

Coffee & Conversation

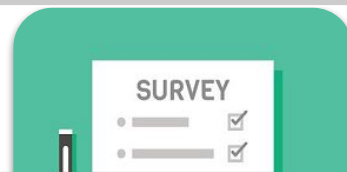
with Superintendent of Schools **Dr. Frank Santora**

held at Nixon Elementary School • Tuesday, June 18, 2024





District Goal 2- Portrait of a Graduate



To assess, review and revise the Portrait of a Graduate.



Project Timeline:

➤ Surveyed Parents in Fall~

- Results presented at [November 2023 Supt. Coffee](#)

➤ Surveyed Staff in Winter~

- Results presented at [February 2024 Supt. Coffee](#)

➤ Conducted Student group discussion~

- Results used to create survey for students.

➤ Student survey completed in the Spring~

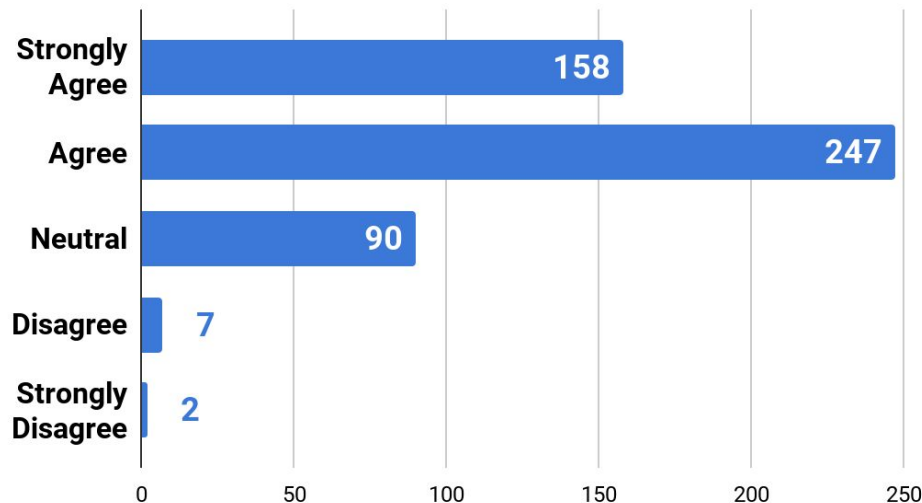
- In May/June of 2024, the survey was administered to students in grades 7-12.
- Parents were provided with a notification explaining the survey and how to opt-out of the survey.
- 500+ students completed the survey.



The results of the Student survey...

Q1: *The six portrait competencies (Emotionally Intelligent, Curious Thinkers, Leaders, Active Citizens, Adaptable/Resilient and Life Ready) reflect my goals for who I would like to become as an individual.*

The results:



What this tells us:

- While 80% of respondents agree, 20% do not feel the six portrait competencies completely reflect their goals for our students.

Action Steps:

- Engage in further investigations & conversations on how to adjust our POG to fully encompass our student's goals for themselves and their fellow students.
 - *Hold Focus Group Discussions*
 - *Reform competencies as needed*



The results of the Student survey...

Q2:

I am regularly exposed to the six portrait competencies (Emotionally Intelligent, Curious Thinkers, Leaders, Active Citizens, Adaptable/Resilient and Life Ready) during my school day.

The results:

✓ **Out of every 20 Students surveyed:**

3 Strongly Agree

9 Agree

7 are Neutral and

1 Disagree with this statement.

What this tells us:

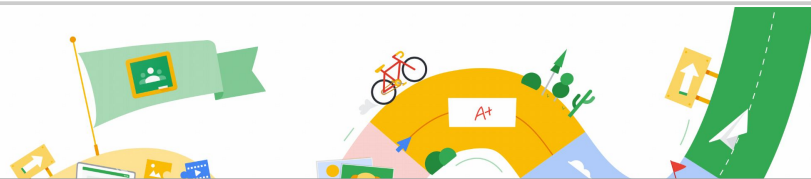
- Approximately 60% of students expressed that they feel our portrait competencies are incorporated into their school day.

Action Steps:

- Continue to offer training & professional development to our staff on how our portrait competencies are able to be embedded into their daily work and interactions with our students.



The results of the Student survey...



Q3:

I understand how the indicator attributes are incorporated into my daily instruction.

The results:

✓ Out of every 20 Students surveyed:

3 Strongly Agree

10 Agree

6 are Neutral and

1 Disagree with this statement.

What this tells us:

- It is evident that as a district, we must enhance our efforts to incorporate the indicator attributes into the instructional experience of students.

Action Steps:

- Continue to offer training & professional development to staff on how the indicator attributes are able to be incorporated into our students' school day.



The results of the Student survey...

Q4: With regard to **the competencies of the POG**, I would like the following area to be considered:

The results (by theme)

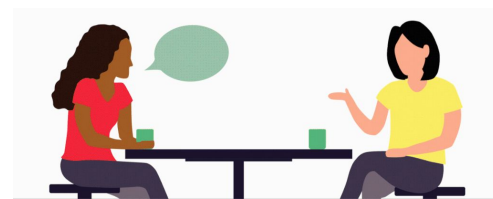
- More time should be devoted to the POG competencies, thereby creating more opportunities for students to feel creative & confident.
- Continue to focus on Emotional Intelligence and teaching students to be Empathetic.
- Life Ready needs to be present in all classes.

What this tells us:

- The district needs identify and articulate the connection between curricular initiatives, student experiences and the POG.
- Explore ways to align the themes across all facets of the district.

Action Steps:

- Breakdown the current framework to provide a greater level of detail.
 - *Focus Group Discussions*
 - *Focused interviews with key stakeholders*





The results of the Student survey...

Q5:

With regard to *the indicator attributes*, I would like the following activities/initiatives to be considered:

The results (by theme):

- **For Emotional Intelligence:**
 - More coaching is needed to help students become self-aware and realize when they need help or are struggling.
 - Students need to learn that it is important to listen to others, even when receiving constructive criticism, in order to achieve goals and establish meaningful relationships.
- **Additional activities/outlets** are needed for students in order for them to learn & practice how to be **Active Citizens** and help outside of school with local projects.
- **Utilize Advisory periods** to enforce POG competencies and encourage students to create a better environment for the school.

What this tells us:


- The district needs to focus refining existing structures and processes to better meet the needs of our learners.


Action Steps:



- Review and revise the indicator attributes rubric.
 - *Focus Group Discussions*
 - *Focused interviews with key stakeholders*







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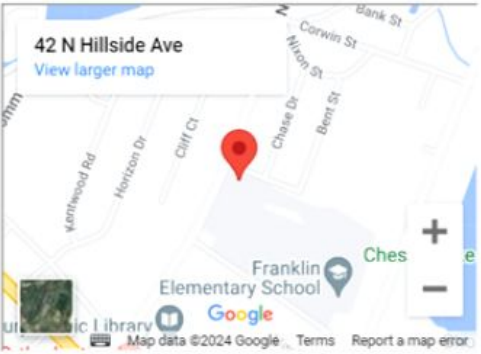
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Roxbury Township School District (27-4560)

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District: Roxbury Township School District
 42 N. Hillside Avenue
Succasunna, NJ 07876-1443








Superintendent: Dr. Francis Santora
[District Website](#)
 973-584-6099 x5002



42 N Hillside Ave
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Franklin Elementary School

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	3,404 Total Students		PK-12 Grades Offered		3.6% English Learners
	19.0% Students with Disabilities		13.3 years Avg Teacher Experience		17.6% Economically Disadvantaged
	10:1 Student to Teacher Ratio				





NJ SCHOOL PERFORMANCE REPORT



What Does the NJ DOE Report Card tell us?

- Provides comprehensive review of student performance
- Review of standardized assessment results signal a need for:
 - Increased opportunities for targeted and explicit instruction in both ELA and Math
 - Enhancement of district's data informed decision-making
 - Refined professional development for teachers and staff
 - Increased opportunities for parent training sessions

