technological equipment; implementing new technology in the 4K classroom; and monitoring student progress.

- By May 2014, 4K students will demonstrate an understanding of basic modern technology skills as measured by formative and summative assessments. Activities covered in this objective include: 4K teachers working with 5K computer teacher to establish a list of basic technology skills necessary to master by the end of 4K; teachers and paraprofessionals reinforcing basic technology skills throughout the school year; and teachers will collect data through assessments to ensure students are properly prepared for 5K.
- By May 2014, 4K students will discover new ways to independently experience technology a minimum of two out of four days per week. Activities covered in this objective include: placing students into small groups based on academic need; students working independently in small group settings using appropriate applications/activities related to targeted skills throughout the year; and students experiencing new technology on a rotational basis at least twice per week.

Chapter IV: Project Methodology

This chapter will outline the project implementation upon receiving the grant. The timeline, budget, evaluation plan, and dissemination plan will be discussed. The plan will begin in September of 2013 and will outline the project for one year.

Mondovi four-year-old kindergarten is staffed by two teachers with a combined 22 years of teaching experience. Each 4K teacher is assisted by one paraprofessional. The Mondovi 4K program is a four day per week, half day program, including two morning and two afternoon sections. Each section of 4K has approximately 15-20 students. Mondovi School District recently updated its 4K/Early Childhood Special Education building site with wireless Internet during the 2011-2012 school year. The building is wired and ready for devices such as iPads; in fact, the early childhood special education teacher already is using iPads in her classroom. Many students entering 4K have an innate sense of technology. iPads are so user-friendly and 4K students are more than ready to use this type of device. In addition, students entering 4K from Early Childhood will have been exposed to the technology in the Early Childhood classroom. The Mondovi School district also has a small population of English Language Learners (ELL's). Because of the user friendliness of the iPads, ELL's will have little difficulty using the iPads, and applications will be downloaded on the iPad to assist these students in their unique learning process.

Upon notification of the grant award, iPads and accessories will be ordered so they can be implemented into the curriculum for the 2013-2014 school year. Once the school receives the iPads and equipment, teachers will attend an inservice with the technology staff that will prepare them for using iPads in their classrooms. In September 2013, 4K staff will work with the 5K computer instructor to establish a list of basic technology skills necessary to implement by the

end of 4K. Teachers will also analyze the 4K curriculum and discuss ways to implement the new technology into the everyday schedule to boost academic achievement. Teachers will attend professional development opportunities throughout the year to look for new ideas and ways to implement iPads into the classroom.

Once school begins in September of 2013, beginning of the year assessments will be administered to all 4K students. They will then be separated into groups based on academic skill level and needs. Prior to implementing the new technology into the classroom, 4K teachers will educate students on how to properly handle the new equipment. Teachers will then begin implementing the iPads into the classroom during large and small group instruction as well as during free play. Student progress will be monitored throughout the year and data will be collected through assessments and observations. This will ensure that 4K students are increasing their academic skills, demonstrating an increased understanding of basic modern technology skills, and are independently experiencing new technology in the classroom.

Project Timeline

Month	Activities
September 2013	Purchase iPads and accessories.
	5K computer teacher will inservice 4K teachers and staff on the use of iPads.
	Work with 5K computer teacher to establish a list of basic technology skills necessary to master by the end of 4K.
	Complete beginning of the year assessments on 4K students.
	Place students into small groups based on academic needs.
October 2013	Educate 4K students on how to properly handle new equipment.

	Introduce iPads into the classroom. Students will begin working independently in a small group setting using appropriate applications/activities related to targeted skills throughout the year. Collaborate with teachers/staff to share ideas for the iPad. Monitor student progress and apply interventions as needed.
November 2013	Conduct first trimester report card testing. Collaborate with teachers/staff to share ideas for the iPad. Monitor student progress and apply interventions as needed.
December 2013	Collaborate with teachers/staff to share ideas for the iPad. Monitor student progress and apply interventions as needed.
January 2014	Collaborate with teachers/staff to share ideas for the iPad Monitor student progress and apply interventions as needed. School board members/administration visit classrooms to witness new technology in action. Upload pictures and include a write up of students using technology in the 4K classroom to the district's website and local newspapers.
February 2014	Conduct second trimester report card testing. Collaborate with teachers/staff to share ideas for the iPad. Monitor student progress and apply interventions as needed.
March 2014	Collaborate with teachers/staff to share ideas for the iPad. Monitor student progress and apply interventions as needed.

April 2014	Collaborate with teachers/staff to share ideas for the iPad. Monitor student progress and apply interventions as needed.
May 2014	Conduct third trimester report card testing. Collaborate with teachers/staff to share ideas for the iPad. Monitor student progress and apply interventions as needed. School board members/administration visit classrooms to witness new technology in action. Present findings to the school board on the impact technology has had in the 4K classroom.

(See Appendix B, Table 1)

Evaluation Plan and Tools

The evaluation plan will outline the three objectives of the proposed grant along with the types of evaluations being used for each objective. Types of evaluations used will include: 4K Fall Assessment, Creative Curriculum (Teaching Strategies Gold Assessment), 4K Technology Assessment, and anecdotal records throughout the year. The 4K Fall Assessment and the 4K Technology Assessment are both teacher-generated assessments that are used along with anecdotal records to monitor student progress. The Creative Curriculum (Teaching Strategies Gold Assessment) is a comprehensive, research-based assessment system that supports effective teaching and children's development and learning. The goal to integrate technology in the 4K curriculum that will assist in improving students' academic performance and knowledge of basic technological skills will be assessed through these evaluation tools to ensure the efficiency and effectiveness of the grant (See Appendix B, Table 2).

Dissemination Plan

Dissemination will occur throughout the grant timeline. The intended results of the project's dissemination efforts are: to increase awareness of utilizing effective modern technology in a school setting and to provide data that indicates the academic performance of 4K students who were provided with technology opportunities in the Mondovi School District during the 2013-2014 school year increased.

The administration and various school board members will visit 4K classrooms throughout the school year to view hands-on, student-demonstrated examples of lessons taught and applications used with the iPads. Photos of students using the new technology will be posted on the Mondovi School District webpage along with links to educational websites and applications for the iPad. A press release to local newspapers, radio and television stations will indicate the progression of technology utilized by teachers and students in the district's 4K classrooms. A final report will be presented at the May 2014 school board meeting noting the end of the year student assessments and the impact the new technology has had in the 4K classroom. These finding will also be submitted to the grant agency (See Appendix B, Table 3).

Budget

The budget that has been developed is reasonable and sufficient to meet program needs. $4679.70 is being requested to purchase technological equipment for both 4K classrooms in the Mondovi School District. The district has shown its commitment to this proposed grant by its willingness to invest dollars into the professional development of the teachers who would be using the newly purchased technology along with any other costs involved (See Appendix B, Table 4).

professional development.

It is crucial for teachers to have a proper understanding of the technology they are using and teaching their students. Therefore, the Mondovi School District has agreed to pay all costs associated with educating the 4K staff on the use of iPads and other technological equipment. This includes any professional development training and substitute teacher pay. The Mondovi School District is extremely supportive of this proposed grant and is willing to provide additional funding that will help to maximize teacher knowledge through curriculum development and equipment training.

equipment.

The requested budget for equipment is $4679.70. This includes six iPads, along with a keyboard, stylus, invisible protection shield, case, and iTunes card to go along with each iPad.

Granting funds to the Mondovi School District 4K program would help to provide students with the most up-to-date technology that will aide in improving their academic skills. Improved academic skills will benefit students in 5K when Common Core Curriculum Standards begin implementation. In addition, iPads in the classroom will aide in the facilitation of Response to Intervention Tier 1 and Tier 2 general education instructional strategies. Utilizing iPads will also allow students to be engaged in critical thinking and problem solving skills while giving them an opportunity for self-directed learning and inquiry. Investing in this project will provide Mondovi 4K students with wonderful and important learning experiences that will benefit them for a lifetime.

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Appendix A: Cover Letter

April 2, 2013

Mr. Jesse Graytock
Grants Manager
The NEA Foundation
1201 16th Street NW
Washington, D.C. 20036

Dear Mr. Graytock:

On behalf of the Mondovi School District, I am pleased to submit a proposal for the Student Achievement Grant. I am requesting nearly $5,000.00 in funds to support iPad integration into the four-year-old kindergarten curriculum. With you support, we hope to create a technology-rich environment that will increase student achievement and better prepare students for five-year-old kindergarten.

Thank you for your consideration of this proposal. Please contact me to answer any questions or to provide further information. I can be reached at:

337 North Jackson Street
Mondovi, WI 54755
715-926-5846
akitchner@mondovi.k12.wi.us

I look forward to working with you on this important project.

Sincerely,

Angela M. Kitchner
Four-Year-Old Kindergarten/Early Child Special Education Teacher
School District of Mondovi

Appendix B: Tables and Charts

Action Plan and Timeline (Table #1)

ACTIVITY	BEGIN DATE	END DATE	RESPONSIBILITY
Objective #1: By May 2014, at least 75% of 4K students will show an increase in their academic skills after using iPads and laptops as measured by pre-post assessments.	Sept. 2013	May 2014	4K Teachers
• Activity 1.1. Complete beginning of the year assessments on all 4K children.	Sept. 1, 2013	Sept. 30, 2014	4K Teachers
• Activity 1.2. Educate 4K students on how to properly handle new equipment.	Early Oct. 2013	Middle of Oct. 2013	4K Teachers & Paraprofessionals
• Activity 1.3. Begin implementation of new technology.	Middle of Oct. 2013	Middle of Oct. 2013	4K Teachers & Paraprofessionals
• Activity 1.4. Monitor student progress.	Ongoing	Ongoing	4K Teachers & Paraprofessionals
Objective #2: By May 2014, 4K students will demonstrate an understanding of basic modern technology skills as measured by formative and summative assessments.	Sept. 2013	May 2014	4K Teachers
• Activity 2.1. 4K teachers will work with 5K computer teacher to establish a list of basic technology skills necessary to master by the end of 4K.	Sept. 2013	Oct. 2013	4K Teachers 5K Computer Teacher
• Activity 2.2. 4K teachers and paraprofessionals will reinforce basic technology skills throughout the 2012-2013 school year.	Ongoing	Ongoing	4K Teachers & Paraprofessionals
• Activity 2.3. 4K teachers will collect data through assessments to ensure that 4K students are properly prepared for what they are expected to know upon the entrance of 5K.	Ongoing	Ongoing	4K Teachers & Paraprofessionals
Objective #3: By May 2014, 4K students will discover new ways to independently experience technology a minimum of two out of four days per week.	Sept. 2013	May 2014	4K Teachers & Paraprofessionals
• Activity 3.1. Students will be placed into small groups based on academic needs by the 4K teacher.	Sept/Oct 2013	Oct. 2014	4K Teachers
• Activity 3.2. Students will work independently in a small group setting using appropriate applications/activities related to targeted skills throughout the year.	Oct. 2013	May 2014	4K Teachers & Paraprofessionals
• Activity 3.3. Students will experience new technology on a rotational basis at least twice per week as noted by the 4K teacher.	Oct. 2013	May 2014	4K Teachers & Paraprofessionals

Evaluation (Table #2)

Formative Evaluation			
Evaluation Question(s) **1. Were the teaching strategies used to integrate technology into the 4K classroom effective enough to increase academic skills?**	Data Collection Activities • Administer beginning and end of the year academic assessments.	Data Collection Instruments • Mondovi 4K Fall Assessment • Creative Curriculum Assessment • Mondovi 4K Technology Assessment	Data Collection Schedule • 4K Fall Assessment: September 2013 • Creative Curriculum: May 2014 • 4K Tech. Assessment: May 2014

Objective #1: By May 2014, at least 75% of 4K students will show an increase in their academic skills after using iPads and laptops as measured by pre-post assessments.

Summative Evaluation			
Evaluation Question(s) **1. What percentage of 4K students have increased their academic skills since the beginning of the school year?**	Data Collection Activities • Administer beginning and end of the year academic assessments.	Data Collection Instruments • Mondovi 4K Fall Assessment • Creative Curriculum Assessment	Data Collection Schedule • Fall Assessment: September 2012 • Creative Curriculum: November 2013 February 2014 May 2014

Objective #2: By May 2014, 4K students will demonstrate an understanding of basic modern technology skills as measured by formative and summative assessments.

Summative Evaluation			
Evaluation Question(s) **1. What percentage of 4K students can identify various parts of an iPad/laptop and how to operate the**	Data Collection Activities • Student observation • Administer Mondovi 4K	Data Collection Instruments • Anecdotal records • Mondovi 4K Technology	Data Collection Schedule • 4K Technology Assessment: May 2014 • Anecdotal records: monthly

technology properly?	technology assessment.	Assessment	throughout the school year.

Objective #3: By May 2014, 4K students will discover new ways to independently experience technology a minimum of two out of four days per week.

Summative Evaluation

Evaluation Question(s)	Data Collection Activities	Data Collection Instruments	Data Collection Schedule
1. What percentage of 4K students independently experience technology with little or no assistance from the teacher?	• Student observation	• Anecdotal records	• Monthly through the 2013-2014 school year.

Dissemination (Table #3)

Specific Information	Target Audience	Dissemination Strategy
• **Hands-on examples of lessons taught and applications used (student-demonstrated)**	• School Board • Administration	• On-site visits throughout the 2012-2013 school year.
• **Photos of students using new technology** • **Links to educational websites** • **Links to educational applications for iPads**	• Community Parents & Citizens • Administration • School Board	• Mondovi School District Website
• **Progress of technology utilized in the classroom**	• Community Parents & Citizens • Administration • School Board	• Press releases to local newspapers, radio stations, and TV stations
• **End of the year student assessments** • **Indicate the impact new technology has had in the 4K classroom.**	• School Board • Administration • Elementary Staff Members	• 4K staff presentation at May 2013 elementary staff meeting and school board meeting.

Budget (Table #4)

The requested budget for equipment is **$4679.70.** This includes the following:

Equipment	Model #	Price
Apple IPad 2 w/ Wi-Fi 16 GB – Black	MC705LL/A	$499.99 each (times 6 IPads) = **$2999.94**
Logitech Tablet Keyboard for the Apple IPad2	920-003241	$69.99 each (times 6 keyboards) = **$419.94**
Targus Stylus	AMM01US	$19.99 each (times 6 stylus) = **$119.94**
Zagg Invisible Shield	GBAPPIPADTW0S2	$29.99 each (times 6 shields) = **$179.94**
Targus Rotating Case for the Apple IPad 2	THZ045US	$59.99 each (times 6 cases) = **$359.94**
$100.00 Apple ITunes Card for various Applications	APPLE	$100.00 each (times 6 cards) = **$600.00**
		Total Price of Equipment: **$4679.70**