



Green Township School District

Box 14, Greendell, New Jersey 07839
www.greenhills.org

Dr. Jennifer Cenatiempo
Superintendent

Mrs. Karen Constantino
Business Administrator/Board Secretary

Mr. Jon Paul Bollette
Principal/Coordinator of Instruction

Vision

Empower students and staff to embrace their individual strengths in a safe, supportive environment that fosters a love of learning while pursuing their full potential.

Mission

Green Township School District educates every student to become a confident and caring life-long learner who communicates effectively and contributes positively to the evolving needs of society. The district, in partnership with the community, promotes academic excellence and equitable opportunities for all students.

2024-2025 District Goals

Goal 1: Support increased intervention and support, skill development, and student achievement in Mathematics for all students.

Goal 2: Support increased intervention and support, skill development, and student achievement in Literacy for all students.

Goal 3: Support and extend resources to improve Social Emotional Learning and Well Being for all students.

Goal 4: Build a comprehensive support model to identify, monitor, and reduce chronic absenteeism among students.

2024-2025 Board Goals

1. Provide targeted training opportunities on financial items to develop awareness of all board members.
2. Collaborate with NJSBA to become a certified school board over the next two years.



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District Goals 24/25 School Year

Goal 1: Support increased intervention and support, skill development, and student achievement in Mathematics for all students.

Update 3/12/25

- Teacher 1– 19 Students – 30 periods plus FLEX
- Teacher 2 – 13 with permission and 16 supported in classroom – 10 periods plus FLEX
- Math Students – 32 plus time in classrooms where all students are receiving supported learning opportunities
- Mirroring some of our math instruction after our ELA instruction with a whole group, small group, and individual focus for each lesson
- Integrating additional student engagement opportunities through movement, partner work, and various platforms
- Additional time in the classrooms with all students providing support on in class content.
- Focus on Intermediate Grades
- Utilizing FLEX to support especially at middle school level
- Data focused with increased support to staff in using the diagnostic tools in IXL
- Creative use of Grant Funds – Saturday Morning Sessions and Tuesday and Thursday after school sessions
 - Tutoring on individual and small group basis is the path to improve student achievement that we are taking
- Utilizing time in day to meet with individual teachers and seek their thoughts on how math instruction is going to determine what resources they need to be successful

Action Item	Standard of Achievement
Assess current levels of achievement at each grade level via NJSLA and iReady Data. Determine percentage of students off level.	Provide data on starting point of achievement. Provide schedule of intervention and supports.
Utilize that data to schedule the intervention supports to be implemented in each grade level.	Monitor progress on a monthly basis with teachers and intervention teachers meeting monthly to discuss student progress and challenge.
Analyze communication methods with parents to determine clarity and determine if these methods are working or if they are in need of revision with attention to report cards, conferences, and progress reports.	Report on communication standards in place regarding actual student achievement. Committee minutes of stakeholder group regarding efficiency of mechanisms such as report cards, conferences, and progress reports.



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Provide training to staff via Professional Days, Professional Learning Community time and staff training opportunities to support literacy and mathematics development.

Provide listing of all training opportunities and professional learning that supported literacy and mathematics development.

Goal 2: Support increased intervention and support, skill development, and student achievement in Literacy for all students.

Update 3/12/25

- Teacher 1– 19 Students – 25 periods plus FLEX and Daily Wilson Block
- Teacher 2 – 13 Students – 20 periods plus FLEX
- Teacher 3 – 8 Students – 10 periods
- ELA Students – 40 plus time in classrooms where all students are receiving supported learning opportunities
- ELA instruction in lower school fully incorporates reading, writing, phonics, and spelling with a whole group, small group, and individual focus for each lesson
- We augment with Haggerty Phonics and utilize Fountas and Pinnell Classroom
- We are running Leveled Literacy Intervention for all students getting Tier 2 or Tier 3 Support
- We have multiple students receiving Wilson Instruction in the district on a one to one basis.
- We have several staff in process of becoming Wilson Certified.
- Focus on Elementary Grades
- High Levels of Differentiation in all classrooms
- Seeing tremendous success in having a single teacher per grade level at grade 6,7, and 8
- Student achievement data is increased on IXL
- Creative use of Grant Funds – Saturday Morning Sessions and Tuesday and Thursday after school sessions
 - Tutoring on individual and small group basis is the path to improve student achievement that we are taking
- Utilizing time in day to meet with individual teachers and seek their thoughts on how ELA instruction is going to determine what resources they need to be successful

Action Item	Standard of Achievement
Assess current levels of achievement at each grade level via NJSLA and iReady Data. Determine percentage of students off level.	Provide data on starting point of achievement. Provide schedule of intervention and supports.
Utilize that data to schedule the intervention supports to be implemented	Monitor progress on a monthly basis with teachers and intervention



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in each grade level.	teachers meeting to discuss student progress and challenge.
Analyze communication methods with parents to determine clarity and determine if these methods are working or if they are in need of revision with attention to report cards, conferences, and progress reports.	Report on communication standards in place regarding actual student achievement. Minutes of stakeholder group regarding mechanisms such as report cards, conferences, and progress reports.

Goal 3: Support and extend resources to improve Social Emotional Learning and Well Being for all students.

Update 3/12/25

- The integration of a full time school psychologist has had a significant positive impact on the overall level of support available to all students on a daily basis.
- The roles and responsibilities of support for students social and emotional well – being are shared amongst a variety of staff which has strengthened the overall experience for our students.
- We have seen an overall increase in the number of groups that are able to be held on a daily and weekly basis across our team of educators.
- Our guidance counselor proactively conducts lessons for all students in the district with increased attention in the K-5 range.
- The Integration of the Green Team which is a call for support to a classroom or space in the building has been a major positive update.
- Students have been provided with many options for assemblies and programs to support their overall well-being.
- A complete list of all assemblies and programs will be shared as part of the yearend report.

Action Item	Standard of Achievement
Utilize existing school structures to support student achievement including CST, SAT, Intervention, and Coaches to review our current social emotional and well-being instructional plans and strategies.	Implement committees and provide updates to the board on progress, concerns, and thoughts gleaned from these experiences. Complete strengths and weaknesses inventory.
Assess current social emotional curricular materials to determine next steps for programming.	Present to Board of Education on current programming. Make recommendations for next steps in programming.
Utilize allocated Title funds to support character education.	Purchase and promote resources to best support needs of all students.
Provide trainings for students, parents, and staff relevant to this topic.	Utilize PLC time, SAIF schools, PLC Sessions, and in service days to provide necessary training and supports for the staff on this area.
Build comprehensive partnerships with local organizations such as the	Create partnership directory to be posted to website on resources.



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mental health alliance to support instruction	
Create a menu of trainings for stakeholders to participate in to support and extend social emotional learning and well-being.	Provide an inventory of all training options for staff.
Provide staff with opportunity to share their perspectives about how to best meet the needs of all students via PLC sessions	Minutes from these meetings to provide evidence of the meetings.

Goal 4: Build a comprehensive support model to identify, monitor, and reduce chronic absenteeism among students.

Update 3/12/25

- The focus on attendance has been ongoing this year.
- Communication to parents and guardians has been timely and responsive to individual students.
- There have been meetings held and work with individual students and their family. Attendance is often times a very complex issue.
- In our experience, the parents are trying to get their children to attend regularly.
- The approach this year has been about granularity.
- The students who struggle with coming to school are getting the targeted supports that they need to be a part of the school environment.
- We have also utilized our full support network to provide wrap around supports and services to students who may have other needs hence their wish to avoid school altogether.
- Each situation is different in terms of what a student or family is going through. By placing absenteeism as a focus for learners who have a challenging time coming to school, we are working to reduce the rate for our district one student at a time.

Action Item	Standard of Achievement
Develop a variety of committees to ensure that stakeholders are provided with opportunities to access administration on topics related to supporting student attendance. This may include the CST team, teaching staff, SAT team, and other relevant stakeholder groups.	Develop a list of resources and action plans to implement as proactive and reactive measures with the input of these various groups. Provide these students and families with the supports early in the year and maintain communication, consistency, and awareness of the attendance patterns.
Chart attendance for all students to determine which students have a history of attendance concerns. Monitor with the intention of intervening if negative attendance patterns are occurring again.	Gather data, monitor data, communicate and meet with stakeholders to support attendance at school.