



2012-2017 Strategic Plan

Greenwich Township School District
101 Wyndham Farm Boulevard
Stewartsville, NJ 08886

June 27, 2012

Acknowledgements

The Greenwich Township School District's Strategic Planning process, completed during the 2012 academic year, could not have occurred without the support, cooperation and dedication of the following people and groups:

Greenwich Township Board of Education

President - Christopher Wittmann

Vice President - Diane Lein

Kevin Bayne

Brian Cenci

Jennifer Contiliano

Victoria Little

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Christine Ritt

Denise Valle

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Ms. Maria Eppolite

Business Administrator

Ms. Victoria Stevens

New Jersey School Boards Association

Field Service Representatives

Joanne Borin

Susan McCusker



Participants

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Denise Valle, BOE Member and Parent
Bruce Williams, Township Committeeman
Lisa Zittis, Community Member



Strategic Planning Process

Executive Summary

A. Educating the Board to make an informed decision

At the regular meeting of the Board on August 23, 2011, on behalf of New Jersey School Boards Association, Joanne Borin made a presentation to the Board on the Strategic Planning Services available through the Association.

The information included a review of the following information and requirements:

- commitment of time and resources
- school and community level involvement
- strategic planning to meet the needs of the district
- the Board's role in the process
- potential participants to be included in the process

On June 29, 2011, the Board contracted with NJSBA for these services.

B. Pre-Process Planning

After the August meeting, in conjunction with the superintendent, Maria Eppolite, Joanne Borin set up a schedule for the organization of the process and a review of resources required

C. Staff Orientation Meeting

The staff orientation meetings were held in both buildings on September 1, 2011. All staff members attended, including administrators.

As a result of the orientation meetings, the participants had an understanding of the strategic planning process and their opportunities for involvement. Volunteer sign-up forms were distributed.

D. Community Orientation Meeting

The community orientation meeting was held on September 22, 2011. As a result of the meeting, the participants had an understanding of the strategic planning process and the opportunities for involvement. Volunteer sign-up forms were distributed.

E. State of the School and State of the Community Information Committees

On October 13, 2011, Joanne Borin provided information and training to the State of the School and State of the Community Research Leaders. The meeting included the distribution of material and a training component for completion of the two required reports.

Training included guidance in the following areas:

1. information needed for the State of the School (internal research)
2. information needed for the State of the Community (external research)
3. development of reports for the Planning Council Conference



F. Planning Council Conference

On January 13 and 14, Joanne Borin and Susan McCusker facilitated the Planning Council Conference. Outcomes of the conference included:

1. the vision of the future
2. the system of beliefs
3. the district vision statement
4. strengths, opportunities, key factors, and roadblocks
5. goals
6. strategies to accomplish the goals

G. Developing the Action Plans

On March 1, 2012, Joanne Borin provided information to the Action Plan Team Leaders and worked directly with the superintendent to assist these teams to do the following:

1. identify the action plans needed to accomplish the strategies
2. select measures for accountability
3. cost out the plan and develop a cost/benefit analysis
4. present action plans to the Planning Council for review

H. Presentation of Strategic Plan to the Board of Education

NJSBA Field Representative, Joanne Borin worked with the superintendent and Action Team Leaders to shape the presentation of the plan to the full Board of education.

COMMON THREADS

- Lack of money
- Technology
- Community involvement
- Phillipsburg High School
- Integration of programs, people, and community
- Improvement of students – academic, sports and arts
- Independence and problem solving
- Facilities and fields
- Improvement, retention and increased numbers of teachers



BELIEFS

We believe the role of staff:

- Is to innovate and evolve to meet the ever-changing challenges of the 21st century.
- Is to provide a safe and engaging environment which fosters and inspires learning
- Is to model creative and critical thinking (lifelong learning).

We believe the role of the community is:

- To be supportive by staying informed, united and responsive to the future success of our students.
- To be self-motivated by getting involved.
- To participate in the voting process.

We believe the role of parents is:

- To partner and share responsibility in their child's education.
- To continuously stay informed and advocate for their child.
- To provide encouragement, instill the value of education and learning, and act as a role model.

We believe our children learn best when:

- They are in a positive, safe, nurturing, and challenging environment
- Parents, teachers and community have a strong partnership.
- They are provided with a well-rounded diverse curriculum that encourages independent, critical thinking and problem-solving opportunities.

VISION STATEMENT

Building foundations for excellence for every child, every day.



STRENGTHS

1. Staff and administration
2. PTO, GAA, Recreation Association
3. Student population/achievement
4. Technology (utilization of available technology)
5. Curriculum/programs (consistency and variety)
6. Board of Education (well-functioning, creative, caring)
7. Communication (parents, community organizations)
8. Parent involvement
9. Facilities
10. Safety

CHALLENGES

1. Funding
2. Relationship with Phillipsburg High School
3. Regulatory environmental – changing. Adding work without resources
4. Economic environment
5. Complacency in community
6. Lack of trust
7. Ability to attract talent due to low salaries
8. 21st century skills (training) and curriculum development
9. Community inability to understand educational needs
10. Maintaining and expanding facilities



GOAL AREA # 1: Community Climate

Improve community climate by engaging all stakeholders.

1. Improve communication between school and community.
2. Foster stronger community involvement in district.
3. Inspire a common vision

GOAL AREA # 2: School Climate

Improve the school climate by creatively and efficiently utilizing resources to foster a positive culture.

1. By 2017, provide technology resources to support the learning environment (1:1 initiatives, IT staff).
2. Expand both traditional and alternative (summer institutes) professional development opportunities that are meaningful and relevant to curriculum
3. Create/Expand collaborative environment between and among staff, students and parents.
4. Require excellence and professionalism from all staff.

GOAL AREA # 3: Resources

Expand resources beyond federal, state and local aid.

1. Establish corporate sponsorships to offset costs.
2. Establish an Education Foundation (i.e. grant writing).
3. Establish a community mentorship program.
4. Establish relationships with cluster community groups.

GOAL AREA # 4: Student Achievement

Demonstrate consistent and measureable improvement in achievement for all students through a challenging and diverse curriculum and state-of-the-art instruction.

1. Develop and implement a plan for 21st Century Skills/Training.
2. Achieve blue ribbon status.
3. Show consistent and measureable improvement in district and state test scores.
4. Evaluate the curriculum and instruction for effectiveness and improvement on a yearly basis.
5. Support the Supervisor of Instruction.
6. Establish and support district tutoring programs.
7. Evaluate and improve the diversity and strength of educational programs for all students.
8. Provide hands-on and out-of-the-classroom learning opportunities for all students.
9. Provide programs to meet the needs of Gifted & Talented students.
10. Ensure that students with special needs achieve their fullest potential, including the provision of related services (speech and language, OT and PT).



Appendix 1

STATE OF THE SCHOOLS REPORT

Greenwich Township is a community in Warren County, New Jersey. The Greenwich Township School District is located in Stewartsville, New Jersey. It is located off the last exit in NJ along the I-78 corridor. The school district serves approximately nine hundred students in grades Pre-K through eight. Resident students attend one elementary school (Pre-K - 5) and one middle school (6-8). The Pre-K program is an optional tuition program that is open to the public. Greenwich Township participates in a sending arrangement with Phillipsburg High School (9-12). Other local cluster school districts of Alpha, Pohatcong, Lopatcong, and Bloomsbury also have a sending arrangement with Phillipsburg High School. Upon completion of 8th grade, students have the option to attend Phillipsburg High School, Warren County Vocational High School or one of several private schools in the area. Greenwich Township School District's (GTSD) enrollment (K-8) has remained relatively stable over the last 3 years, with a slight overall decline. There are an average of 100 students in each grade level.

The student/faculty ratio for the district is 11.5 to 1 which is slightly higher than the state average of 10.6 to 1,. The student/administrator ratio for the district is 433 to 1 which is nearly double the state average of 275 to 1. The student and faculty attendance rates are much higher than the state average as are the percentage of teachers with advanced degrees and the longevity of staff. Our high faculty attendance rates as well as our well-educated and dedicated staff help produce an environment that is conducive to learning.

The Greenwich Township School District's Mission Statement directs, motivates, and inspires our work to provide a rewarding educational experience for our students. It reads as follows: "*Greenwich Township School District shall provide a program that is aligned with the state core curriculum standards and designed to produce Well Educated, Creative Problem Solvers, Capable Thinkers, and Ethical, Responsible, and Caring Citizens.*"

In an effort to provide excellence in education and in the spirit of continued growth, the Greenwich Township School District is collaborating with representatives from diverse elements of the community to formulate a Five-Year Strategic Plan. As such, The State of the Schools Committee was established to produce an *Executive Summary* identifying the 3-5 major areas of strength and concerns in the District.

The State of the Schools Committee has pooled its intellectual resources and collectively examined



the district with respect to the following areas:

1. Characteristics / Climate of School
2. Student Achievement / Performance
3. Programs
4. Staffing
5. Finances and Resources

I. Characteristics/Climate of Schools

Strengths

1. High Parental Involvement / Small School Feeling (Homework completion is high, near 100% participation in conferences, etc)
2. Communication is consistent, transparent, and utilizes technology to provide to all stakeholders
3. Facilities are updated and adequate for population size
4. Strong PTO and community/stakeholder support

Across the board, the staff in the Greenwich Township School District is recognized as professional and dedicated. There is a high level of teacher accountability for student growth and development. Both the middle school and the elementary school provide safe and secure environments conducive to learning for all students. There has been renewed support for the arts as evidenced by the recent passing of a referendum question to reinstate positions for both Instrumental Music and World Languages. Our student thespians at the elementary and middle levels perform stellar renditions of shows such as *Beauty and the Beast*, *Seussical the Musical*, and *Aladdin*. A plethora of extracurricular offerings round out our district's diverse programming, but it should be noted that these activities are at parent expense, utilizing a 'pay-to-play' model. It is believed that this diversity greatly contributes to the overall success and achievement of our students.

Greenwich Township is a relatively small community of about 7,000 and as a result the schools have a small community feel to them. Most residents know each other which provides a sense of familiarity. Parent support for the school district is high as evidenced by the high attendance rate at parent-teacher conferences (99%). Additionally, teachers are engaged in a positive parent contact program that facilitates positive parent communications every week. The character education and positive behavioral support programs help facilitate a positive, safe, and respectful school climate for both students and staff.

Greenwich Township School District is supported by many community stakeholders including parents, local businesses who donate goods and services, a highly effective PTO, the Greenwich Autism Alliance, the local Seniors group, and many other local organizations.. Greenwich has established a website (www.gttd.net) which is used as the primary method for the distribution of information concerning the school district programs, activities, events, policies and other information



related to the schools. By centralizing the information on the website, all stakeholders in the community have access to relevant information.

Concerns

1. Lack of ease in providing feedback from communication – create two-way channels for communication, engaging non-parent members of the community
2. No secondary / emergency access road for GES or SMS
3. Sending district relationship with Phillipsburg HS

It was noted that the recent change to a web-based total communication initiative does ensure equality of distribution of information and does include members of the community who do not have students currently enrolled but does not always allow for easy two-way communication and may exclude members of the community who are not technologically proficient.

The facilities themselves, though adequate for the number of students and space needed for instruction, lack a secondary or emergency access road. Both schools have only one entrance / exit driveway and there is a concern that during a significant facility emergency the one access way will be prohibitive. Despite having the plans for an emergency access road to each school and the plans and a grant to provide a pathway between the two schools, the Township has not allowed for either emergency roadway to be built. This concern has been more recently highlighted after courtesy busing was eliminated. A significant number of cars enter each school every morning and afternoon to drop off and pick up students, which essentially clogs the access way to the school. There is clearly a need for emergency access roads to both buildings.

As a sending district to Phillipsburg High School, the district does not have full direct control over high school programs, activities, facilities, or initiatives. Administrators and the Superintendent do participate in cluster meetings regarding the high school and the district has one seat on the Phillipsburg Board of Education. However, there is concern over Phillipsburg's ability to continue to absorb our student population while meeting the academic demands of the community. Further, there is concern that people move out or do not move into the area based on the sometimes poor reputation of the Phillipsburg High School.

II. Student Achievement/Performance

Strengths

1. Student growth is shown year-to-year
2. Exceed state mean scores
3. Internal benchmarking system to show student growth



GTSD is very diligent with internal benchmarking. The district tracks reading levels, math levels, and writing benchmark scores, utilizing standardized measures multiple times a year. This data is analyzed and utilized to form instruction. The district critically reviewed the instructional programming and over the past 5 years has implemented programs that are better aligned to the New Jersey Core Curriculum Content Standards (NJCCCS). The district implemented a balanced literacy program district-wide and also implemented an investigative math program K-5 that was expanded to include 6-8 in the most recent school year (2011-12). SMS has a high concentration on algebra and pre-algebra instruction that helps provide students with a track for advanced math courses in high school. The district provides great differentiation for students who are above, on, and below grade level. GTSD provides honors level programming and largely meets the needs of students in the general education classrooms. The Library Media Specialist at GTSD helps teachers to infuse technology into the curriculum.

Over the last five years, Greenwich Township School District demonstrated improvement in NJASK scores as evidenced by upward trends in advanced proficiency scores at all grade levels and subject areas. This past year SMS had 100% proficiency rating in 8th grade LAL.

The use of data in forming instruction is a strength. In the classrooms, teachers use both formative and summative assessments to monitor the progress of our students in order to provide the most appropriate supplemental support services. Fountas & Pinnell Reading Assessments and running records are administered at regular intervals to determine reading levels and to prescribe effective instructional interventions. Pre and post test benchmark assessments monitor student progress in most content areas at every grade level, In sum, it appears that a data-driven approach is effectively guiding the instructional culture.

Concerns

1. Use of NJ ASK to define success in the community's eyes
2. How to ensure students are meeting 21st Century Skills

The current NJ ASK results have shown a need for targeted efforts for continued improvement. For example, the district still has students who are scoring partially proficient on the NJ ASK Math and NJ ASK LA despite differentiated instruction and intervention services. It is still unclear why NJ ASK results are not increasing across the board at a higher rate.

There is some speculation and concern that our students are not exposed to consistent integrated technology instruction and there is also concern over the loss of our G&T teacher. It needs to be noted that many of our initiatives for improvement are new (implemented within the last 3-5 years).

Although the district is meeting the New Jersey Core Curriculum Content Standards, these are constantly evolving and will require school districts to meet standards for 21st Century Skills. Targeted 21st Century Skills include creativity and innovation; critical thinking and problem solving;



communication and collaboration; and information, media and technology. To meet these standards, the district may need to implement new programs, curriculum and possibly staffing while adhering to financial constraints.

III. Programs

Strengths

1. Consistency of programs K-8
2. Curriculum meets and exceeds NJCCCS
3. Differentiation of instruction

Greenwich Township has a strong academic curriculum. The district has written curricula in all core content areas for K-8, which include essential questions, outcomes, content knowledge, skills, benchmarks, and assessments. Teachers have created usable curriculum maps for all subject areas, an on-going process that is constantly being updated and revised. There has been a push for cross-curricular focus on text analysis and writing in all content areas.

The curriculum is evaluated and revised on a five-year cycle and is aligned with New Jersey Core Curriculum Content Standards (NJCCCS). Another strength of programming is the attention given to the diverse needs of all students through differentiation based on learning style and/or student competency. The community recently showed an outpouring of support for increased co-curricular programming by voting yes to a referendum that included the addition of an instrumental music teacher K-8 as well as a world languages teacher K-5. The district is rebuilding these and other co-curricular programs that were previously cut due to budgets that were voted down. There has been a trend toward greater inclusion of technology, a greater diversity of programs and consistency among grade level teachers.

Honors courses are provided at SMS for students who are academically advanced. The district has also partnered with Phillipsburg High School to provide 9th grade Honors Algebra to our highest performing 8th grade students.

Stewartsville Middle School has implemented a school-wide Positive Behavior Support program (PBS) to reward student behavior and discourage unwanted behaviors. Both schools have also hired a BCBA (Board Certified Behavior Analyst) who also serves as an inclusion specialist and helps provide professional development to teachers on engaging in positive behavioral supports and facilitating inclusion best practices into their classrooms.

GTSD has maintained a strong tie between curricular areas of need and teacher professional development. The school calendar and teacher contract allow for professional development to take place during the school year.



GTSD has a very high number of student teachers; colleges and universities have stated that they prefer to work with GTSD because of its high quality programs, high caliber teachers and the curriculum is aligned with best teaching practices. The district currently has excellent on-going working relationships with many institutions including the following: East Stroudsburg University, Drexel University, Lehigh University, Ramapo College, Raritan Valley College, Centenary College, Warren County Community College, and Northampton County Community College.

Concerns

1. Creation of well-rounded students
2. Time for appropriate programming
3. We have technology but it is not used as efficiently or effectively as it could be used

There is a desire to maintain rich, diverse programs in light of budgetary challenges, and to continue to foster a healthy relationship with technology. There is also a desire to create well-rounded students who are exposed to co-curricular areas such as the arts and technology. Clubs are available but the fee-based nature of GTSD's after school programs precludes many from becoming involved. The lack of a specified and dedicated G&T teacher along with the lack of a technology teacher are areas of concern. Our technology infrastructure is also inconsistent, the district does not have full-time technology support which is a concern given the high expectations of technology integration within the K-8 classrooms.

Maintaining and expanding our current programming given our extreme financial limitations is an area of concern. For example, there is a desire to create additional positions within the school district for technology support and integration but budgetary constraints are hindering this.

There is also concern that there is not enough time in the contracted school day to provide the programming the district desires. With new initiatives and ever-changing technology, the district has utilized every minute of the academic day for instruction. There is very little down time and there is not room to add additional initiatives.

IV. Staffing

Strengths

1. Low teacher turnover
2. Many teachers working toward or receiving advanced degrees
3. Excellent instructional and administrative staff
4. Broad backgrounds of staff resources, staff from varied areas

Much of the success of the District's schools can be attributed to its high quality staff. The teachers and administrators can be described as professional, dedicated, collaborative, and energetic. The



strengths benefit the students as they create a high achieving and results-driven culture. GTSD staff is dedicated as evidenced by the low turn over rate for teachers. This continuity helps drive instruction and maintain high expectations and consistency between the grade levels.

Many teachers are working towards or have earned advanced degrees (over 50% of staff have graduate degrees). Further supporting a positive learning environment, we found the communication link between school and home to be strong and well-received.

Concerns

1. Lack of technology support/help desk
2. Staffing limitations: only able to staff 1 librarian, only 3 PE teachers, 0 G&T teacher, etc
3. Ability to continue to perform at a high level with limited resources
4. Ability to keep up with 21st Century Skills

Not surprisingly, the concerns regarding staffing have implications that expand into finances as well as resources.

Although low staff mobility rate is a current strength, there is a concern that the district will not have continued stability and low turnover rate in staff if the economy changes to a more competitive employment market. GTSD's pay rate is low compared to the state and to the county. There is a concern that the district will not be able to retain good staff or attract high quality candidates if we do not offer a more competitive salary or incentives, such as higher tuition reimbursement.

With the expectations of 21st Century Skills being applied to every lesson, there is concern that the district will not have the resources to support teachers as they integrate technology and other best practices into their classroom routines. This includes the current lack of IT support and lack of on-site computer trouble-shooting.

GTSD student:teacher ratios are currently higher compared to other DFG I districts as well as compared to state student:teacher ratios. There is concern over the ability to continue to perform at a high level and exceed current performance rates with limited resources and staff.

V. Resources/Finances

Strengths

1. One of lowest per pupil expenditures in the state (have been 2nd lowest per pupil expenditure in entire state)
2. Interactive whiteboards in every classroom
3. Administration / Board of Education open to new avenues of revenue



Greenwich Township School District takes great pride in its physical plants. Both the elementary and middle schools are well-maintained facilities that house our students and provide all of the resources necessary to meet the needs of each of our developing learners. The students are provided with necessary technology to enhance instruction. All of the classrooms are equipped with interactive whiteboards, and the computer labs allow students to more significantly develop 21st century skills. The district is currently working on classroom sets of iPads to share amongst the grade levels.

The district benefits greatly by receiving nearly 40% of the annual operational expenditures directly from the state. This benefits the local taxpayers by allowing the district to fund programs without requiring significant local property tax increases. The resources are being extremely well managed. Based on the latest New Jersey Taxpayer's Guide to Education Spending, GTSD had one of the lowest total per pupil spending for K-8 in the entire state. Out of a total of 219 K-8 only districts, GTSD ranked the 2nd lowest in the state for per pupil spending for the 2009-10 school year (the latest data available at time of this report).

The PTO has been extremely successful with raising funds and generous to the district by, donating over \$30,000 last year to district programs. The Greenwich Autism Alliance is another organization that has been generous and consistently donates money and programs to GTSD. The district has consistently had overwhelming support for finances and programs from these and many other organizations.

The Administration and Board of Education have been working together to develop new ways for generating revenues without increasing taxes. They have been receptive and open to all ideas presented but understand that any new methods need to meet the rules and regulations established by the NJ DOE.

Concerns

1. Limitations on the ability to raise revenue through property taxes
2. Limitations to fund new initiatives and ongoing resources.
3. One of lowest per pupil expenditures in the state

There is concern over the apparent lack of ability to increase the budget to meet our rising needs for staffing, technology, programs, and curriculum without overburdening the local property tax payer. There is concern over the ability to fund initiatives such as increased technology, technology integration, teacher salaries, professional development, and general programming.

Budget constraints may have an effect on the ability to continue to offer high-level programs and may interfere with the ability to keep pace with advancing technology.



There is concern over the district's current capacity to troubleshoot and improve IT infrastructure.



Appendix 2

STATE OF THE COMMUNITY REPORT

Greenwich Township was established in 1738 and covers an area of 10.55 square miles in the western section of Warren County. The township is in the northwest portion of New Jersey, approximately 60 miles west of Manhattan and approximately 65 miles north of Philadelphia. The Township may be best characterized by wide expanses of rolling scenic farmland and open space. The township's planning committee has identified a high arching agenda to preserve the township's open space and farmland heritage. Future growth has been limited by ordinances which require 10 acre lots for a single dwelling as well as identified space for industrial growth.

Between 1980 and 2004, the Township's population grew by just over 300%. Since 2004, township growth has slowed with the 2010 census count at 7,077 individuals residing in the township and 92% of the homes being owner occupied. Statistically, as a community, Greenwich Township is well-educated (95% of adults are high school educated, 42% have a bachelor degree), married (79%) with a median income of \$105,417. Most households consist of families with children under 19 years of age (32.6%).

In regards to increasing cultural diversity, 10% of the people living in the Township in 2005- 2009 were foreign born. Among people at least five years old, 14 percent spoke a language other than English at home. Of those speaking a language other than English, 26 percent spoke Spanish and 74 percent spoke some other language.

In 2005-2009, for the employed population 16 years and older, the leading industries in Greenwich township were: manufacturing (19%), and educational services, health care, and social assistance combined totaling 12 percent.

Within Greenwich Township there are two schools serving kindergarten through grade eight. Greenwich Township Elementary School houses grades kindergarten through grade five (515 students) and offers a pre-school program and kindergarten wrap daycare. The Stewartville Middle School houses grades six through eight (313 students) with students in grade 9-12 attending Phillipsburg High School as tuition students. Phillipsburg High School and Greenwich Township are involved in a send/receive contractual relationship.

The State of the Community Co-Chairpersons met in October 2011 with New Jersey School Boards Association representative to define their roles and clarify the purpose of the committee work. Guidance was provided for the co-chairs on how to produce the following executive summary, which will ultimately be utilized by another committee to create the goals and objectives that will steer the district for the next five to ten years. The contents of this report are to be presented at the goal setting retreat.



The State of the Community Committee met several times over the past few months to organize and assemble research on three areas: demographics, funding, and recreational activities. The committee identified strengths and challenges within the community with additional information gathered. After several meetings, the Committee finalized discussions in order to prioritize areas of strength and areas of need to present to the Action plan committees and Community at large.

Demographics

Strengths of the Community:

- A desirable place to live with scenic views and landscape

Greenwich Township is a rural/suburban community which boasts picturesque farms and a rolling landscape. As of the Census data 2010, 7,077 people reside in the township, 2,397 households with an average size of 3.2 people. The percentage of population ages 19 and under is 32.6%. Mobility rates are low, property values are slightly higher than the state average.

- Community interest in a successful pre-K thru 8th grade school district

The Board of Education of Greenwich Township has set high goals for community outreach in the district. The BOE has created subcommittees which hold informational meetings for community members often. The school promotes community interest through correspondence utilizing the district's website, community newspaper and community outreach performances.

Challenges of the Community:

- Volunteerism, civic interest, and need for improved communication

Although the BOE and district schools have begun outreach initiatives, there is still a need to strengthen communication between the residents of the township, BOE, recreation association and municipal government. Continual efforts have proved successful; however, there is still a need to improve participation in community events and committees.

- Student enrollment numbers affect current student: teacher ratio and future enrollments are projected to be lower

Based on the current elementary school enrollment numbers, student enrollment in K-5 shows a continual drop. If this trend continues, there may be a need to combine classes which may increase classroom size numbers.

Mixed view of the Community:

- Limited growth of new housing and incoming businesses are affecting future growth.

Current Land Use Board documents outline a 10 acre lot ordinance and limited space for industrial growth.

Funding

Strengths of the Community:

- Grant opportunities at the State and Federal level, for open space and farmland preservation, help to ensure the current farmland remains undeveloped



Challenges of the Community:

- Limited potential for tax revenue to increase due to limited growth of new housing, businesses and industry
- Passing the annual school budget and property tax increases

Long Range Goals:

- Exploration of grant opportunities to offset property taxes, school budget woes, and offer community municipal services
- Providing opportunities for industry and ratables to enter township

Recreation

Strengths of the Community:

- Strong community recreational programs that include overseeing nine sports, recreation dances, registrations and the scheduling of use of the school gyms/fields.
- 500 acres of permanently protected open space and park lands for future development. This includes, 32 acres currently developed as parks (Stecker Field (4.89 acres), Beatty's Field (7.0 acres) Municipal Park (3.69 acres), Greenwich Church Field (2.07 acres) and School owned (14.25 acres)).
- Historical alliance with Bloomsbury Township to use their fields, in exchange, their students have the same opportunity to pay to participate in sports through Greenwich Recreation. (*Tuxhorn Park – soccer, girls softball, boys lacrosse*)

Challenges of the Community:

- No sports offered through the school system
- Lack of use of the undeveloped preserved space (i.e. corn fields) – potential for additional outdoor fields, walking trails, and fitness trails. Currently developed fields are over-used in the spring and fall (i.e. soccer). Based on “Balanced Land Use” calculation, a total of 149 acres of recreational land is required, 32 is currently accounted for.
- Interest, involvement and availability of recreational programs among senior citizens, couples, and empty nesters.
- Minimal indoor facilities (school gyms) are often over-booked during the winter months for basketball and wrestling, and unable to accommodate other sports from starting up (volleyball, indoor soccer, indoor floor hockey, etc).
- Participation rates in recreational activities is high; volunteerism is minimal

Long-Range Goals:

- Within 10 years, a full size, outdoor recreation facility, minimum of 15 contiguous acres, with lights, concession stand, bleachers and restrooms, able to support 300+ children and spectators at one time.
 - Within 2 years, a committee is formed and the costs / location of the fields, and future sports funding, are identified
 - Within 4 years, all funding is secured and initial seeding of the grass completed.
 - Within 5 years, playable open fields completed with porta potties and additional sports offered to the community
 - Within 7 years, bleachers on all fields installed, and portable concessions in place
 - Within 9 years, a permanent concession stand and restrooms completed
 - Within 10 years, lights on 25% of the fields



- Within 10 years, an indoor recreation center that is a minimum of 15,000 square feet with 4 rooms, one of which takes up at least 5,000 square feet for multi-use meetings for community activities.
 - Within 2 years, the costs and location of the building, existing or new structure is identified.
 - Within 4 years, all funding is raised, architectural drawings complete, and permits issued.
 - Within 5 years, ground breaking and 10% of the project is completed.
 - Within 7 years, all construction is completed and the building dedicated.
 - Within 9 years, at least 25% of the Greenwich population utilize the facility
 - Within 10 years, at least 40% of the Greenwich population utilize the facility



Appendix 3

ACTION PLAN STUDENT ACHIEVEMENT

Goal: To improve student achievement.

Strategy:

1. Display consistent and measurable improvement in district and state test scores.
2. Evaluate the curriculum and instruction for effectiveness and improvement.

<u>Major Activities</u>	<u>Staff</u>	<u>Resources</u> <u>Cost</u>	<u>Timelines</u>	<u>Indicators of Success</u>
1. Continue NJ Ask test preparation	Administration Teachers	Test Prep/Dependent upon budgetary resources Administration	Review yearly	By 2017, 95% proficiency rate.
2. Analyze and correlate student portfolios with new state standards.	Administration Teachers	NJCCCS/CCCS	Review yearly	By 2017, show measurable growth in writing scores.
3. Analyze test results.	Building Principal Teachers Supervisor of Instruction	NJ Smart DOE software	Review yearly	All test results analyzed, and teachers implement differentiated lessons.
4. Research nomination process for blue ribbon status.		Parent committee Education Foundation No cost to school	Years 1-5	Information obtained regarding steps for nomination process.



Appendix 4

ACTION PLAN

SCHOOL CLIMATE

Goal: To improve school climate

Strategy:

1. By 2017, provide technology resources to support the learning environment.

<u>Major Activities</u>	<u>Staff</u>	<u>Resources</u> <u>Cost</u>	<u>Timelines</u>	<u>Indicators of Success</u>
1. Research various grants, companies, and other programs that support technology in the classrooms.		Teachers Parent Committee	Years 1-5	New technology is secured for student use.
2. Research how other districts utilize message boards, blogs, and other forms of communication.		Parent Committee Teachers	Years 1-5	Committee reports findings to administration.
3. Administration will review the school budget for the opportunity to add a technology position.	Administration	Administration	Review yearly	Additional technology staff are able to be hired.

