

MIDDLETOWN TOWNSHIP ACTION PLAN

ENVIRONMENT COMMITTEE

REPORT

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Goals and Strategies

Goal Area: Environment

environment¹

1: *the circumstances, objects, or conditions by which one is surrounded*

2: *the aggregate of social and cultural conditions that influence the life of an individual or community.*

The mentioning of environment in our current world conveys many thoughts ranging from climatic conditions to political viewpoints to software operating systems. When considered in an educational context naturally a similar breadth of thoughts become apparent. Although our overall goal:

Provide communication that will foster ownership by the community of our schools, while implementing the necessary infrastructure that supports the educational program and the NJ Core Content Curriculum Standard.

is specific in intent, the supporting strategies cover aspects which can be approached in a variety of ways. Our working group was able to generate a diversity of ideas on how best to approach these environmental strategies. However, concentrating on activities which can be longitudinal in nature while providing tangible short-term benefits was a real focal point.

In our discussions, communication between the many stakeholders of our educational community was a key theme. In effort to a) not overly segment key activities and b) realize possible synergies an activity may possess, our group decided to address the following strategies simultaneously.

Strategy #1: Foster supportive constructive relationships among all the stakeholders in the district strategic plan.

Strategy #4: Effectively communicate and coordinate all the available information about our 17 schools (internally and externally).

Although the focus of these strategies differs, a review of the following activities will reveal the cross benefits in achieving the aforementioned strategies:

- 1) *Hire a Public Information Coordinator.*
- 2) *Appoint Public Information Liaisons.*
- 3) *Develop, implement and communicate a community outreach program.*
- 4) *Increase televised programs on the township cable channel.*
- 5) *Expand articulation internally with a specific focus on grade level teachers both within a building as well as between different schools within the district.*

¹ Merriam-Webster Online Dictionary
Revised 8/12/08

The most tangible aspects of our education environment are its bricks and mortar. These aspects are rarely overlooked, very much discussed, deemed as a vital component in the delivery of education, and in the end go underappreciated as more pressing / politically palatable ideas and initiatives siphon the district's focus and resources. Understanding how we arrived at the current state of our facilities is only the first step in addressing the needs of a historic community facing changes in technological, demographic and political trends. Although addressing the following strategy:

Strategy #2: Implement the long-range facility plan and continue to maintain the facilities we have in place.

entails budgetary challenges which dwarf most other strategies/activities, its importance is self-evident. Rather than focusing on a rigorous analysis of the facilities plan, our group focused on the need to communicate the gravity of this issue to all the stakeholders in the community. Our strong belief that this should not be a question of "should" or "if" a facilities plan is adopted, but "how" and "in what form" a facilities plan will be adopted. Key activities include:

- 1) *In the short-run, budget accounts to sufficiently maintain and repair facilities must be preserved.*
- 2) *Increase public awareness of long range facilities plan and use their input to refine the current plan.*
- 3) *Gain consensus on the long-range facilities plan.*

The benefits of the use of technology in any educational setting are universally obvious. Although the resource allocation in this area has been significant, it is not apparent to the group that additional large infusion of resources in this area will address the district's desire to provide "a rigorous and relevant education"...In fulfilling our last strategy:

Strategy #3: Fully implement the five-year technology plan and integrate technology usage in the K-12 curriculum.

the group focused on activities which not only more fully integrate technology to all the stakeholders of the community, but help assimilate its use into the educational culture of the community. Key activities include:

- 1) *Secure the commitment, acquire the funding, prioritize the use and implement a 'best practice' process in the use of technology*
- 2) *Expand technology-based learning experiences for student body.*
- 3) *Increase the use of technology by staff in the developing, executing and evaluating of lesson plans to facilitate enriched learning experiences.*
- 4) *Secure alternate funding resources for technology equipment and programs.*

The following sections are a tabular analysis of each strategy with steps of implementation and indicators for success as well as an attempt to incorporate a cost-benefit analysis of each activity.

MIDDLETOWN ACTION PLAN

Goal Area: Environment

Goal: Provide communication that will foster ownership by the community of our schools, while implementing the necessary infrastructure that supports the educational program **and the NJ Core Content Curriculum Standards.**

Strategy #1: Foster supportive constructive relationships among all the stakeholders to the district strategic plan.

Strategy #4: Effectively communicate and coordinate all the available information about our 17 schools (internal and external).

Major Activity #1	Steps for Implementation	Indicators of Success
<p>Hire a Public Information Coordinator who will provide leadership, coordination and innovation in the area of public information for the district. In addition the coordinator will assess public opinion among stakeholders (See Appendix A) and develop strategies to influence public perceptions of the district in a positive manner.</p>	<ol style="list-style-type: none"> 1. Create job description and performance responsibilities. (See Appendix B.) 2. Secure funding through school budget. 3. Post position and conduct interviews. 4. Hire candidate. <p>Actions and Updates</p> <p><i>May 2007: Although position of public information coordinator not budgeted for 2007-2008, administrative staff has taken the lead with improved communications by disseminating information to and for the community - on web site (each month offers new programming), new district calendar (operational May 2007 accessible from the home page), concentrated focus on novice teachers to build a community of support and professionalism (meetings throughout the school year, culminating in final meeting on May 15, 2007), more informative budget newsletter with community information, (April 2007), Cyber Café conducted in November 2006 with excellent evaluations from participants, renewed contacts with area newspapers (continuing, and to foster more collegial relations, school district offers to provide photographs of special events to area newspapers), meeting with seniors at various locations to foster better relations, November 2006.</i></p> <p><i>October 2007: "District Vision for Instruction" video broadcast at the secondary school Back-to-School nights. Either the superintendent or an assistant superintendent spoke at each of the Back-to-School nights about this vision.</i></p> <p><i>May 2008: New DOE Commissioner's draft regulations would preclude districts from having a separate public information position, but the duties of that position have already been assumed by the Superintendent and her Cabinet.</i></p> <p><i>August 2008: District is looking into the possibility of engaging a public information consultant to write a limited number of articles for the press.</i></p>	<ol style="list-style-type: none"> 1. Budget passes annually. 2. Increased number of positive articles (3-5 per month, exclusive of regular sports coverage and board meetings) regarding the Middletown Township School District published in both area newspapers and a district newsletter that is included in the township mailer on a regular basis. 3. Successful completion of performance responsibilities, to be reviewed annually. (See Appendix A.) 4. Qualitative: Assessment of public opinion about the school district prior to the hiring of the Public Information Coordinator and after 1 year of service to review increase in positive feedback about district. This information will identify areas of success and areas needing improvement. The public opinion polls will be conducted annually thereafter.

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MIDDLETOWN ACTION PLAN

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Major Activity #2	Steps for Implementation	Indicators of Success
<p>Appoint Public Information Liaisons who will be responsible for generating and submitting 3-5 positive articles, with photographs, annually about their particular school directly to the Public Information Coordinator and building principal. These articles will feature academic curriculum, community outreach projects, enrichment programs and other special events. Prior to publication of the articles, liaisons will be responsible for securing permission for students' names and images to be published. Articles can be published in the newspaper or a district-wide newsletter to be included in township's mailers.</p>	<ol style="list-style-type: none"> 1. School principals will select 2-3 Public Information Liaisons for each building who will report to both the school principal and the district Public Information Coordinator. Liaisons can be staff, students or parent group members. <i>May 2007: Professional development liaisons have been more active this year and have shared input and suggestions for meetings (May 17) was the final summation of year's events. These liaisons shared ideas for events, professional development and otherwise for the following year. Technology committee will review parental permission for student identification in media. Currently revised permission form well received. September 2006)</i> 2. Facilitate a district wide meeting with the liaisons, principals and Public Information Coordinator to establish guidelines and desired outcomes. <i>May 2007: Consideration given to including the professional development liaisons to fulfill this role.</i> 3. School principals and Public Information Coordinator will monitor the liaisons' progress. 	<ol style="list-style-type: none"> 1. Increase in number of positive articles published about the Middletown Township School District. (3- 5 per school, annually) 2. District newsletter is included in the township mailers.

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Major Activity #3	Steps for Implementation	Indicators of Success
<p>Develop, implement and communicate a community outreach program specifically targeting the unique demographics of the school neighborhoods. Each school will generate 3-5 community outreach projects annually which will be tailored to benefit their needs. Participation by students, staff and parents would be voluntary.</p> <p><i>Revised 8/12/08</i></p>	<p>1. School principals, staff, students and parents will refer to the list of stakeholders (See Appendix A), and generate programs d (i.e. computer lessons, food drives, letter-writing campaigns, blood drives, etc.) to benefit the target groups.</p> <p><i>May 2007: Computer lessons for seniors completed (November 2006) with plans to provide additional lessons in the summer, individual schools have engaged in various community activities (letter writing, weather stations, etc.) the area newspapers have been invited to witness events and secure public relations information (Asbury Park Press on the MTEF's violin lessons – full page article March 2007), Granny's Attic sale (as an example), Math Olympics, school trips, informational advertisement in three local papers on district achievements (April 2007)</i></p>	<p>1. 3-5 programs implemented annually at each school.</p> <p>2. Attendance at events by the stakeholders.</p> <p>3. Increased number of positive newspaper articles.</p> <p>4. Qualitative: Assessment of participants' feelings through verbal interactions, as well as post-event surveys.</p>
	<p>2. School principals will approve at least 3-5 activities to be implemented annually at each school.</p> <p><i>May 2007: Documentation to be provided next update.</i> <i>October 2007: See v-calendars on website. For example: Lincroft School 50th Anniversary Celebration scheduled for October 26th.</i></p> <p>3. School principals, in cooperation with parent/staff groups, will appoint parent or staff volunteers, as well as student liaisons, to implement and supervise the community outreach projects.</p> <p><i>May 2007: Documentation to be provided next update.</i> <i>October 2007: See v-calendars on website and individual school websites. For example: Fairview "Support Our Troops" initiative.</i></p> <p>4. School principals will approve all necessary permits and address safety procedures throughout the projects.</p> <p><i>May 2007: Documentation to be provided next update.</i> <i>October 2007: Documented by building usage forms approved. Information posted on business office v-calendar. All parent group fundraisers approved through the office of the Assistant Superintendent of Operations.</i></p> <p style="text-align: center;">CONTINUED IN NEXT COLUMN →</p>	

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Major Activity #4	Steps for Implementation	Indicators of Success
<p>Increasing televised programs on the township cable channel will promote and improve communication by the district to the residents. Currently some sports events and public workshops have been televised. With supervision by the Public Information Coordinator and Superintendent, and in conjunction with the current high school and middle school television production classes, more broadcasts could be offered. (Examples of programs could include school events, academic activities, planned panel discussions, and P.S.A.'s by students.)</p> <p><i>Revised 8/12/08</i></p>	<ol style="list-style-type: none"> 1. Contact and obtain support of current school media programs. This can be done voluntarily or mandated as part of the curriculum. <i>May 2007: Programming has been provided monthly and will be increased in 2007-2008. October 2007: "Your Town, Your Schools" is aired three times daily. New show produced monthly and segments archived on district website. Some segments, as appropriate, have been copied and sent to schools for use at parent meetings (for example: the "Investigations" and "District Vision for Instruction" videos). Individual school features/programs air periodically as well.</i> 2. Secure all necessary legal documentation to obtain releases from students or public to be featured on television broadcasts. <i>May 2007: Accomplished in September 2006 and documentation will be reviewed for 2007-2008 to ensure compliance. October 2007: Release form, available through district website, effective September 2007 revised in accordance with new Board policy.</i> 3. Determine the number of airtime hours the district has to fill. Initially the district will feature at least 2-3 school events, 1 planned panel discussion, 2-3 academic activities and 2 P.S.A.'s, all to be broadcast monthly and then changed every month thereafter. As the district monitors the results of the increased programming, more broadcasts could be developed. <i>May 2007: Underway and continuing.</i> 4. Meet with Public Information Coordinator to review and secure permission for taping of events. 5. Gather signed releases from students, parents or public to be filmed and to have their image broadcast. 6. Tape Events. 7. Edit and obtain permission from Public Information Officer to broadcast events. 8. Broadcast. <i>May 2007: Underway and continuing, except that Administrative staff has taken leadership of monitoring events at present. January 2008: The district has sent a letter to Comcast inquiring about securing our own municipal channel exclusively for school use. May 2008: A follow-up letter was sent to Comcast again inquiring about securing our own municipal channel since we did not receive a response to the first letter to Comcast regarding this.</i> 	<ol style="list-style-type: none"> 1. Qualitative: Increased awareness of school happenings by the public at large. This can be measured via the Public Information surveys to be conducted annually. 2. Increased number of programs broadcast on Channel 20. 3. Budget passes.

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Major Activity #5	Steps for Implementation	Indicators of Success
<p>In addition to increasing communication with the community, the school district needs to expand articulation internally. Increased interaction between the following groups need to be addressed:</p> <ul style="list-style-type: none"> a. Grade level teachers within buildings, subject area within buildings, and support staff or special teachers within buildings. b. Grade level/subject area teachers between buildings. <p>This activity could be implemented in phases. Initially teachers would interact with colleagues within their assigned buildings. Opportunities would be made available for grade level teachers to plan with each other and special education teachers. "Special" teachers or subject specific teachers could meet with teachers in a different specialty or grade level to differentiate and integrate curriculum providing new learning opportunities for staff and students. The next phase would encourage interaction between all teachers within the district to focus on best teaching practices for their grade level, subject area or specialty.</p>	<ol style="list-style-type: none"> 1. School principals will grant time for staff to discuss various curricular strategies. 2. During district-wide professional days, time would be allotted for staff to interact. Discussion topics could be provided by the administration. <p><i>May 2007: Articulation expanded during professional days (September 27, November 7) and continuing. Department meetings, critical friends meetings, performance based assessment meetings, and general curricular meetings continuing. (As an example, 18 computer teachers and representatives of all elementary grades discussed infusion of technology into the curriculum May 14, 2007) Another example was a representative contingent of teachers and administrators attending the Lucy Calkins' seminar at Columbia University April 2007.</i></p> <p><i>October 2007: Documented by the many activities on the agendas planned for October 22nd district in-service day. For example: - middle and high school teachers will articulate with regard to the approach being fostered for instruction; - follow-up training sessions in "Writing Workshop" (elementary level) and LEADS (middle school level) are being given as well.</i></p> <p><i>May 2008: Additional collaborative planning is expected for high, middle and elementary schools between classroom teachers and their co-teachers for supplementary instruction and/or in-class resource teachers.</i></p>	<ol style="list-style-type: none"> 1. Staff attends and implements ideas discussed. 2. Staff has greater awareness of their colleagues' teaching practices. 3. Qualitative – Principals can observe a collegial atmosphere through private discussions and observations. 4. Quantitative – Post-evaluation forms will be completed after all share sessions.

MIDDLETOWN ACTION PLAN ~ Activities In Progress and Development

- Goal Area:** Environment
- Goal:** Provide communication that will foster ownership by the community of our schools, while implementing the necessary infrastructure that supports the educational program **and the NJ Core Content Curriculum Standards.**
- Strategy #1:** Foster supportive constructive relationships among all the stakeholders to the district strategic plan.
- Strategy #4:** Effectively communicate and coordinate all the available information about our 17 schools (internal and external).

Major Activities Already in Place	Activities Under Development	Indicators of Success
<p>“Your Town, Your Schools”: This district TV production features monthly updates regarding curriculum, community outreach, and other newsworthy events occurring at each of the schools.</p> <p>Website Updates: The website is being used more effectively to disseminate information and provide up to date links to pertinent websites (such as the Middletown Township website) affecting the stakeholders.</p> <p>Public Information Efforts: Until the budget allows for a Public Information Officer, the district administrators are taking the initiative to send out press releases regarding district programs, policy and events.</p>	<p>Expansion of Professional Development: Specifically, more opportunities are being created for novice teachers to interact with administrators and experienced teachers in order to demonstrate support, collegiality and professionalism for all staff.</p> <p><i>May 2007:</i> Professional development opportunities for novice teachers expanded in 2006-2007. Meeting topics included team building, classroom management, writing tests, criterion referenced tests and the construct of an effective lessons. Evaluations were excellent, final meeting for this year (May 14, 2007).</p> <p><i>October 2007:</i> Novice teacher training sessions held in August, September, and October. Some novice teachers attended regional math, science, and social studies conventions in October.</p> <p><i>May 2007:</i> District website has been modified and continues to be refined and improved. New links have been added, specifically for the district calendar which is almost completed. (May 2007)</p> <p><i>October 2007:</i> The v-calendar is now active and running.</p> <p><i>May 2008-</i> ‘April 2008 Your Town, Your Schools’ district newsletter provided information on the 2008-9 budget as well as provided district accolades and presented our Strategic Plan goals and strategies for the 3 major areas.</p> <p><i>May 2008-</i> Continued production of “Your Town, Your Schools” video for television, including April 2008 budget edition.</p>	

Revised 8/12/08

Cost Benefit Analysis

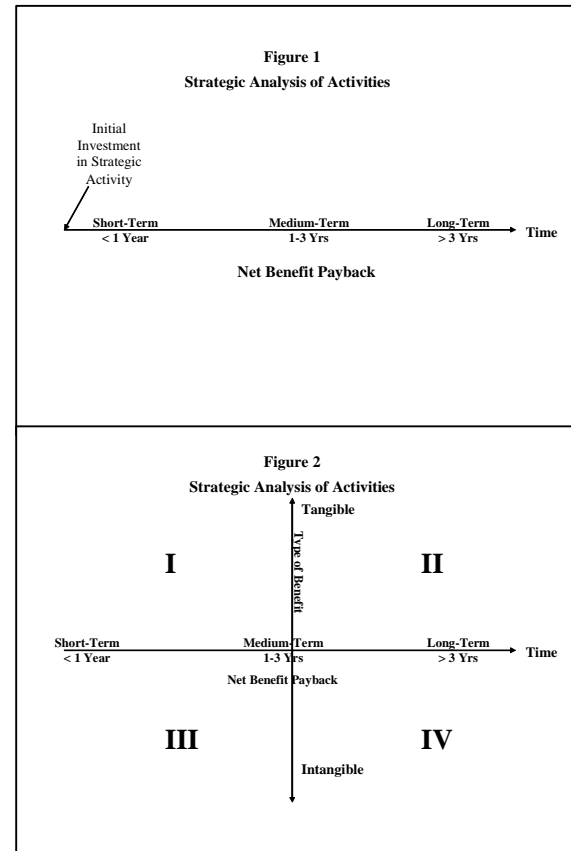
Conducting any type of cost-benefit analysis is largely dependant on assumptions and estimates of key factors making the analysis only part of any decision rather than a key determinant. Our challenge in doing such an analysis on our strategic activities is that many of the costs and benefits are intangible in nature making any quantifiable cost and/or benefits imprecise at best or misleading at worst.

In effort to make the analysis pertinent, we decided to use a graphical representation of the activities in each strategy to depict the nature and the period of benefit realization. More simply, what type of benefits (tangible or in intangible) can we expect and how long will it take to realize them. Our intent is to aid in the aggregate understanding when considering an implementation of each activity.

Assuming that a) each activity will yield a net benefit and b) that implementing any activity has upfront costs, our group tried to determine (approximately) how long it will take to realize a net benefit from the activity (Figure 1). We used three main time frames: Short (<1 year), Medium (1-3 years) and Long (>3 years).

A y-axis is introduced to reflect the nature of the net benefit of each activity (tangible or intangible). Our goal is not to be precise in our estimation in this analysis, but rather categorize and form a basis of analysis when discussing the benefits and costs of each activity. One can infer the following from each quadrant of the analysis:

- I. The tangible nature of the net benefits and the short time required to realize them makes this activity compelling to implement. An easy win.
- II. Although benefits are tangible the long time period for benefit realization necessitates a careful evolution of the activity. A solid implementation process should make adoption of the activity compelling.
- III. The short time frame makes the ability to discern net benefits easier however the intangible nature of the benefits adds opaqueness. The ultimate size and importance of the benefit will drive the implementation decision.
- IV. The toughest quadrant given the long time period and the intangible nature of the net benefits. All activities falling in this quadrant will require very careful thought and a high priority on its net benefit (despite its intangible nature) before considering implementation.



Stakeholder Cost / Benefit Analysis

Attributes of the Analysis

Benefits

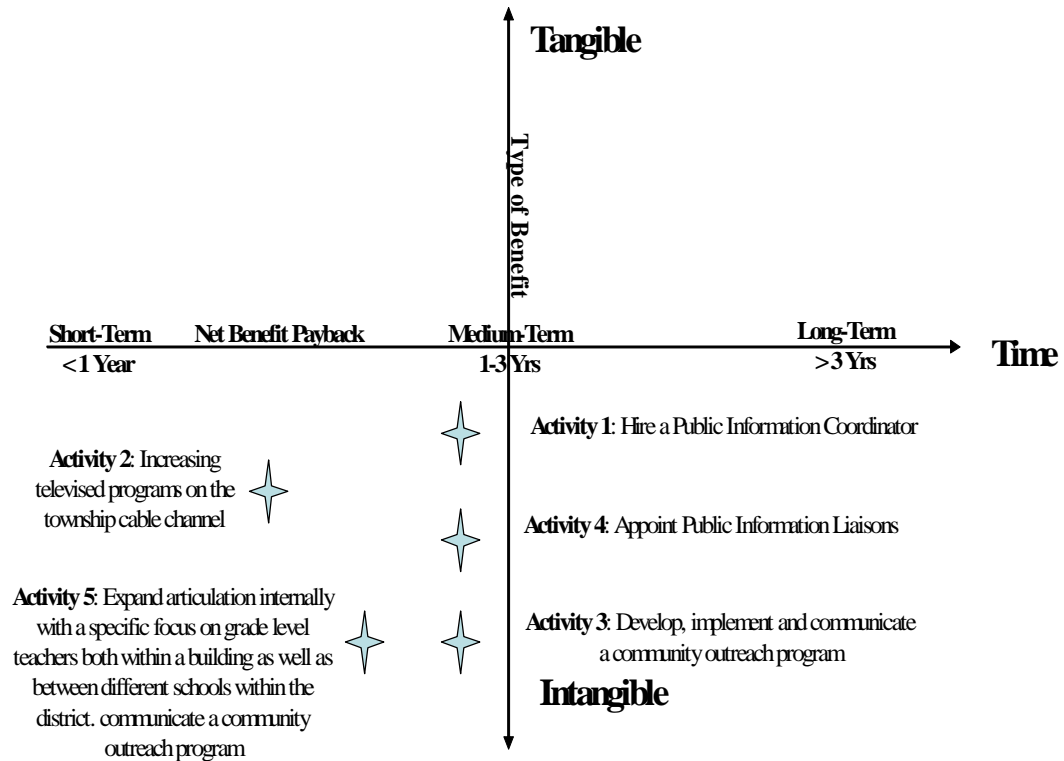
- Improve the image of the district.
- Improve the desirability of the township which will have a positive impact on housing values.
- Pass Budgets
- Increase the pro-activity of all stakeholders.
- Improve the respectability of the faculty.
- Enhance the level of pride in student achievement.

Costs

- Direct resource outlay.
- Cultural change which may alienate some faculty members.
- Does the “tail begin to wag the dog”.
- Increase the responsibilities of all stakeholders.

Strategy 1: Foster supportive constructive relationships among all the stakeholders to the district strategic plan.

Strategy 4: Effectively communicate and coordinate all the available information about our 17 schools (internal and external).



MIDDLETOWN ACTION PLAN

Goal Area: Environment

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Strategy #2: Implement the long-range facility plan and continue to maintain the facilities we have in place.

Major Activity #1	Steps for Implementation	Indicators of Success
<p>Budget accounts to sufficiently maintain and repair facilities must be preserved, respected and possibly increased to account for higher costs of goods and services.</p>	<ol style="list-style-type: none"> 1. Educate the public on current state of existing plant, specifically code compliance, ongoing maintenance and replacement of equipment and/or parts at the end of useful life. Information can be disseminated through planned panel discussions, video clips published on the district website, and monthly updates at the MBOE meetings, in the district newsletter and on Channel 20. <i>October 2007: Videoclips of construction progress available to community on district website. For example: the H.S. North turf project.</i> 2. Develop and continuously update a long-range maintenance plan for all district facilities. Publish this plan on the district website. <i>October 2007: Progress made toward continuing long-range maintenance plan. For example: refurbishment of Harmony ceilings, Ocean Avenue floors, & high school gymnasium floors; weed and maintenance program for high school fields, elementary school toilet partitions (Lincroft and Pt. Monmouth), various masonry and fence repair/replacements, wood carpet for all elementary playgrounds, etc.</i> 3. Consistently appropriate funding for maintenance and repair of our facilities and grounds. <i>October 2007: School budget passed in April 2007 thereby preserving maintenance budget.</i> <i>May 2008- School budget passed in April 2008, thereby preserving maintenance budget.</i> <i>May 2008- District continues to review energy and cost savings measures for facilities, including modern elementary boiler controls for efficiency and evaluation of electricity utilization and modern controls to reduce energy usage.</i> 	<ol style="list-style-type: none"> 1. Budgeted accounts are fully funded annually. 2. No routine failures attributed to lack of plant maintenance. 3. Qualitative: Assessment of public opinion about fulfillment of the district's maintenance plan. 4. Qualitative: Increased public awareness of the conditions of the district's facilities, equipment and grounds. This can be measured via the Public Information surveys to be conducted annually.

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Major Activity #2	Steps for Implementation	Indicators of Success
<p>Increase public awareness of long range facilities plan and use their input to refine the current plan.</p>	<ol style="list-style-type: none"> 1. Survey the public on their long-range requirements from the facilities (See Appendix C for sample.) 2. Survey the public regarding their feelings on the Early Childhood Centers (numbers, locations, grades and class duration). 3. Develop video on status of facilities and make available on district website, community channel and to be used at public meetings. <p><i>October 2007: In addition to the Videoclips noted previously, photo essays are in progress for all twelve elementary schools.</i></p> <ol style="list-style-type: none"> 4. Conduct a series of public information exchange sessions on state of the facilities, remediation plans, and long-range district projections. 	<ol style="list-style-type: none"> 1. Post Surveys are completed and a majority favors the revised long-range plan. 2. Attendance at Information Exchange Sessions is high and communication is township-wide.

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Major Activity #3	Steps for Implementation	Indicators of Success
<p>Gain consensus on the long-range facilities plan from the administration, BOE and public.</p>	<ol style="list-style-type: none"> 1. Update the current long-range facility plan and develop detailed estimates for financial requirements. <i>October 2007: Study of Thorne and Bayshore track viability underway, existing Thompson track refurbished.</i> <i>August 2008: District finally received DOE review of Long-Range Facilities Plan dated July 25, 2008 (submitted to DOE in January 2006). 3 areas require additional submissions or clarifications and this is currently being addressed.</i> 2. Conduct a post-survey to determine effectiveness of communications plan and to determine consensus. 3. Prepare referendum to obtain financing. 4. Implement the long-range plan to improve an update the district schools. <i>October 2007: HVAC project completed in first six elementary schools, H. S. North turf project nearing completion. boiler replacements done at Harmony and Nut Swamp Schools, parking lots at Bayshore, Leonardo, H.S. South, and New Monmouth paved or refurbished, high school field sprinkler systems, etc.</i> <i>May 2008- Elementary HVAC project work underway for final 6 schools, expected to be completed late summer/early fall 2008.</i> <i>August 2008: With available funding from 2007-8, many smaller projects are underway (Harmony School hall ceilings refurbishment, refinishing gym floors at Thorne & Thompson, floor tiles being installed in several rooms in New Monmouth School, Nut Swamp School all-purpose room table replacement, HS North boys lockers replacement, HS South front sidewalks replacement, etc).</i> 	<ol style="list-style-type: none"> 1. Long-range facilities plan referendum is passed. 2. Schools are updated, improved and expanded.

MIDDLETOWN ACTION PLAN ~ Activities In Progress and Development

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Major Activities Already in Place	Activities Under Development	Indicators of Success
<p>Random Drug Testing Program: High school students voluntarily participate in a random drug testing program. This program directly correlates to the safety of the student population and the school environment.</p> <p>Tap Key Entry System (Pilot Program): Lincroft Elementary School is currently testing a "Tap Key Entry System" which would allow all staff entry to the building. The system is encoded so that security can track who is entering the building and at what times. If successful, the program will be implemented at all elementary schools and then the middle and high schools.</p> <p>Anonymous Reporting Program: Administration is currently researching and developing a web-based and telephone based program which would allow stakeholders anonymity when reporting incidents involving other stakeholders. Administration expects tips on bullying incidents, drug use, or other illicit activities. (We Tip is one of the programs being piloted.)</p>	<p>Closed Circuit TV: Currently available at the high schools and middle schools, the long range facilities plan indicates that all elementary schools are slated to have the same security measures. Installation of the CCTV is pending.</p> <p>Electronic Notification: Administration is researching a electronic notification system which would allow for mass e-mails, phone calls and texting to notify the stakeholders of school emergencies, closings or upcoming events. SASI would be integrated into this system if possible.</p> <p><i>October 2007: Emergency-call, automated dialing system has been purchased and is operational.</i></p> <p>Increase # of Surveillance Cameras: Currently there are surveillance cameras inside and outside each high school. Administration plans to place more of these cameras outside each high school to cover cafeteria delivery doors. Plans to add cameras to the middle and elementary schools are in development.</p> <p><i>October 2007: Middle school security camera system nearing completion. Additional cameras have been placed to cover the high school stadium complexes.</i></p> <p><i>AOK Safety Chair purchased for all buildings with stairs to transport staff/students with disabilities.</i></p> <p><i>Tap key entry systems have been installed in all twelve elementary schools. Plans for installation at the secondary schools are underway.</i></p> <p><i>January 2008: Middle school security camera system complete.</i></p> <p>Academy Infrastructure: Once consensus is gained regarding the long-range facilities plan, a curricular academy infrastructure can be studied, surveyed and possibly implemented.</p> <p>Intramural & Enrichment Activities: Use of existing facilities will be studied to launch an after-school intramural program at all schools, and possible enrichment activities at the middle and high schools.</p> <p><i>October 2007: Additional co-curricular clubs have been added to all secondary schools as well as an additional assistant cross-country coach at each middle school.</i></p> <p><i>The "We Tip" program is now operational in all schools.</i></p> <p><i>May 2008- Continuing to review elementary school security camera needs and potential replacements and/or expansions.</i></p> <p style="background-color: #e6e6fa;"><i>August 2008: 2nd security cameras are being installed in the summer of 2008 for the back of all 12 elementary schools.</i></p>	

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Facilities Cost / Benefit Analysis

Attributes of the Analysis

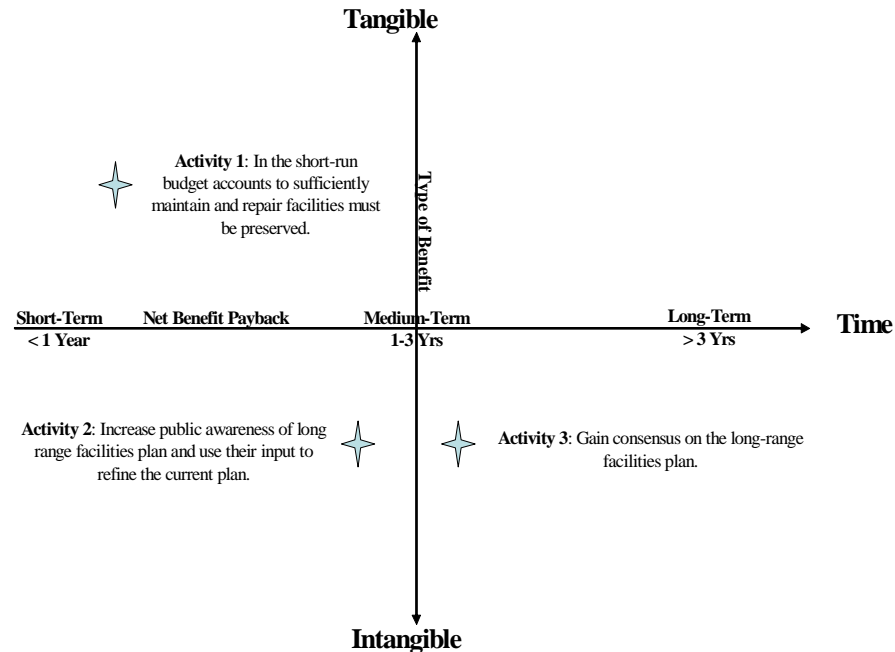
Benefits

- Directly improve the physical environment of the in-classroom stakeholders.
- Increase the understanding of the short and districts long-term needs.
- Address specific strategic concerns regarding the changing demographics of the township.
- Address the public's desire for a more complete education experience (i.e. extended day kindergarten).
- Reorganize the district to generate cost saving synergies.
- Improve the overall education experience for students (e.g. lunch rooms, art rooms Science labs, Gyms).
- Stimulate activism within the community.

Costs

- Direct resource costs in an environment where our most recent budget did not pass.
- Maintenance of assets some of which are considerable beyond their useful life.
- Direct resource allocation for activities required to disseminate information related to long-term facilities plans.
- Diversion of focus by administration, BOE and staff as steps for implementation are accomplished.

Strategy 2: Implement the long-range facility plan and continue to maintain the facilities we have in place.



MIDDLETOWN ACTION PLAN

Goal Area: Environment

Goal: Provide communication that will foster ownership by the community of our schools, while implementing the necessary infrastructure that supports the educational program **and the NJ Core Content Curriculum Standards.**

Strategy #3: Fully implement the five-year technology plan and integrate technology usage in the K-12 curriculum.

Major Activity #1	Steps for Implementation	Indicators of Success
<p>Secure commitment from District Administration and Board members to prioritize the use of technology, acquire funding for technology, and consistently support and implement the current best practices and tools.</p> <p><i>Revised 8/12/08</i></p>	<p>Administration will:</p> <ol style="list-style-type: none"> 1. Prioritize the knowledge of infusing the most current technology-based tools and practices in education as a major criterion when hiring new administrative employees. 2. Continuously monitor and evaluate the district technology plan and update the public at MBOE meetings a least 3-4 times a year. <p><i>May 2007: The technology plan for 2007-2010 has been revised and has been submitted to the county office for approval. (April 20, 2007). The plan addresses the needs assessment as completed by each school in the district, and offers a vision of where the school district should be in the next three to five years.</i></p> <p><i>October 2007: The technology plan for 2007-2010 has been approved at the county and state levels.</i></p> <ol style="list-style-type: none"> 3. Consistently appropriate funding for technology tools and staff training. <i>May 2007: Staff training including training for the paraprofessionals has and will continue to be offered. Eight sessions have already taken place for the paraprofessionals to learn e-mail. Specific sessions were held to instruction support staff on more sophisticated use of the SASI program.</i> <i>May 2008- As has been the case for some years now, with the budget passing in April 2008, the 2008-09 technology budget has not only been maintained, but has increased, as was proposed in the budget.</i> 4. Create a best practices scan of the use of technology in American education, as well as on a global level. 5. Increase accessibility for students to use Computer Labs before and after school. <i>May 2007: This was piloted in 2005-2006 and will be again offered in the summer of 2007. Funds for teachers to provide informal instruction came from the Title V grant.</i> 6. Publish a copy of technology plan available on district website. <i>May 2007: This will be done as soon as the county office approves the plan or makes recommendations for refinement.</i> <i>October 2007: Plan is published on website.</i> 7. Dependably upgrade technology equipment and provide universal wireless access in each building. <i>May 2007: Under consideration.</i> <i>October 2007: Wireless connectivity in the middle schools is nearing completion. The following technology has been purchased: laptop carts for each elementary school, additional laptops for all secondary schools, document cameras for all schools (1 per elementary, 7 per middle, 10 per high school), seven SmartBoards for ea. secondary school.</i> <i>January 2008: Wireless connectivity in the middle schools is operational. Laptops have been removed from the carts and distributed to the classrooms for regular use.</i> <i>May 2008- Evaluating costs and implications of creating wireless environment for high schools and elementary schools.</i> <i>August 2008: Implementing wireless environment for high schools and 4th/5th grade classrooms, including providing 170 mini notebook computers for the 4th and 5th grade. Also purchasing 77 document cameras (10 for each high school, 7 for each middle school and 3 for each elementary school) and 35 smartboards.</i> 8. Continue to use the district website to inform the public about school closings, early dismissals, and emergency situations. 9. Expand the current automated phone calling system and e-mail database to include all schools. These systems will be utilized to monitor student absences, inform emergency contacts about school closings, early dismissals or urgent situations, and contact parents/families about school events. <i>May 2007: This will be done, Sept. 2007</i> <i>October 2007: Automated phone calling system operational.</i> 	<ol style="list-style-type: none"> 1. District technology plan is implemented and successfully executed. 2. Public becomes more aware of district technology plan, as well as improvements in technology use by staff and students. 3. Updated technology equipment is purchased by district and utilized by students and faculty. 4. Funding is appropriated for technology improvements and staff development in the annual school budget. 5. Students will have increased access to Computer Labs before and after school. 6. District buildings will have universal wireless access. 7. An automated phone calling and e-mail database will be created and utilized to inform the students' families of school issues.

MIDDLETOWN ACTION PLAN

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Major Activity	Steps for Implementation	Indicators
<p>Expand technology-based learning experiences for student body.</p>	<ol style="list-style-type: none"> 1. Broaden and enhance the current acceptable use policy and penalties covering student technology usage to include all grade levels and all current best technology practices. <i>May 2007: Will be added to all student handbooks (including the elementary schools – September 2007)</i> 2. Provide access to distance learning experiences via inter-district and intra-district learning vehicles. For example, allow for communication between foreign language students within the district and with native students in the culture or country being studied. <i>May 2007: Three pilots have been conducted with success for distance learning. April 20, 2007 a media specialist lecture was conducted with both high schools participating in front of audiences at two locations. E books have been purchased at both high school media centers.</i> 3. Create both intra-district and inter-district online discussions for students. Teachers could post topics and students will be responsible for keyboarding their own entries. <i>October 2007: The district webmaster is in process of developing an intranet for teachers to share research, resources, instructional strategies, and techniques.</i> 4. Develop opportunities for teachers to voluntarily record their lessons or notes and make the recorded lessons or notes accessible to students via Podcasts or another downloadable format. <i>May 2007: Pilot on electronic planbooks underway (May 2007) with first draft version to be completed in early June.</i> <i>October 2007: Analysis of the pilot is underway for possible future recommendations.</i> 5. Secure funding to provide laptops for each student to use in school and at home. 6. Provide e-books for students to use in school and at home for each subject area. All e-books should have a tutorial component allowing students to work cooperatively or independently when needed. <i>October 2007: District-adopted middle school science, sixth grade social studies, eighth grade geography, and grades one to five mathematics textbooks are available online to the students.</i> 7. Guide students to the highest level of technology use, “refinement,” (see Appendix D). <i>October 2007: New middle grades curricula includes PBL activities that require high-level technology skills such as multimedia presentation by students. New technology curricula for elementary level includes integrated activities for core subject areas.</i> 8. Encourage teachers to create assignments which entail multimedia presentations by students. With permission from the students and families, post these presentations on the district website. <i>October 2007: See #7 above. High school teachers trained in IDEPortal are using problem-based learning that result in multimedia presentations by students.</i> 	<ol style="list-style-type: none"> 1. Policy is created and officially adopted by the district. 2. Distance learning opportunities are utilized at all grade levels. 3. Online discussion webs and Podcasts are available to students on the district website. 4. Laptops and e-books are provided by the district at all grade levels. 5. Students achieve highest levels of technology use.

Revised 8/12/08

MIDDLETOWN ACTION PLAN

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Strategy #3: Fully implement the five-year technology plan and integrate technology usage in the K-12 curriculum.

Major Activity #3	Steps for Implementation	Indicators of Success
<p>Increase the use of technology by staff in the developing, executing and evaluating of lesson plans to facilitate enriched learning experiences.</p>	<p>1. Institute professional development sessions to train staff on how to utilize current, applicable technological tools in the educational field.</p> <p><i>May 2007: See above. This has taken place by invitation at all schools, including sessions on United Streaming, SASI, e-mail, web evaluation, etc.</i></p> <p><i>October 2007: Summer training of new cohorts of teachers for IDE Portal completed.</i></p> <p><i>January 2008: Began an elementary cohort of teachers for IDE training.</i></p> <p>2. Create a faculty survey to discern the existing frequency of technology use by the staff and areas of proficiency as well as deficiency. The results are to be used in the planning of professional development sessions. Sessions will be followed with post surveys.</p> <p>3. Establish minimum levels of proficiency that are to be met by all faculty members in regards to the mastery and use of technology. (See Appendix D for suggestions.)</p> <p><i>January 2008: Created an instructional video to be accessed through the district website on the use of the SmartBoard at all three levels—elementary, middle, and high school.</i></p>	<p>1. The inclusion of three to four sessions of professional development each school year based on technology implementation that accurately matches the results of the survey.</p> <p>2. Staff's integrating of technology in classrooms as noted in lesson plans and observations.</p>

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Major Activity #4	Steps for Implementation	Indicators of Success
<p>Secure alternate funding resources for technology equipment and programs.</p>	<ol style="list-style-type: none"> 1. Create a MBOE ad-hoc committee comprised of district stakeholders to research industry grants, congressional contacts, corporate matching and state programs. <i>May 2007: The Director of Special Projects now subscribes to the grants publications and has written three grants within the last six months. The district also received a grant written by the Assistant Superintendent of Special Services and her team.</i> 2. Write grants or submit paperwork to alternate funding resources, with supervision from Public Information Coordinator and the district Technology Coordinator. 3. Approach district stakeholders about corporate matching gifts by disseminating information to the community in the township mailer packet. Donation details can also be posted on the school website or published in school/district newsletters. <i>May 2007: Efforts in this regard are currently underway.</i> 	<ol style="list-style-type: none"> 1. Alternate funding resources are secured. 2. New equipment or programs are purchased with the alternate funds.

MIDDLETOWN ACTION PLAN ~ Activities In Progress & Development

Goal Area: Environment

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Strategy #3: Fully implement the five-year technology plan and integrate technology usage in the K-12 curriculum.

Major Activities Already in Place	Activities Under Development	Indicators of Success
<p>Video Conferencing: High Schools are experimenting with a “distance learning” classroom in which the foreign language classes from HS South will interact with the students from HS North. In addition, Middletown Twp. homebound students will also have the opportunity to participate in the video conferencing experience during their physical absence from their sending schools.</p> <p>IDE Portal: Teachers in Middletown have received training in using the IDE Portal to enhance the school curriculum and the creation of technologically diverse lessons.</p> <p>E- Books: Purchased at the high school level, a pilot program will study the implementation of e-books for the students and staff, as well as the educational impact.</p>	<p>Lesson Plan Mapping Tools: A web-based lesson plan creation tool is being investigated. Ideally teachers can submit their plans to their administrators electronically and share plans across subject areas and grade levels.</p> <p>Development of 2007-2010 Technology Plan: Plans are underway to update the district technology plan. Leasing of computers and software is also being investigated.</p> <p><i>May 2007: This has been completed and submitted to the county office.</i></p> <p>NEXUS: This online, one-on-one tutoring program is being piloted specifically geared for homebound Middletown Twp. students.</p> <p><i>May 2007: IDE Portal training completed and now is turn-key. Continuation is based on interest level and need.</i></p>	

Technology Cost / Benefit Analysis

Attributes of the Analysis

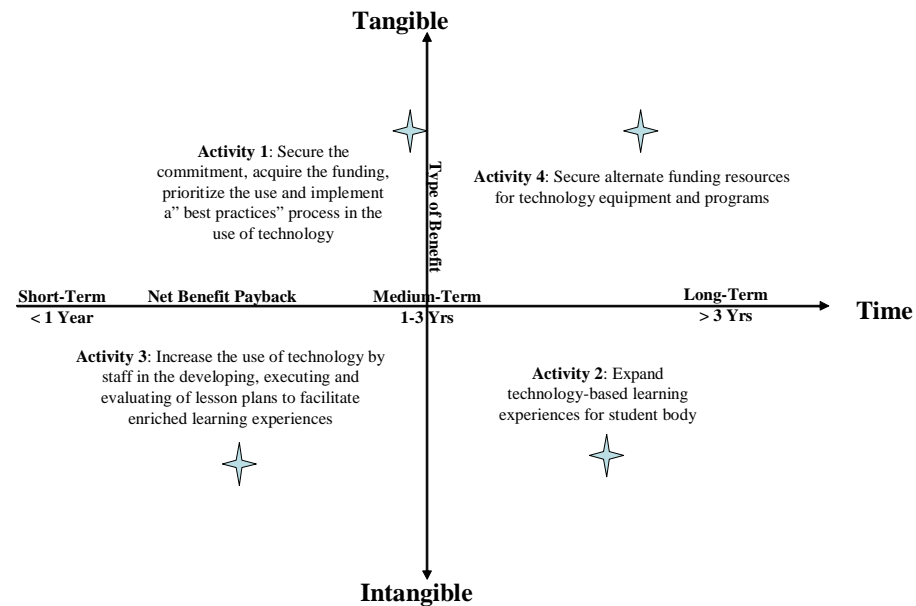
Benefits

- Better performance on key performance indicators in statewide reports.
- Reduced capital requirements as we pursue technology funding from manufacturers, vendors, foundations and others.
- Reduce the number of Middletown students leaving the district for magnet schools such as High Tech High.
- Increased reputation with tax payers (and beyond) as an efficient district and best practice district that avails itself of all funding opportunities.
- Increased home values.
- Easier to recruit technologically proficient staff based on best technology practices.
- More technologically proficient teachers will be able to develop new and innovative ways to utilize technology.
- Increased training opportunities for our staff to become proficient in the use of new technologies.

Costs

- Cost to do technology scans for best practices at other districts.
- Upgrade costs for hardware and software to improve the technology usage in the district.
- Cost to contact, develop and administer all funding related activities.
- District Tech coordinator needs to attend and update the BOE quarterly on the technology plan.
- Technology Plan has to be updated yearly (as opposed to every 3 years now).
- Cost to develop acceptable use policy, updates to handbook and legal review.
- Costs associated with an individual within the district to coordinate inter-district distance learning and online discussions
- Gap funding for laptops that are not covered by grant monies.
- Costs associated with e-books (possibly offset by the savings on printed books).
- District Tech coordinator needs to attend and update the BOE quarterly on the new uses of technology in the district.
- Loss of less tech savvy staff who do meet minimum levels of proficiency.
- Costs associated with grant pursuit.
- Opportunity costs of the PIO, Tech Coordinator if they were not working on exploring alternative funding sources

Strategy 3: Fully implement the five-year technology plan and integrate technology usage in the K-12 curriculum.



Appendix A:

Middletown Township School District Stakeholders

- ◆ Students
- ◆ Administrators/Teachers/Staff
- ◆ Families with currently enrolled students
- ◆ Families with district alumni
- ◆ Residents without children in the district
- ◆ Senior Citizens
- ◆ Business Owners
- ◆ Politicians
- ◆ Faith Based Organizations

Appendix B

Public Information Coordinator Job Description

Qualifications:

1. Bachelor's Degree in Communications, Journalism or related field.
2. Three – Five years of successful experience in the field of public information.
3. Educational background preferred.
4. Demonstrated administrative, organizational, and interpersonal skills.
5. Strong written and oral communication skills.
6. Such alternatives to the above qualifications as the Superintendent in consultation with the Board may find appropriate and acceptable.

Reports to: Superintendent or designee.

Supervises: The district's public information program.

Performance Responsibilities:

The Public Information Coordinator will:

1. Serve as information liaison within the school system and with the news media and school/community organizations.
2. Serve as a media resource to building based programs for public relations and newsletters.
3. Set objectives for the district's public information program and plan an annual budget in consultation with school administrators.
4. Supervise and coordinate the preparation and distribution of all school district publications, news releases, and budget news reports, and contribute to material advertised on township billboards, broadcast on the district TV station and published on the district website.
5. Oversee district website content under the supervision of the Superintendent and manage the district webmaster.
6. Provide prompt responses to request for public information about the district's policies and programs, including but not limited to crisis management or unusual events.

Appendix B (cont'd):

7. Arrange for press conferences as required and prepare press kits for distribution to reporters covering board meetings.
8. Assist the Superintendent and consult with principals in interpreting public opinion about education issues and the school system, and developing policies that promote good public relations.
9. Develop and maintain a speaker's bureau of district employees and a listing of volunteer resource specialists to be available at district and community events and/or meetings.
10. Maintain a current mailing list of residents and community groups to encourage community groups with interests in educational affairs.
11. Speak at public meetings on matters related to the district's programs and policies as requested by the Superintendent.
12. Meet regularly with parent group representatives, community leaders and business groups to encourage community involvement in the schools.
13. Plan and supervise the periodic polling of public opinion regarding the district and/or current issues in education.
14. Serve as an advisor for the development of school budget/referenda presentations and prepare related publications.
15. Assist in budget development and monitoring of expenditures under his/her area of jurisdiction.
16. Assist in preparing reports and/or district research programs for central administration, and respond to written and oral requests for information deemed necessary by the Superintendent or designees.
17. Perform any such task, as may from time to time be assigned b the Superintendent of designee.

Terms of Employment:

Twelve month work year. Salary, vacation, holidays and work schedule to be determined by the Superintendent in accordance with the Board policy.

Evaluation:

Performance of this position shall be evaluated by the Superintendent or designee in accordance with the district's policy for evaluation of non-certified staff.

Appendix C

Sample of Survey Regarding District's Long Range Facilities Plan

Background information:

Do you have students currently in the district? Yes ____ No ____
If yes, what are their current ages and grades? _____

Has anyone in your family graduated from the school district? Yes ____ No ____

Do you plan on having children attend schools in the district? Yes ____ No ____
If yes, what are their current ages? _____

Early Childhood Education:

1. Would you like to have the current 2.5 hour kindergarten sessions extended to a longer session? Yes ____ No ____

Would you support an increase in the school budget for this program? Yes ____ No ____

2. Would you support a Pre-Kindergarten program be offered in the district? Yes ____ No ____

Would you vote for an increase in the school budget for this program? Yes ____ No ____

3. If the district offered a Pre-K program, would you prefer the program to be implemented at the neighborhood elementary schools or a regionalized facility in Middletown Township?

Regionalized Facility _____

Neighborhood school _____

Please indicate the name of your neighborhood elementary school: _____

4. Would you prefer that Pre-K and kindergarten classes be outsourced to existing private kindergarten and preschools in the community?

Yes ____ No ____ Need more info but would support ____

5. Would you prefer to have your child(ren) attend an extended day Kindergarten program at your neighborhood school or a regionalized facility?

Regionalized Facility _____

Neighborhood school _____

Please indicate the name of your neighborhood elementary school: _____

Appendix C (cont'd)

Renovations to Existing Schools:

1. The trend for elementary education is to provide special rooms for arts, music and other educational needs at the elementary school levels, would you support a referendum for the addition of these rooms to the elementary schools?

Yes _____ No _____ Need more info but would support _____

2. Presently our elementary students eat lunch in their classrooms. Some schools have multi-purpose rooms and some have gyms, would you support a referendum to add to our schools either cafeterias in school with gyms or gyms with schools with multi-purpose rooms along with necessary kitchen improvements to support the cafeterias?

Yes _____ No _____ Need more info but would support _____

3. The recent Long Range Facilities Plan indicates that all toilet facilities at the elementary schools do not meet handicapped codes and need to be updated. Would you support a referendum to bring our facilities up to code?

Yes _____ No _____ Need more info but would support _____

4. All of our elementary schools are at least 40 years or older, some were built in 1928; the recent Long Range Facilities Plan indicated that all these facilities require upgrades to meet building codes and educational codes. A referendum is necessary to renovate these facilities. This process will take considerable time to implement and have considerable costs, would you support referendums to renovate our schools?

Yes _____ No _____ Need more info but would support _____

Restructuring of School System:

1. Would you prefer a three tiered (Elementary K-5, Middle 6-8, High School 9-12) system or a two tiered system (Elementary K-8, High School 9-12)?

Two Tiered: _____

Three Tiered: _____

2. In order to address overcrowding at some schools, would you consider redistricting the current sending streets or building additional classrooms on some schools where overcrowding is problematic?

Redistricting: _____ Building new classrooms on existing schools: _____

3. Would you support the consolidation of our current elementary schools from 12, and create 3 new (K-5) schools which would follow the current middle school sending policy? There is significant savings to the district in building 3 new super size elementary schools and demolishing/selling current sites.

Yes, I support the building of 3 new super size elementary schools. _____

No, I do not support consolidation of the existing elementary schools. _____

Appendix D

Levels of Technology Implementation (LoTi)

LoTi is a term referring to Dr. Moersch's **Level of Technology Implementation Framework**. In 1994, Dr. Christopher Moersch developed the Levels of Technology Implementation (LoTi) scale in an effort to accurately measure authentic classroom technology use. This scale focuses on the use of technology as an interactive learning medium because this particular component has the greatest and lasting impact on classroom pedagogy and is the most difficult to implement and assess. The challenge is not merely to use technology to achieve isolated tasks (e.g., word processing a research paper, creating a multimedia slide show, browsing the Internet), but rather to integrate technology in an exemplary manner that supports purposeful problem-solving, performance-based assessment practices, and experiential learning--all vital characteristics of the Target Technology level established by the CEO Forum on Education and Technology.

(This information was excerpted from www.loticonnection.com .)

The identified behaviors of successful computer-using teachers are categorized in levels of implementation ranging from Nonuse (Level 0) to Refinement (Level 6). Each level, as defined in the **LoTi framework**, is as follows:

- **Level 0 Non-Use:** A perceived lack of access to technology-based tools or lack of time to pursue electronic technology implementation. Existing technology is predominately text-based (e.g., ditto sheets, chalkboard, overhead projector.)
- **Level 1 Awareness:** Computer-based applications have little or no relevance to the individual teacher's instructional program. The use of computers is one step removed from the teacher (e.g., integrated learning system labs, special computer-based pullout programs, computer literacy classes, central word-processing labs).
- **Level 2 Exploration:** The electronic technology is employed either as extension to activities or as enrichment exercises to the instructional program. Technology-based tools serve as a supplement to existing instructional program (e.g., tutorials, educational games, simulations).
- **Level 3 Infusion:** Technology-based tools including databases, spreadsheets, graphing packages, graphing calculators, multimedia applications, desktop publishing, and telecommunications augment selected instructional events (e.g., science kit experiments using spreadsheets or graphs to analyze results, telecommunications activities involving data sharing among schools).
- **Level 4a Integration (Mechanical):** Technology-based tools are mechanically integrated, providing a rich context for students' understanding of the pertinent concepts, themes, and processes. Heavy reliance is placed on prepackaged materials and sequential charts that aid the teacher in the daily operation of the instructional curriculum. Technology (e.g., multimedia, telecommunications, databases, spreadsheets, word processing) is perceived as a tool to identify and solve authentic problems relating to an overall theme or concept.
- **Level 4b Integration (Routine):** Teachers can readily integrate units with little intervention from outside resources. Technology-based tools are easily and routinely integrated, providing a rich context for students' understanding of the pertinent concepts, themes, and processes. Technology (multimedia, telecommunications, databases, spreadsheets, word processing) is perceived as a tool to identify and solve authentic problems relating to an overall theme/concept.
- **Level 5 Expansion:** Technology access is extended beyond the classroom. Classroom teachers actively elicit technology applications and networking from business enterprises, governmental agencies (e.g., contacting NASA to establish a link to an orbiting space shuttle via Internet), research institutions, and universities to expand students' experiences directed at problem solving and issues resolution, and student activism surrounding a major theme or concept.
- **Level 6 Refinement:** Technology is perceived as a process, product (e.g., invention, patent, new software design), and tool towards students solving authentic problems related to real-world problem or issue. In this context, technology provides a seamless medium for information queries, problem solving, and product development. Students have ready access to and a complete understanding of a vast array of technology-based tools to accomplish any particular task.

(This information provided on http://t4.jordan.k12.ut.us/technology_planning/LoTi/levels.html .)