Indicators of Digital Readiness

Indicator	Local and Global Outreach
Theme	Leadership
Priority Level	P3
Organizational Level	School

Description of the Indicator

The school has established clear expectations that schools and classrooms will participate in partnerships that extend and enrich learning at a local and global level.

Why is this indicator important?

It is essential for schools to create local and global partnerships for their students. This will encourage learning to be more relevant, organic and authentic. Students will learn how to interact with, participate in and maneuver the world both locally and globally.

Indicator Rubric

Insufficient Evidence of Implementation **(0 Points)**	• District/school leaders and stakeholders conduct a review of effective models of school-community partnerships that build global and cultural awareness • Representatives attend conference sessions, talk with district leaders who are implementing such programs, and identify key characteristics of effective learner-centered practices
Foundational Stage of Implementation **(1 Points)**	Evidence is provided for all previous rubric levels, as well as: • District/school leaders conduct public and internal sessions on school-community partnerships locally and globally • Educators across the district envision such environments at all levels • Established school-community partnerships as a strategic goal, with clear parameters for such partnerships, including processes for considering, vetting, and engaging in such partnerships
Achieving Success in Implementation **(2 Points)**	Evidence is provided for all previous rubric levels, as well as: • District/school leaders have established a formal planning process to develop an implementation plan that supports/establishes local and global community partnerships at all levels • That plan includes a glide path, budget, and pathway for schools to make this transition • District leaders included global and cultural awareness in their district and school visions • Implement and monitor the initial phase of the community and global plan
Exemplary Success in Implementation **(3 Points)**	Evidence is provided for all previous rubric levels, as well as: • District/school leaders establish and communicate clear expectations that schools/classrooms will include opportunities for local and global community partnerships • All capacity-building elements are in place or carefully readied for school wide/large scale implementation (e.g., associated series of professional development and training, models, curricular materials, and instructional coaches)

Who in the school/district should lead and be involved with this indicator?

- Superintendents
- School Board Members
- Principals
- Technology Leaders/Instructors
- Curriculum Directors
- Teachers
- Students
- Parents
- Anyone who has a stake in improving access to technology beyond the school day should have the ability to make their voice heard and provide input to the process

How to execute the indicator

Below we have listed the requirements for earning points for this Indicator. Following the requirements, we have provided guidance and recommendations on how to meet them. You do not need to follow this guidance exactly as long as your final outcome meets the requirements.

Sample activities include the following:

- Students can engage in partnerships with local businesses and community organizations to learn about the economic and social importance of these agencies.
- Students can engage in community service activities to create and foster a sense of belonging and engagement in these agencies.
- Students can engage in a project-based learning assignment about a global issue and come up with a solution to help that situation. Students can connect via internet with people in that area of the globe.

Recommended evidence to submit for successful execution of this action

- Set goals for the district in terms of creating local and global liaisons for students
- Students can engage in grassroots or internet-based campaigns to look at real-life and real-world problems
- Students may connect with people globally via Skype or Google Hangouts
- Students may also work on local community service projects
- All these initiatives should be interdisciplinary involving elements of STEM, English Language Arts, humanities and fine and/or performing arts

Resources schools can use to complete this action successfully

- A local or global problem, Internet, Google Apps for Education, Google Hangouts or Skype, blogs
- Need to include elements that provide access to potential:
  - Volunteer programs
  - Community based projects
  - Cross-curricular connections to outreach based on student interests

- - Service-learning projects
- The Breaker Project can provide insight on design challenges and entrepreneurship opportunities. http://www.breaker.org/
- Biomimicry Global Design Challenge - The Biomimicry Institute
- The Global Day of Design is one-day that focuses on using the Design Thinking process in school. The goal for the Global Day of Design is to inspire a transformation in schools around the world to incorporate design into an everyday practice with students. http://globaldayofdesign.com/
- To begin the path to philanthropy, this website offers a variety of lessons connecting language arts, social studies and science to a purpose that will resonate with students. https://www.learningtogive.org/

Certified Schools Exemplars: See links for school evidence

1. **Memorial School, Old Bridge Township Public Schools, 2018 Bronze Certified**

   Each school has a student council that participates in (or facilitates) various community events throughout the year. Events are typically designed to address needs of the community. Members of the council are role models for the rest of the student body and the members themselves learn many lessons including those regarding charity, generosity, and citizenship.

   Some of these events include:

   * The Soup-er Bowl Canned Soup Drive

   Before the NFL's Super Bowl, student council holds a week-long Soup-er Bowl Canned Soup Drive. The children begin by creating posters to advertise the drive, when it will be held, and what is to be donated. They hang them around the school and then work on creating boxes which they deliver to the homerooms in the building. The student body collects soup for the week and the council counts and collects it. Some schools generously collect between 400 and 500 cans of soup. The soup is then stored until the Spring Food Drive comes around. It is then donated with the food from the Spring Food Drive to M.C.F.O.O.D.S.; Middlesex County's food outreach organization. More information about M.C.F.O.O.D.S. can be found at http://mciauth.com/mcfoods.htm.

   * Pop Tab Collecting

   A year-long project that the student council participates in is the Pop Tab collecting for the Ronald McDonald House (RMH). The council starts off in September/October informing the children in all homerooms that they will be collecting the little metal tabs from the top of aluminum cans. Flyers are then distributed to the student body to take home. Families are notified that this is a year long project with a big impact. Pop tabs are given to the RMH at the end of the year who sells them and uses the money to purchase necessities for RMH. The Council goes classroom to classroom on approximately a weekly basis to collect the pop tabs. A large jug is kept in the All-Purpose Room filled with the pop tabs to make the collection relevant for all students. For more information on this program, please visit https://www.rmhc.org/other-ways-to-help and click on "Pop Tab Collecting."

   * St. Jude's Math-a-thon

   Old Bridge Schools have been participating in the St. Jude Math-a-thon for nearly twenty years. Each year our schools donate thousands of dollars to St. Jude's Hospital. Students are invaluable in organizing this fundraiser. They copy flyers explaining the Math-a-thon and organizes the paperwork sent from St. Jude's. They distribute to the entire school and keep track of those participating in the event. They also distribute the Math Fun Books or instructions to digital Fun Books to those participating from the student body. Once students have raised funds, they return them to school, and the funds are sent to St. Jude's. For more information, please visit https://www.stjude.org/get-involved/school-fundraising-ideas/mathathon.html. * Pink Out- During Pink Out there are many fun-filled events to raise awareness and money for breast cancer with all proceeds donated to the Mama Mare Breast Cancer Foundation. Cooper School

partners with high school students and the Old Bridge Fire Department to run this event. * Jump Rope for Heart- Students learned about the value of community service and working together as they raised nearly $2000 for kids with special hearts. * Elijah's Promise-Cooper students, staff, and PTA partnered with the non-profit group, Elijah's Promise whose mission it is to ""harness the power of food to break the cycle of poverty, alleviate hunger, and change lives."" School families donated the supplies and students packed over 300 breakfast bags to be shared with the Elijah's Promise Community Kitchen. * Animal Shelter Super Bowl Drive- Students voted for their favorite Super Bowl team by donating items for the Old Bridge Animal Shelter. Students made a commercial to encourage donations.

Service learning at our schools goes beyond volunteerism and community service. Students develop projects that are relevant and important to our school community. They use the skills and knowledge they have developed in real-life situations. The learning extends beyond the classroom into the local community. Students develop leadership skills, character education and learn academic lessons across the curriculum.

* Operation Thank You

o Students, staff and community stakeholders collaborate to raise awareness of the need to provide genuine support of the United States Military by showing appreciation for their service and protection. The mission of the Memorial School community, "Operation Thank You", is to bring awareness to understanding the life, dedication, commitment and needs of the Military. View link for full version of Operation Thank You and photographs of this initiative. o Operation Thank You Photograph 1, Operation Thank You Photograph 2, Operation Thank You Photograph 3

* Hopes Heroes

o Hope's Heroes Mission is to improve the school's social climate for every learner, through social service learning and student driven education. Four artifacts are linked, a full description of the Hopes Heroes initiative, a Facebook post, a photograph of the student leaders that directed this initiative and Hopes Heroes 100-day celebration.

o In addition, follow link for a video of the practice in action. https://www.youtube.com/watch?v=kGDUfQvMUI4

The Student Character Ambassador Program consists of 5th graders from each elementary school in the district. As a group, students work through our community to understand philanthropy and service learning and the Ambassadors learn lessons of generosity, citizenship and charity. * Make a Wish Letter Writing Campaign- students worked collaboratively through the district and surrounding districts to collect a Believe Letter to support a 7th grade student in the district and his wish to ""Pay it Forward"". This year the students collected 78,964 letters to drop off at Macy's on Wish Day, collecting $2.00 a letter, raising $157,928.00 for Make a Wish. * Relay for Life- the students worked in their schools to promote ""Relay for Life"" and explained the importance of the event and supporting a worthy cause. Students held an ice skating fundraiser, t-shirt sale and bake sale totaling $2372.00. * T-Shirt Contest- Students selected a lesson learned through their ""Too Good for Drugs"" class and designed a t-shirt. All elementary schools submitted 1 design per homeroom and voting took place at Friendly's. Friendly's sponsored the contest and had a t-shirt made for the winning class and Student Character Ambassadors.

Cooper Elementary school has been the recipient of two Promising Practice Awards from Character.org in recent years. Coop's Free Little Pantry was created as a way to empower neighbors to help neighbors while simultaneously mitigating the shame that accompanies food insecurity and operates under the mantra of taking what you need and leaving what you can. The Pantry is never locked and is available twenty-four hours a day, seven days a week enabling students, their families, and the wider community full access whenever they are in need. The Farming Service Project gives students the chance to prepare the land, plant seedlings, tend to the crops, harvest and package the produce to be delivered to the Old Bridge Food Bank while working under the guidance of a local farmer.

The ""Readers of the Pack"" Program was created to address the needs of our growing ESL population. Once a month, Monmouth County SPCA volunteers visit our school so the students may work in concert with the dogs to develop their literacy and confidence, while practicing habits that fall within the pillars of the Character Education curriculum. In 2016, Character.org recognized the program as a national promising practice. As a way of giving back to the Monmouth SPCA, the ESL students brainstormed ways of volunteering and showing their gratitude. They created and implemented a district wide "Rescue Drive" to help the animals in need. Students record their experiences each month with the animals and volunteers. After they type up their journal entries, they share via One Drive with their ESL teacher.

Students in OBTPS have been engaging with other students outside our school via Skype to share information about real-world problems and research-based solutions. Global partnerships have been developed and cultivated to encourage learning.

o Students engaged in a project-based learning assignment about Earth Day related topics. Students created a flipbook project about the earth and how to keep a healthy environment. Students then connected via the Internet using Skype to connect with another elementary school in Old Bridge. Each 4th grade class had a chance to present their project and explain their findings about Earth Day. This project involved several academic areas including science, language arts, and technology. o Earth Day Skype Photograph 1, Earth Day Skype Photograph 2, Earth Day Skype Photograph 3

o Students engaged in a project-based learning assignment about Earth Day. Students designed a game using only recycled materials. Students shared these creations via Skype with another district school and learned about their Earth Day research. This project involved several academic areas including STEM and language arts. o Students participated in a mystery Skype with a class in Canada. They learned about geography and the Canadian culture as well as questioning and teamwork skills.

o Students took part in Mystery Skype games which promotes critical thinking, collaboration, communication, and creativity. o Lesson plan o Photograph o Mystery Skype Twitter links o Kindergarten Mystery Skype o Students are engaged in Skype activity with authors Henry Winkler and Lin Oliver offering writing and learning advice to our students.