

State of the Schools

Strategic Planning Report

February 2015

Middletown Township Public Schools

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I. Introduction

Middletown Township is located in Monmouth County, NJ and was established in 1664. When established, it covered the land east of Freehold and North of the Navesink River. During the American Revolution, there were several wealthy, landowning families in Middletown who remained loyal to the British, which led to a series of British encampments in the area.

As more people settled into Middletown, the area was separated into smaller municipalities. These small, diverse localities that make up today's Middletown Township are home to the District's 17 schools: 12 neighborhood elementary schools, each with its own unique culture and history, 3 middle schools and 2 high schools. All totaled, the District serves more than 10,000 students, pre-K through 12th grade, with an experienced District administrative team and an elected Board of Education. Principals, working collaboratively with other school-level administrators and over 1,000 teachers and educational support staff, are committed to providing the best education for our students.

Though Middletown seems to be a town where its smaller sections have more importance than the township at large, these smaller neighborhood communities achieve synergy when it comes to supporting the larger school community. For example, after Hurricane Sandy in 2012 when scores of our school families were displaced, each school community did its part to support those families and children in need. The District as a whole worked together to facilitate the distribution of goods and resources and connected those families with the materials they so desperately needed.

Each school in the District has its own organized parent group that supports many initiatives, through fundraising as well as volunteer efforts. Representatives from these parent organizations also serve on committees at the District level, providing much needed community insight. This high level of involvement from parents enables the District to keep raising the bar in academics, athletics and co-curricular activities.

The Middletown Township Public School System has always been focused on bringing the best education to its students. Today, the District continues its tradition, by focusing on the goals and strategies that maximize student preparedness for college and careers. This document will provide an overview of the current status of the following focus areas:

- Curricula and Programs
- State Assessment Performance
- Technology
- Personnel
- Specialized Programs
- Extra-Curricular/Co-Curricular Activities
- School Safety and Security
- Professional Development
- Family Workshops/Family Involvement
- Facilities
- Finance
- Transportation

II. Curricula and Programs

In 2012, a complete renovation of the District Website was begun in order to better communicate District events, achievements, and other important information to all stakeholders. As part of this initiative, the comprehensive private portal, which housed all essential educational resources needed, was expanded and revamped to accommodate access by staff from outside the District. In addition, during the past three years, almost two hundred curricula have been updated to align with The Common Core State Standards, the New Jersey Core Curriculum Content Standards, federal and state mandates, and District initiatives.

Elementary School

English Language Arts: At the Elementary Level our K-5 English Language Arts curriculum is aligned to the *Common Core State Standards* and the *New Jersey Model Curriculum Framework*. The Elementary K-5 English Language Arts curriculum is presented in five unit plans for each grade level with the focus and theme of the units being aligned with the Common Core State Standards. Student learning is based on a balanced literacy model of instruction that includes skill based lessons in reading, writing, word study, and speaking and listening. Students engage in both whole group and small group instructional settings. Reading instruction follows a workshop model where teachers use authentic literature to demonstrate the reading strategy at the focus of the lesson. Within the workshop model teachers use a variety of instructional strategies including read-alouds, mini lessons, guided reading, and independent reading to foster student growth. English Language Arts instruction expands to all content areas, incorporating nonfiction text including, but not limited to, various topics studied in Social Studies and Science. Students' reading growth is assessed using the DRA2 and data derived from standardized assessments.

In the Summer of 2013, the District purchased a new literacy program by Houghton Mifflin Harcourt (HMH) called *Journeys Common Core*. *Journeys Common Core* will provide the foundation of instruction and offer teachers a range of materials and resources to meet the rigorous requirements of the CCSS. This balanced literacy program integrates instruction in reading, writing, speaking & listening, and language based on complex text and topics. HMH offers complete online access to all teacher and student materials through their *Think Central* website.

The Writers Workshop model of writing instruction allows teachers to guide students to becoming proficient writers. Spelling, grammar, and punctuation instruction is embedded in each student's writing. Students focus on the authentic and ongoing process of writing instead of a written product. The goal of Writers Workshop is to teach the writer, not the writing, so students grow in skills they can then apply to all future writing. Students writing is assessed on a rubric and data derived from standardized assessments.

Mathematics: The Middletown School District adopted the *GO Math! 2015* program in grades K-5 effective September 2014. The curriculum utilizes as its foundation, the specific indicators, domains, clusters, and standards in the *Common Core State Standards*. The curriculum and instruction integrates on the *Mathematical Practices* outlined in the *Common Core State Standards* adopted by the state of New Jersey in 2010. Research has shown that beyond learning

the facts, an understanding of Math is essential to student success. Teachers use *Investigations*, “Problems of the Month”, “*MARS Tasks*”, and *Connected Mathematics* as supplemental resources to raise the rigor of instruction to meet the expectations set by the CCSS. Students participate in whole group and small group instruction to help build student skills supporting those in need while challenging those strong Math students.

Students are assessed on their mastery of the Math skills via chapter tests, quarterly assessments, and standardized assessments.

The *GO Math! 2015* program utilizes *Think Central* as its digital hub. *Think Central* provides a variety of digital resources including “Math on the Spot” videos, the “Personal Math Trainer,” “Student Interactive Edition”, “Interactive Whiteboards”, and more.

Science: All students engage in science experiences that promote the ability to ask, find, or determine answers to questions derived from natural curiosity about everyday things and occurrences. Science is experienced as an active process in which inquiry is central to learning and in which students engage in observation, inference, and experimentation on an ongoing basis, rather than as an isolated process. When engaging in inquiry, students describe objects and events, ask questions, construct explanations, test those explanations against current scientific knowledge, and communicate their ideas to others in their community and around the world. They actively develop their understanding of science by identifying their assumptions, using critical and logical thinking, and considering alternative explanations. STEM (Science, Technology, Engineering, and Mathematics) or STEAM (Science, Technology, Engineering, Art, and Mathematics) are incorporated into Science text and FTC or FOSS Science kits. Students are assessed via District quarterly assessments and standardized assessments.

According to the National Science Teachers Association Position Statement, “The elementary science program must provide opportunities for students to develop understandings and the skills necessary to function productively as problem-solvers in a scientific and technological world. Elementary school students learn science best when:

- They are involved in first-hand explorations and investigation and inquiry/process skills are nurtured.
- Instruction builds directly on the student’s conceptual framework.
- Content is organized on the basis of broad conceptual themes common to all science disciplines.
- Mathematics and communication skills are an integral part of science instruction.”

Social Studies: The Elementary K-5 Social Studies curriculum is aligned to the New Jersey State Social Studies Curriculum Framework in order to provide rigorous instruction in civics, economics, geography, and history. In grades K-5, the *Common Core State Standards* for reading, writing, speaking and listening are embedded in all areas of the curricula. The curriculum is presented in four unit plans for each grade level. Throughout Social Studies instruction students interact with nonfiction texts both in book and digital form. Teachers can use digital videos from Discoveryeducation.com to supplement and enrich instruction. Teachers use technology devices to allow students to examine, discuss, and write about authentic historical documents. Project Based Learning opportunities are provided to help embed English Language Arts standards into Social Studies instruction.

Specials/Instrumental Music: Elementary students rotate between a variety of specials on a five day cycle. Specials include Art, Music, Physical Education, Health, and Spanish. Fourth and Fifth grade students are given the option to sign up and participate in Instrumental Music which is held during the school day on a weekly basis.

Middle School

In recent years, the Middletown Township Public School District has implemented new curricula and educational programs for the middle schools that focus on 21st century skills, educational best practices, and alignment to college and career readiness for all students. The courses available to our middle school students are intended to help them develop the skills needed to function as citizens capable of competing in a global market, while holding true to the culturally rich community of Middletown Township. The elective courses allow students to explore their interests in technology, performing arts, and applied arts. In order to support the educational achievement of all students, staff and administration work together to provide dynamic, student-centered experiences. All three middle schools have benefitted from the following:

- 3 STEM Specialists
- After School Tutoring
- Summer Remedial/Enrichment Program
- Google for Education Community
- Middle School Modified-Block Scheduling
- PowerSchool/Parent Portal
- Addition of a Sixth Grade Study Skills Course
- Special Class Programs: Autism, Behavioral Disabilities
- LibGuides
- Summer Reading/Enrichment Program

English Language Arts:

- Curriculum aligned with Common Core State Standards for English Language Arts
- Writer's Workshop Model
- Reader's Workshop Model

Social Studies:

- Curriculum aligned with Common Core State Standards for Literacy in Social Studies and NJ Core Content Curriculum Standards

Mathematics:

- Curriculum aligned with Common Core State Standards for Mathematics and the *Principles and Standards* of the NCTM (National Council of Teachers of Mathematics).
- Implementation of the all-digital *digits* program including online homework that provides assistance and immediate feedback to students.
- Implementation of the iPad *Fuse* application in Algebra I classes.
- Incorporation of Engineering activities into Mathematics classes by STEM (Science, Technology, Engineering, and Mathematics) Specialists.

Science:

- Curriculum aligned with Common Core State Standards for Literacy in Science and Technology and the NJ Core Curriculum Content Standards.
- Curricula revision is planned for the 2015-16 school year to align with the *Next Generation Science Standards* and to be implemented in 2016-17.
- Incorporation of Engineering activities into science classes by STEM (Science, Technology, Engineering, and Mathematics) Specialists.

World Languages:

- Aligned with the 2014 NJCCCS and the CCSS, the updated Spanish I and French I curricula engage students in communicating in a world language, understanding of other cultures, critical thinking and an interdisciplinary view.
- The updated curricula are supported by new program adoptions that include textbooks in both hardcopy and eBook format and a wide variety of online resources.

Physical Education/Health:

- Currently undergoing a curriculum review and update

Other 6th Grade Courses/Elective:

- Computers
- Study Skills
- Band
- Chorus
- Art Appreciation
- Music Appreciation
- Family and Consumer Science

Other 7th Grade Courses/Electives:

- Computers
- Band
- Chorus
- Art
- Intro to Video Production
- Team Problem Solving
- Theater

Other 8th grade Courses/Electives:

- Computers
- Band
- Chorus
- Art
- Drama
- Intro to Video Production
- Applied Arts

High School

Focusing on this final, important phase of education, Middletown High Schools offer diversified curricula, a wide range of athletic and co-curricular activities and individualized student learning opportunities. These programs and initiatives provide all students with the best opportunity for personal achievement and academic success.

Some of the latest advancements to prepare our students for their future include:

- Synergistic team of administrators, guidance counselors, SAC counselors and other student services professionals to address students' needs in all areas.
- A Freshman Academy to aid students in the transition from middle school to high school.
- Implementation of block scheduling
- Quarterly exams to replace mid-terms and finals
- Naviance program to help students with career and college planning.
- District budgeting for all sophomores and juniors to take the PSAT, so that they are better prepared for the SAT and ACT tests for college admissions. The results qualify students to compete for National Merit Scholarships.
- More than 24 Advanced Placement courses are available, including new course offerings:
 - AP World History
 - AP Human Geography
 - AP Government and PoliticsAll of the teachers who will be teaching these new courses attended week-long College Board AP trainings aligned with those new courses.
- Implementation of new curricula in primary subjects to align with Common Core State Standards
- Accreditation for Growth Process from Middle States Association
 - High School North received full accreditation in December 2014
 - High School South will pursue accreditation in 2015-2016
- Specialized pathways offering a clearly defined sequence of courses from freshman to senior year, including targeted extra-curricular clubs and corresponding Senior Internship Programs:
 - STEM (Science, Technology, Engineering, and Mathematics) Pathway launched in 2014-15
 - GLP3 (Government Law Public Policy Pathway) to be launched in 2015-16
- Individualized learning opportunities
 - Arts High School
 - Dual Credit Programs at Brookdale, Seton Hall & Rider University
 - Independent Study
 - Senior Internship Project
 - Tomorrow's Teachers program
 - Civic Leadership
- Technology enhancements
 - iPads in classrooms, including the recent addition of iPads for High School Art Classes
 - Incorporation of Fuse iPads and apps for math curricula
 - One-to-One Chromebook initiative that has provided a device for every 9th grade student in the 2014-15 school year.

- Google Apps for Education (GAPE). This cloud-based service allows students and staff to access their files using any device from anywhere they have Internet access.
- Installation of Smart Boards in Math, Science, English and Social Studies classrooms to enhance classroom instruction.
- PowerSchool/Parent Portal providing access to students' grades in real time.
- Incorporating social media to inform the community of school events and achievements.
- Freshman, Junior Varsity and Varsity Team sports for males and females.
- Extensive selection of clubs/activities to provide a wealth of extra-curricular experiences.
- Self-contained special education classes that teach valuable life skills.
- Visions and Austin Academy programs for students with alternative education needs.
- Increased building security measures, including student ID lanyards.
- Drug awareness education programs
- Social media responsibility programs
- Family programs to engage parents in their children's high school experience.

III. State Assessment Performance

Elementary School

Analysis of elementary NJASK scores in Mathematics and English Language Arts (ELA), for total population over the past four years indicates the following:

- The percent of third graders that scored proficient or advanced in ELA was above or within .2% every year except one in which there was a difference of 2% in comparison to the District factor group (DFG). In mathematics, our third graders' scores exceed the DFG in two of the four years and were within 1.5% and .1% in the other two.
- The percent of fourth graders that scored proficient or advanced in ELA was within 2% every year except one in which there was a difference of 2.6% in comparison to the District factor group (DFG). In mathematics, our fourth graders' scores exceed the DFG in two of the four years and were within 3.7% and .1% in the other two.
- The percent of fifth graders that scored proficient or advanced in ELA varied from no difference to 3.8% (notably decreasing to 1.6% difference in 2014*) in comparison to the District factor group (DFG). In mathematics, our fifth graders' scores exceed the DFG in all four years.

The District's composite science scores, for which the NJASK is only administered in grade four, are consistently above the scores of schools in our District factor group (DFG) and the state with regard to percent of students scoring proficient or advanced.

For all years analyzed in both subject areas, District scores in all three grades exceed the percentage proficient or advanced for the state as whole. **It should be noted that there were significant changes in the construction of the NJASK assessments for the 2013 and 2014 administrations, which were based totally on the Common Core State Standards when administered in 2014.*

Middle School

Analysis of NJASK scores in grades 6, 7, and 8 in Math and English Language Arts with regard to percent proficient for total population, over the past four years indicates the following:

- The percent of sixth graders that scored proficient or advanced in ELA was above one year and within 3% every other year in comparison to the District factor group (DFG). In mathematics, our sixth graders' scores exceed the DFG in two of the four years and were within 1.7% and .1% in the other two.
- The percent of seventh graders that scored proficient or advanced in ELA was above one year and within 4% every other year in comparison to the District factor group (DFG). In mathematics, our seventh graders' scores exceed the DFG in two of the four years and were within 5.6% one year, decreasing to within .3% difference in 2014*.
- The percent of eighth graders that scored proficient or advanced in ELA exceed the DFG in two of the four years and were within 1.6% in both of the other two years. In mathematics, our eighth graders' scores exceed the DFG in three of the four years and were within 1.6% in the other year.

For all years analyzed in both subject areas, District scores in all three grades exceed the percentage proficient or advanced for the state as whole. **It should be noted that there were significant changes in the construction of the NJASK assessments for the 2013 and 2014 administrations, which were based totally on the Common Core State Standards when administered in 2014.*

The District's composite science scores, for which the NJASK is only administered in grade eight, have been consistently above the state with regard to percent of students scoring proficient or advanced, and above the DFG in two of the last four years.

It should be noted that the state department is moving away from DFG comparisons and toward "peer group comparisons" as Districts as socioeconomically diverse as Middletown are not truly represented by one DFG designation.

High School

At the high school level: all students enrolled in Biology take the NJBCT in May, all sophomores and juniors take the Preliminary Scholastic Aptitude Test (PSAT) in October, approximately eighty percent of the seniors took the Scholastic Aptitude Test (SAT) or Achievement Tests (ACT) during the 2013-14 school year, and all junior classes up to and including the graduating class of 2015 took the High School Proficiency Test (HSPA), and approximately forty percent of our students took one or more AP courses during the 2013-14 school year.

With regard to performance on these assessments:

- During each of the five years the NJBCT has been administered, the percentage of Middletown's students that have scored proficient or advanced has increased to more than seventy-seven percent in 2014 with approximately half as many students being partially proficient in 2014 than when originally administered in 2010.

- The average composite SAT score for Middletown seniors in 2014 was 1561, above the state average.
- Analysis of HSPA scores in Mathematics and English Language Arts with regard to percent proficient for total population, over a the past five years has been consistently above both the State and District Factor Group every year, with the exception of .2% in one subject in one year.
- During the 2013-14 school year, approximately 73% of our students received scores of 3 or higher on the Advanced Placement (AP) exams taken.

Using the NJ School Performance Reports, which compare individual schools to schools with similar demographics, eight of our schools have developed comprehensive action plans in English Language Arts and/or Mathematics to supplement the District curricular initiatives. Each of the schools involved has analyzed the data to remediate identified areas and have implemented supplemental programs such as After School Tutoring and parent involvement activities.

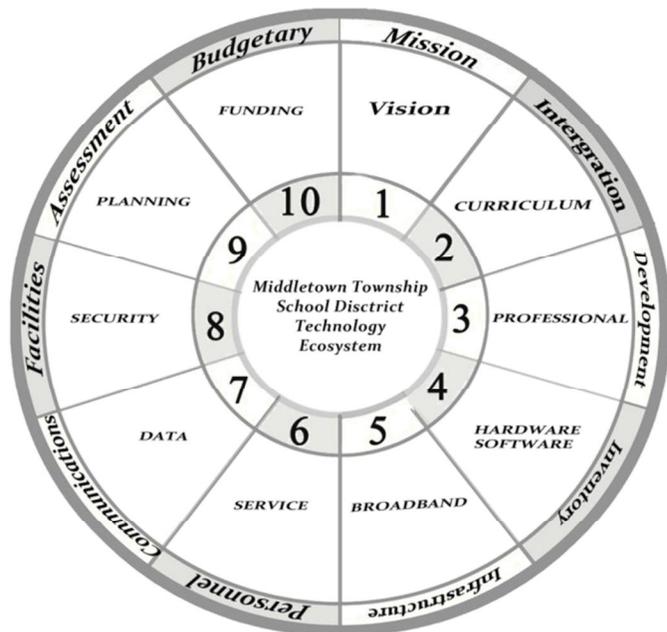
IV. Technology

Middletown Township School District Technology Ecosystem

Using a hierarchy approach to technology evolution and planning this brief report takes a look at the technology plan for the District and attempts to place the components of the plan into a hierarchy/ecosystem in order to assist the District with the five year strategic planning project.

For a more detailed report on the evolution of the District technology plan, written and published in 2013, you must navigate to the District website.

www.middletownk12.org



Vision

Middletown Township will remain focused on sustaining an interactive learning community in order to afford all students the opportunity to attain skills and knowledge.

Mission

The District will develop an advanced technological environment in all curricular areas for its students and staff in a productive and cost effective manner. We will integrate technological skills to enhance the teaching and learning process and improve the efficiency of all District operations. The District is committed to preparing our students to be proactive digital citizens in an ever-changing world. Technology will be used as a mechanism that immerses students in a learning environment that fosters instructional models that continue to acknowledge the individual learning styles of a diverse student population. Doing so will enable all students to become responsible, technological learners.

Curriculum Integration

- Increased infusion and upgrading of technology into the classroom and curriculum in preparation for the technology requirements/guidelines of the PARCC.
- Google Docs/Google Classroom
- Elementary Educational Technology Specialists on elementary level
- STEM initiative on all levels
- *Journeys* elementary school online reading program
- *digits* middle school digital math program
- *Fuse Algebra I, Geometry, and Algebra II* high school math programs
- *Lib Guides* in libraries/media centers
- Increase hardware and software, District wide
- Schedule changes, middle school technology class
- Computer skills embedded in daily instruction

Professional Development/Teacher Leadership

- Tech Expo
- Technology training at in-service/out of District workshops and conferences
- Master Teacher Innovation Labs
- STEM (Science, Technology, Engineering, and Mathematics)
- Technology updates: monthly Administrative Council, Superintendent/Business Administrator Roundtable meetings
- NEA, MCEA, MTEA, NJPSA and NJPFA conferences and workshops

Inventory Overview as of 2014

Desktops	Laptops	Minis	iPads	Chromebooks	Nooks	Kindles	Smartboards	FM systems
2,324	990	1,102	1,753	6,717	44	85	556	48

Wall mounted projectors are in high schools; ceiling mounted projectors are in elementary schools; document cameras are in all schools.

One-to-one plan for Chromebooks began in 2014, starting with the 3rd, 6th, and 9th grade levels.

“Bring your own device” program is available to all.

Infrastructure

Dell Servers running	Dell Workstations running	VMWare Farm running	Fiber Network
Windows 2008	Windows 7	Virtual Servers	Minimum Bandwidth 1GB
Windstream/Comcast Internet Circuits	Bloxx	Barracuda Spam Filter	
500MB each	Web Filter	Exchange 2010 Email	

Computer Labs

Elementary Schools	Middle Schools	High Schools
1 in each (mobile in Middletown Village)	4 in each plus Media Center	8 at High School North 6 at High School South plus the Media Center in each HS

Technology Personnel

- 2 additional computer technicians
- 1 Network Engineer
- 6 Elementary Educational Technology Specialists
- 3 STEM Specialists

Communications Data

- *Aesop* – Staff attendance management
- *Applitrack* – Job applicant tracking
- *VersaTrans* – Student transportation management
- *PayForIt* – On-line meal payment processing
- *AirWatch* – Mobile device management
- *Destiny* – Secondary school library management
- *SynreVoice* – Parent and Staff Phone Blast/Email/Text communications system
- *SchoolWires* – Hosted web site services
- *Parent Portal* – Portal for Power School
- *My Learning Plan* - Professional development management

Facilities/Security

- VoIP phone system
- IP based security camera system in all schools, connected to the following:
 - Door lock entry
 - Building alarm system

Assessment/Planning

- Needs assessment, goals and strategies are listed in the District technology plan (p. 14-16)
- Lesson plans, formal and informal classroom observations

- Teacher feedback
- Building based PLC's, class work, student presentations and collaborative projects
- District and department based professional development

Funding

- Federal/State/Local
- Donations
- Grants

V. Personnel

- *District Administration and Management*
 - Superintendent of Schools
 - Business Administrator/Board Secretary
 - Assistant Superintendent of Curriculum and Instruction
 - District Director of Operations
 - District Director of Curriculum for Mathematics and Science K-12
 - District Director of Curriculum for Humanities K-12
 - District Director of Student Services
 - District Director of Evaluation and Assessment
 - Director of Human Resources
 - Director of Athletics
 - Supervisor of Student Services for Elementary
 - Supervisor of Student Services for Secondary
 - Supervisor of Mathematics K-12
 - Supervisor of Literacy K-12
 - 3 Elementary Curriculum Supervisors
 - Assistant Business Administrator
 - Supervisor of Buildings and Grounds
 - Supervisor of Security
 - Student Information System Supervisor
 - Network Administrator/Manager of Information Services
 - Transportation Coordinator
 - Payroll Supervisor
- *Principals*
 - 1 per school
 - Principal for Transition of Instruction/Testing
- *12 Elementary Schools (Total of 4,532 students)*
 - Average Class Size – 21 students
 - 210 classes
 - 324 Teachers
 - 183.5 Paraprofessionals
 - 48 Elementary Co/Special Ed Teachers
 - 12 Elementary Literacy Specialists
 - 6 Elementary Mathematics Specialists

- 6 Elementary Educational Technology Specialists
- 6 Social/Behavioral Specialists
- 1 Nurse per school (**1 additional personal nurse at Leonardo*)
- *3 Middle Schools (Total of 2,323 students)*
 - Average Class Size – 24 students
 - 1 Assistant Principal per school
 - 194 Teachers
 - 69 Paraprofessionals
 - 3 STEM Specialists
 - 42 Co/Special Ed Teachers
 - 3 Literacy Coaches/Specialists
 - 3 Guidance Counselors per school
 - 1 Nurse per school
- *2 High Schools (Total of 2,902 students)*
 - Average Class Size – 20 students
 - 5 Assistant Principals for Curriculum and Operations per school
 - 230 Teachers
 - 41 Paraprofessionals
 - 36 Co/Special Ed Teachers
 - 1 Computer Technician per school
 - 6.5 Guidance Counselors per school
 - 2 Nurses per school
- *Support Staff*
 - Secretarial Personnel
 - Facilities Personnel
 - Digital Communications and Classroom Technology Specialist
 - District Computer Technicians
 - Security Personnel

VI. Specialized Programs

Student Services

The Department of Student Services believes in addressing the needs of the whole child in the least restrictive environment (LRE) by providing expansive services for students age 3 – 21. In order to meet the needs of our youngest learners the District operates a half-day, five days per week preschool program, which is offered at New Monmouth, Ocean Avenue, and Harmony Schools. The Creative Curriculum-Teaching Strategies Gold for Preschool provides hands-on learning with best practices for developmentally appropriate activities. This curriculum is focused on developing positive interactions with young children, social-emotional competence, constructive, purposeful play in all learning centers, and a print rich learning environment to foster language and literacy development through play. Should a more intensive program be

warranted for a student with disabilities, a full day preschool disability class is available based on a student's IEP.

The continuum of services for our students with disabilities across the District begins with LRE consideration including the general education classroom, in-class resource, supplementary support, resource replacement and special class programs. Related services such as speech therapy, physical therapy, and occupational therapy are offered in various locations that range from being integrated in the classroom and Structured Learning Experience sites to specialized therapy rooms. These services can be offered as consultation, group and/or individual services.

Our special class programs operate at a variety of schools from elementary through high school based on the program and expansive supports offered at each school. These programs address various students' needs that include learning, language, behavioral, social-emotional, and multiple needs that do not fit in any of the other categories. We strive to provide high quality placements in District for our students to be afforded opportunities in the least restrictive environment.

Preparing students for life by focusing on post-secondary career and college readiness is a collaborative process involving parents, students, agencies, and District support staff. Focusing on work readiness the District offers a Co-op work program, and a Structured Learning Experience (SLE) program that places students at worksites supported by job coaches with integrated related services. Partnering with agencies such as Division of Developmental Disabilities (DDD), Division of Vocational Rehabilitation (DVR), Jewish Vocational Services and Arc of New Jersey affords the District opportunities to provide additional resources and services to support our students and families in the transition process. High school child study teams also work closely with students' guidance counselors on transition planning and the college preparedness process which include information on College Board, disability services at college, and post-secondary college planning, which is provided to parents and students during their annual IEP meetings.

Growth and Development: To continue our high quality of programs the District partners with consultants to support students, parents, and staff. We have an autism expert who provides workshops to parents, instructional and support staff. Workshops for staff include the implementation of the specialized curriculum, in addition to workshops on increasing student growth and independence by introducing paraprofessional Dyads/Triads. We also have a behavioral consultant to support staff and students in addressing behaviors that impact the student's learning. The consultant meets with all stakeholders and provides strategies and support for positive behaviors.

Our Student Services Department continues to evolve as we review programs and supports provided to our students. This school year, we continued our partnership with the Korman Natural Setting Therapeutic Management Group in order to provide students with a summer Social Skills program. The partnership with Watson Social Skills Program that began during the 2012-2013 school year has recently expanded from Elementary to our Secondary classrooms. In addition, this school year, we began to deepen the understanding for our staff regarding identification, assessments and supports for student with reading disabilities. As of June 2015, there will be 19 staff members that will be Level I Wilson certified across all schools.

Collaboration is the foundation of our work, as we continue to identify ways to provide staff and parents with learning opportunities. Through parent partnership efforts we have offered parents the opportunity to meet with staff and participate in parent trainings focusing on IEP elements, parents' rights in special education, and special needs when working with students both in and out of school. The District is hosting the Monmouth County Transition Conference in March 2015, another parent partnership opportunity. Over the course of the last two school years, we have provided paraprofessionals with positive behavioral supports training and specific skill-based instruction to support students in the school setting.

Intervention Programs

The District provides after school tutoring for identified students based on standardized test performance from the previous school year. This is available for English Language Arts and Mathematics at all 17 schools. In addition, identified students are provided a summer remedial program in these areas.

At the elementary level, a Targeted Reading Program is available for identified students to improve decoding, reading fluency, and comprehension skills. This program begins in January of kindergarten and extends through second grade. Students attend for ten-week sessions until reading skills are demonstrated independently.

Enrichment

In addition to offering honors and AP level classes at the secondary level, the District philosophy of instruction is that differentiated opportunities be provided to meet the needs of all learners. A summer enrichment program with an academic focus in English Language Arts, Mathematics, Science, and Technology is afforded to all students K-11.

VII. Extra-Curricular/Co-Curricular Activities

The Middletown Board of Education believes that the goals and objectives of the District are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside the regular instructional program of the school. The purpose of such co-curricular activities shall be to develop leadership capacities and good organizational skills, to aid in the socialization of pupils, and to enable them to explore a wider range of individual interests than might be available in the regular curricular program.

The Middletown Board of Education recognizes the value of a program of athletic competition for both boys and girls as an integral part of the total school experience. There are Freshman, Junior Varsity, and Varsity Team sports, many co-curricular activities and community initiatives to support good sportsmanship, leadership and citizenship. Participation in extracurricular activities is a very important part of every student's education. It is recommended that each student participate actively in a few well-chosen, meaningful activities. Below is a list of athletic programs and student activities offered in our District.

High School Athletic Program

Fall

Football
Boys' Soccer
Girls' Soccer
Field Hockey
Cheerleading

Girls' Cross Country
Boys' Cross Country
Girls' Gymnastics
Girls' Tennis

Winter

Boys' Basketball
Girls' Basketball
Wrestling
Girls' Indoor Track
Boys' Indoor Track
Competitive Cheerleading

Girls' Bowling
Boys' Bowling
Boys' Swimming
Girls' Swimming
Ice Hockey

Spring

Baseball
Softball
Boys' Track
Boys' Lacrosse

Golf
Boys' Tennis
Girls' Track
Girls' Lacrosse

Middle School Athletic Program

(7th & 8th Grade only)

Boys & Girls Cross Country
Boys & Girls Soccer
Field Hockey
Cheerleading

Boys & Girls Basketball
Wrestling
Baseball
Softball

Middletown High Schools Student Activities/Club List

(North and South have similar activities; however, some may be school specific.)

Aquiline
Academic Team
Art Club
Band
Band Front/Color Guard
Biology Team
Bottlecappers
Business Honor Society
Chemistry Team
Chess Club/Team
Choir
Color Guard
Computer Club
Dance Club

Italian Honor Society
Junior Exec Board
Key Club
Latin Club
Literary and Art Magazine
Makerspace Club
Marching Band
Marching, Pep Band, FRED Band
Math Team
Mock Trial
Model UN
National Business Honor Society
National Honor Society
Newspaper

DECA
 Drama /Tech Crew
 Eagle Eye
 Eagles Helping the Community
 Earth Science Team
 Environmental Club
 Family Career and Comm. Leaders
 FBLA
 Forensics (Mock Trial)
 French Honor Society
 Freshman/Sophomore Executive Board
 Friendship Club
 Future Business Leaders of America
 Future Educators of America
 Gay Straight Alliance
 History-Political Science Club

Peer Leaders
 Photography
 Physics Team
 Science League
 Science National Honor Society
 Senior Exec Board
 Social Justice Committee
 Spanish Honor Society
 Student Government
 TED Ed Club
 Theater Arts Club
 Transition Project
 Tri-M Music Society
 TV Production
 Volleyball
 Yearbook

Middle School Student Activities/Clubs

Drama/Variety
 Math
 Newspaper
 Yearbook
 LEAD Program

Peer Leadership
 STEM
 Student Council
 Walking Club

Elementary School Student Activities/Clubs

Fitness Club
 Concerts

School Plays
 Art Fairs/Science Fairs

Elementary schools, in conjunction with the municipal alliance, offer fifth graders a drug prevention program called Project Plus.

VIII. School Safety and Security

The Board of Education and the administrative team in Middletown are committed to providing a high level of security while maintaining an open, nurturing learning environment for our children. They have continued their plan of infrastructure improvements, which enhance the security of our facilities. These improvements include, but are not limited to, improved communication through telephone system and radio upgrades, new electronic visitor management systems and controlled entry portals.

The District has always had strong plans in place for crisis events, and continues to work with the Middletown Township Police Department (MTPD) and other law enforcement agencies to evaluate our processes. The District created a new supervisory position to oversee security in all of our schools. Collaboratively, the administration and MTPD have reviewed and updated our

emergency plan, assess security of our buildings, and plan security for special events. They have also worked to provide our staff and students with emergency management training. Some security improvements made to our buildings include the creation of controlled entry portals at the secondary level, which enable school personnel to check visitor's identification and determine the reason for the visit before the individual gains entry to the building. Other security improvements were made as needed at all schools. These include fobs on exterior doors, camera and buzzer system enhancements at entrances, locks on doors to common areas, speakers on the exterior of buildings, and other security enhancements suggested by students, staff, administration, parents and law enforcement officials. A Safe Schools Committee was formed, which includes representatives from the community and faculty of each District school, members of the Board of Education, the MTPD, as well as building and District administrators. The goal of the committee is to inform the stakeholders of the Middletown Township School District about the status of safety and security in the District as well as to promote the exchange of ideas among our stakeholders that will lead to improved safety and security in our schools.

The District provides training for students, staff, and parents on bullying, character education, managing social media, and harmful behaviors of adolescents. Anti-bullying training is a focus. Programs for our students aimed at eliminating bullying and improving school climate are carried out throughout the District. Programs such as Bucket Fillers, Character Counts, and Child Assault Prevention (CAP) at our elementary schools, as well as our leadership programs such as Bottlecappers, Heroes and Cool Kids, Transition Project, Tomorrow's Teachers, Sources of Strength, and Peer Leaders, provide character education and anti-bullying training for students at all levels.

Each of the secondary schools has a Student Assistance Coordinator (SAC) with specialized training. They identify, address and monitor individual students as well as coordinate and oversee District prevention/intervention efforts. The SACs have a website, which is updated regularly with targeted information, vital resources and crisis intervention in the areas of substance abuse, bullying and suicide prevention. The Random Drug and Alcohol testing program in our high schools is aimed to help our students stay safe and drug/alcohol free. It is a component of a comprehensive substance abuse prevention program that starts in Kindergarten and continues through all the grade levels through our developed curricula.

Each spring during the prom season, there is a Rude Awakening Program for juniors and seniors facilitated by the Middletown police, fire emergency management team, emergency medical service and community volunteers. It is funded through the State Department of Highway Traffic Safety to educate students on the dangers of drinking and driving.

A Project Prom committee raises funding each year for a post prom event for seniors at the Woodbridge Community Center from midnight until 6:00 am to keep students safe and secure in an entertaining environment.

IX. Professional Development

The Middletown Township School promotes the continued professional growth of teachers, administrators and support staff by offering a variety of professional development opportunities. These opportunities allow for personal enrichment, growth, and continuous improvement for employees of the District and are intended to support strategic initiatives, new curriculum developments and improved teaching methodologies.

Professional development opportunities are offered both internally and externally. To further facilitate professional growth, monthly early dismissal days are scheduled throughout the school year for students, which allow for teachers and staff to attend professional development opportunities on a consistent basis. The following details some of the opportunities that have been afforded to teachers, administrators and staff:

- Development and Support of Professional Learning Communities (PLCs)
- Creation of Master Teacher Innovation Labs for teachers to train teachers—e.g. the flipped classroom, differentiation of instruction, technology to support curricular initiatives, etc.
- “Implementing Rigorous, Coherent Writing” at Teachers College Reading and Writing Project (Columbia University) attended by forty-three teachers
- Elementary and middle school teachers attended week-long Reading and Writing Summer Institutes during July and August at Teachers College Reading and Writing Project (Columbia University)
- Continued training District-wide on the workshop model of instruction for reading and writing. Lab classrooms will be established as models on the elementary level (at least one per school)
- Elementary teachers, reading specialists, and supervisors - Jennifer Saravallo on *Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers* to support the workshop model of instruction
- Elementary reading specialists, supervisors, and select teachers receive pilot training on two models of literacy intervention – *Project Read* and *Foundations*
- Full day of professional development from an HMH trainer/specialists on the new components of *Journeys* including several new CCSS aligned resources – *Journeys* Formative Assessment: Text to Text Questions for grades 1-6, *Journeys* Formative Assessment: Performance Tasks for grades K-6, and Performance Assessment Test Preps for grades 3-6. The supervisors will turnkey train teachers to allow them to use these resources in the classroom.
- Brookdale Mathematics and Science Network full day workshops for K-12 teachers; Brookdale Technology Network workshops
- “What is Highly Effective Teaching in Mathematics?” in-District training for grades 3-5 teachers
- “Introduction to the Next Generation Science Standards” for all teachers of middle school science
- “The Ideal Mathematics Lesson” Elementary Level Demonstration Lesson by Dr. Eric Milou for Elementary Curriculum Supervisors, teacher representatives from each building, Elementary Mathematics Specialists, and Elementary Principals
- MC3 (Monmouth County Curriculum Consortium) Summits
- Crisis Prevention Institute
- Consultants brought in from Monmouth University and Rowan University
- Training on new program adoptions (such as *GO Math!* and *Journeys*)
- Training on PARCC expectations and readiness
- Training on Common Core State Standards
- Technology initiatives
- Assessment Committee
- District Evaluation Advisory Committee (DEAC)

- Achieve NJ
- NJEA/MTEA training opportunities
- ScIP (School Improvement Panel)
- Training for paraprofessionals
- Principals' Academy at Monmouth University
- Monmouth University workshops on Equity Issues and Student Leadership

X. Family Workshops/Family Involvement

The Middletown School District recognizes the value of family involvement in a child's education from our youngest pre-school students and continuing through a child's completion of high school. The amount of direct involvement of families with respect to a particular child's education varies based on age and individual schools' offerings.

All schools in Middletown encourage parents to attend a "Back to School Night" usually held towards the end of September. The goal is to familiarize families with teachers, administration, as well as expectations and offerings of the individual school as it pertains to your child's grade level.

Each school also maintains and supports individual PTO/PFA meetings to offer ongoing information, fundraising, and provide various programs to enhance a student's education. PTO/PFA's provide much of the funding and organization of many of our "family inspired" events. Events vary by school and grade level, as we allow schools to maintain individuality and tradition, as well as age appropriateness. Some of these include:

- Family Fun Nights (i.e. Student Candy Bingo, Ice Cream Socials, Movie Nights)
- School Plays
- Project Prom
- School Carnivals
- NCAA Clearinghouse Presentation for student athletes
- Naviance training for parents
- Financial Aid nights
- Freshman Academy forums

Families are continually invited and encouraged to attend sporting and academic events at all age levels throughout the District (i.e. art exhibits, technology expos, football games, STEM presentations, etc.)

Academically, families are offered Parent Teacher Conferences at the Elementary Level, as well as access to the Parent Portal throughout their educational career in the Middletown School District. The Parent Portal allows parents to view homework assignments, communicate with teachers and retrieve grades periodically throughout the school year.

Informational workshops are also offered, as needed, throughout the year (i.e. Common Core, Chrome Book Initiative and PARCC assessment information nights).

XI. Facilities

Our facilities report contains the outline for addressing the District's critical roofing and mechanical system needs. In 2012, a District-wide roofing report was completed. The 2014 referendum included the replacement of roofing at 15 schools. Lincroft, Ocean Avenue, Thorne & Thompson and Middletown High School South were the schools chosen for Phase I roofing, which was completed in 2014. Phase II, to be completed in 2015, includes Bayview, Fairview, Leonardo, New Monmouth, River Plaza, Navesink, Middletown Village, Nut Swamp, Bayshore and Middletown High School North.

Improvements to the geothermal heating and cooling systems at Middletown High School South and Bayshore were completed as part of Phase I in 2014. Phase II will address upgrades and improvements at Thompson and Thorne and Middletown High School North in 2015.

The following initiatives were also completed:

- Two boiler replacement projects for New Monmouth and Ocean Avenue
- Renovation work at 4 more elementary school kitchens (Middletown Village, River Plaza, Ocean Avenue and Navesink) to convert them to the new lunch service program
- All purpose room floor replacements at River Plaza and Middletown Village
- Wall tile replacement in the all-purpose room at Middletown Village
- Concrete walkway repair and replacement at Middletown High School North and Bayshore
- Painting throughout the District

Over the past three years, the District has been able to address some significant facilities needs. A combination of budget funds, monies set aside in capital reserve, proceeds from a \$19 million bond issuance, and the \$13 million the District procured in ROD grants from the state has been utilized to fund the following major projects:

- Roofing replacements for every District building as noted above
- Repairs and improvements to the geothermal heating and cooling systems in the two high schools and three middle schools as noted above
- Enclosure of the last remaining open pod area at New Monmouth School
- Replacement and upgrading of the theater lighting at High School South
- Replacement of the District's telephone system
- Renovation of the remaining elementary school kitchen areas to allow for improved food service
- The installation of a turf athletic field and renovated grass field at Nut Swamp Elementary School (first of two turf fields under a cooperative agreement with the Township)

The District will be updating its Long Range Facilities Plan this spring, which will identify facilities needs over the next several years. The Long Range Facilities Plan, in conjunction with the demographic study completed in May 2014, will be key planning tools for the District in the area of facilities.

XII. Finance

The District was recognized for its comprehensive annual financial report for the fiscal year ending June 30, 2012. This was the second consecutive year that the District received the award.

The 6 year budget trend (2009-2015) reflects an operating budget increase of roughly 4%. The total increase in the tax levy for the same period is 7.5% or 1.5% each year. Budget revenues are broken out such as tax levy funds 86%, state aid funds 12%, use of fund balance for tax relief funds 1.3% and .7% remaining is funded by extraordinary aid and other miscellaneous revenues.

Cost saving initiatives include: debt service refunding, review of health insurance options and broker fee savings, cooperative purchasing, transportation jointures, energy audit and installation of energy efficient equipment, introduction of paperless system (employee and parent portals), shared services with township of Middletown and payroll processing.

It should be noted that in 2011-2012 a separate line for Education Jobs Funds was included where \$694,714 was budgeted. It should also be noted that according to a demographic study performed in 2010, an 11% decrease in enrollment is estimated over the next 5 years.

XIII. Transportation

The 2014-2015 budget for transportation is \$10,346,034. We currently have approximately 10,000 students enrolled in our District. Of that, 7,039 (72%) students are eligible for transportation. Furthermore, 717 of the students (or roughly 10%) account for special education students. The current criteria for bussing in the District follows NJ Administrative Code, which requires bussing for elementary and middle school students who live more than 2.0 miles from the school and for high school students who live more than 2.5 miles from the school. Students who live closer to the school but along routes that have been deemed hazardous may be assigned bussing as well. The District contracts with vendors for all of its bussing and we have several vendors who service the District. Contracts expire annually but can be renewed as long as the increase is within the state determined Consumer Price Index for school transportation contracts for that year. Approximately forty students are assigned to each bus.

The State of the Schools Strategic Planning Committee would like to thank the District personnel who assisted in the creation of this document by providing the information needed to compile this report.

We believe this document will serve as a foundation for the goal setting process, which is the next phase of the 2015 Middletown Township School District Strategic Plan.