



HCS On the Move!

HAMPTON CITY SCHOOLS
SUPERINTENDENT'S
YEAR IN REVIEW
September 2020

Submitted by:

Dr. Jeffery O. Smith

SUPERINTENDENT



September 9, 2020

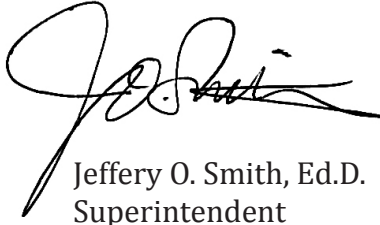
Dear Ladies and Gentlemen of the Board:

This report contains information relative to the progress and accomplishments made during the 2019-2020 school year. While our lives and day-to-day operations remain challenged by the impact of COVID-19, we have made significant progress toward accomplishing our student achievement goals.

You will observe that this report addresses accomplishments in the seven performance standard areas which include ***Vision, Mission and Goals, Planning and Assessment, Instructional Leadership, Organizational Leadership and Safety, Communication and Community Relations, Professionalism and Divisionwide Student Academic Progress***. The goals for the 2019-2020 school year were comprehensive and within these defined areas. In order to institutionalize best practices, a key leadership focus has been to ensure we are approaching this important work from a system perspective. Organizations that move from good to great must give attention to sustainability.

Please know it remains an honor to not only serve the Hampton City community but to continue the journey alongside a talented and dedicated staff. As such, I remain committed to an environment of sustained student achievement and success for ALL students – *Every Child, Every Day, Whatever it Takes!*

Sincerely,



Jeffery O. Smith, Ed.D.
Superintendent

Maximize Every Child's Learning

Mission, Vision and Goals

The essential work associated with the mission and goals of the school division remains in the forefront of our day-to-day business operations. As such, a focus of our work is to consistently engage in daily functions that are important to achieving our goals and specific student outcomes. As detailed below, the focus of the superintendent remains tightly aligned with the division's mission, vision and goals. Included are updates of the work we were engaged in during the 2019-2020 school year.

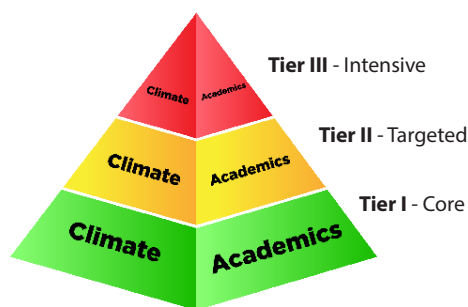


- Continued to work with members of the Division Leadership Team to ensure Board reports are directly aligned with the mission, vision and goals of HCS. Items 1-10 represent Board reports that were shared during the first semester of the 2019-2020 school year, while items 11-15 represent reports presented during the second semester of the school year. The presentations included, but were not limited to, the following:
 - One Division One Transformation: 2019 Summer Professional Learning Opportunities for Staff
 - One Division One Transformation: Summer Learning
 - One Division One Transformation: A Recipe for Student Success
 - One Division One Transformation: Elementary & Middle School Career Readiness Progress Report
 - One Division One Transformation: Equity in Access and Opportunity
 - One Division One Transformation: Transforming Learning Spaces
 - One Division One Transformation: Opportunities for Enhanced Rigor
 - One Division One Transformation: Climate & Culture
 - One Division One Transformation: Academies of Hampton Update
 - FY 2020 and FY 2021 Budget Forecast
 - One Division One Transformation: Academies of Hampton Update (presented 1/15/20 and 2/5/20)
 - One Division One Transformation: Making Customer Service Relevant in a Changing World
 - Superintendent's Proposed Budget 2020-2021
 - 2020-2021 School Calendar and 2021-2022 Planning Calendar
 - Overview of Proposed Amendments to the Fiscal Year 2020-2021 Superintendent's Recommended Budget
- Attended and presented at various state, national, and international conferences on the *Academies of Hampton*. These presentations included, but were not limited to, the following:
 - Edge International Education Summit - New Castle England
 - Virginia School Boards Association WorkForce Readiness
- Hosted superintendents, as well as civic leaders, and provided tours regarding the *Academies of*



Hampton. These visits further communicated and continued to frame the mission, vision and goals of HCS.

1. Fall 2019 Site Visit
 2. Planned a Spring 2020 Site Visit (rescheduled for Fall 2021)
- Facilitated and conducted presentations and discussions that focused on the HCS student achievement expected outcomes with members of the leadership team (School Administration Center, building level principals, assistant principals and Transportation – June 2019, August 2019, and November 2019, June 2020, August 2020).
 - Met with each department to provide an overview of the 2020 School Board goals as well as the superintendent's 2020 priorities. During each meeting, I focused on the goals and priorities and the alignment of our day-to-day work.
 - Continued the implementation of a multi-tiered instructional model that outlines the academic, as well as the climate and culture, divisionwide expectations with delineated resources. The division's 2019-2020 professional development sessions were aligned to this instructional model. Emphasis has been placed on reading in the primary grades, middle school writing, high school writing, social and emotional learning, performance assessments (to include project- and challenge-based learning), and final implementation of a supplemental phonics program in the primary grades.
 - Continued the implementation of the Pyramid of School Support to provide, as well as ensure, a systems approach in addressing student achievement and environments conducive to learning. (See 2019-2020 school-based pyramid of school support document which guides the deployment of resources.)
 - Continued to expand collaborative working relationships with business leaders in support of the transformation of our high schools through the work associated with the *Academies of Hampton*. I have continued the leadership of co-chairing the Steering Committee, which is made up of members of the business and higher education communities. Also, monthly meetings are held with the Academies of Hampton director to ensure continued executive level leadership support of this important high school transformation.
 1. Conducted onboarding sessions for four new steering committee members
 2. Increased membership on various advisory and industry council boards
 3. Ensured financial resources were allocated for redesigning learning spaces (e.g., PHS Maker-space, PHS Video Production Lab, PHS Greenhouse, HHS Maritime, and KHS Bank) These learning spaces were transformed and reconstructed during summer 2020.
 4. Created plans for the BHS Courtroom, and the BHS Health Sciences classrooms
 5. Initiated planning and design for a comprehensive community challenge-based learning activity entitled the Floating Classroom that will involve students from all four high schools
 6. Created the Academies of Hampton Steering Committee Champions and successfully on-boarded 9 committee champions
 7. Entered into a regional partnership with Virginia Ed Strategies and New Horizons Regional Education Centers to explore and develop a youth pre-apprenticeship and apprenticeship program for traditionally and non-traditionally offered apprenticeships



- Established the expectation and culture for proactively designing and implementing an alternative learning virtual landscape for teaching and learning in HCS

Planning and Assessment

- Ensured continued implementation of the division's three-year professional development plan that is aligned with HCS priorities. The divisionwide professional development plan is fully developed and serves as a living document to guide professional development opportunities for staff and select stakeholder groups. Some of the specific work accomplished this school year included, but was not limited to, the following:
 1. Launched *One Division - One Transformation* and provided professional development for all building administrators
 2. Continued to train teachers and staff on best practices in the area of early literacy
 3. Ensured continued collaborative training between special education teachers and regular education teachers in the areas of English and mathematics
 4. Initiated training in all high schools to support implementation of effective teaming practices for each academy
 5. Continued to train teachers in the area of social and emotional learning
 6. Continued to provide training to all HCS teachers on sound instructional techniques and assessment practices via quarterly learning modules (e.g., performance assessments, HCS-endorsed instructional strategies)
- Continued to articulate the importance of collaboration between general education and special education staff to ensure Tier 1 curriculum access for all students. The deputy superintendent for curriculum, instruction, and assessment met with staff throughout the school year to facilitate monthly meetings with an emphasis on language arts and mathematics.
- Continued to ensure that throughout the division there was a consistent staff use of the expanded features to the HCS Response to Intervention (RtI) Database. Improvements have resulted in the ability for staff to better monitor the individual reading progress of students in grades K-12. In addition, during the 2019-2020 school year, the senior directors at the elementary level played an integral role in the monitoring of reading data in the RtI Database and using this data to drive instructional walkthroughs and conversations with school administrators. By the middle of the third quarter, reading data for students in all grade levels was trending in a positive direction, and we know based on data analyses that these gains would have resulted in increased pass rates on this year's reading SOL assessments, had the division been in a position for students to test. For example, 74% of our Grade 3 students were in a lexile (reading) band that was on-grade or above grade level, which correlated (based on previous years' analyses) to the strong likelihood of them passing the reading SOL assessment. This example of reading progress is highly encouraging as students still had over 9 weeks of school remaining prior to testing and that the highest HCS Grade 3 pass rate in the last five years on the reading SOL assessment was 70%.
- Revised various aspects of the high school RtI Database to ensure more of a systems approach regarding the work associated with ontime graduation. For example, a system has been created that enables graduation specialists and high school counselors to assign risk points to each cohort group based on key variables that are integral to success in high school. Students with high-risk points meet with counselors and graduation specialists to create a plan of action for improvement.



- Continued to hold division organizational leaders accountable for utilization of aligned human resources to actual student needs as allocated through the FY2020 budget development process.
- Worked with staff to create consistent messaging around the *Academies of Hampton* through the consistent sharing of the published annual report highlighting accomplishments from 2016 through 2019. Accomplishments to date include, but are not limited to, the following:
 1. HCS has transitioned from five pocket academies to 16 wall-to-wall academies, not including the freshman academy at each high school
 2. HCS has developed 26 additional college and career pathways (offers 41 pathways), which align student interests with career aspirations
 3. An electronic process was developed to facilitate the academy selection for students via the division's PowerSchool portal system
 4. Over 2,800 students are in their college and career academies and 1,400 freshmen are part of their freshman academy as we prepare for all high school students to become part of a small-learning community by fall 2020
 5. A transportation plan was developed, which includes HCS providing satellite transportation to all academies and the HRT Freedom Pass system as options for students and families
 6. The second annual Commitment to Graduate ceremony was held at the Hampton Coliseum for over 1,400 freshmen and more than 300 family members
 7. To deepen and strengthen business partner engagement, we partnered with a consultant to develop a business partner integration model to increase the number of partnerships engaged in this work and to formalize our existing partnership structures
 8. To build internal capacity, we developed a vertically aligned professional development series that included academy leaders, principals, team leaders, and lead academy ambassadors who were trained by division leaders and Ford NGL, who in turn used this training to develop the pre-service professional development for their academy teams that included teaming, academy mapping, and project-based learning
 9. Ongoing presentations were conducted at various civic and business events regarding the high school transformation (*Academies of Hampton*) and include, but are not limited to, the following:
 - The *Academies of Hampton* Annual Meeting
 - The Community Priorities Workshop
 - The Virginia School Boards Association Early Bird Session
 - The Hampton Rotary Club
 - The Hampton Parent Teacher Council
 - Thomas Nelson Community Career and Technical Education Symposium
 - Teacher Advisory Council (TAC)
 - Urban Cities Superintendent Visit
 - Hampton Education Foundation
 - NAACP
 - Hampton Women's Club
 - George Mason Summit
 - Beta Lambda Boule (HU)
 - RVA Chamber of Commerce
 - Special Education Advisory Council (SEAC)
 - Conducted a webinar hosted by the Virginia Department of Education highlighting the *Academies of Hampton*
 - Superintendent's Community Council
 - Facebook Live - City and Schools
 - Roundtable with Congressman Bobby Scott



- Continued to provide a guaranteed and viable curriculum through curricula rewrites and instructional walk-throughs. To date, we have completed rewrites of 200 curricula. Additionally, we have worked to build staff capacity by providing feedback via instructional walkthroughs as a means of ensuring fidelity of implementation. During the first semester of the school year, members of the Division Leadership Team, curriculum leaders, and teacher specialists have conducted 219 instructional walkthroughs to support principals and teachers in their delivery of the curriculum as well as to ensure fidelity of implementation. Due to extended school closure, the Curriculum, Instruction, and Assessment Department adjusted lesson sequence and pacing.
- Ensured continued expansion and implementation of the division's adopted supplemental phonics program from eight elementary schools in September 2017 to all elementary schools in September 2019. Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) provides a systematic approach to decoding to support students in need of Tier 2 or Tier 3 support in gaining reading fluency and comprehension. Student growth data for students participating in SIPPS is yielding promising results as evidenced by pre and post test measures. This data is being captured and monitored via the HCS Response to Intervention Database.
- Continued to establish the expectation that professional development trainings are provided for elementary special education teachers on the topic of sound instructional practices in the teaching of reading. The training first began in August 2017. During the 2018-2019 school year, this training was expanded to include mathematics. At the beginning of the 2019-2020 school year, the training was again expanded to include middle school teachers. Training sessions continued throughout the second semester and during the summer of 2020 in a virtual setting.
- Continued to ensure the full implementation of a research-based reading intervention program for students with disabilities in all elementary schools. Direct Systematic Decoding Instruction (DSDI) is a comprehensive, multisensory, phonics-based reading program that has been created by staff within the HCS English Language Arts Department and the HCS Special Education Department. It is designed for use with beginning, at-risk, or struggling readers (students with a disability in Tier 3 who have not been successful with other reading strategies). When implemented with fidelity, this program is closing gaps in reading. This school year, data from DSDI has been used to provide additional support to those schools with new staff members utilizing this program or where data indicate a need for improvement.
- Maintained the established expectation that principals and assistant principals serve as instructional leaders as well as articulate that students should be reading on grade level by the end of their third grade year. As such, elementary principals and assistant principals participated in a professional development training series that focused on building school leaders' skill sets in observing teachers and providing feedback for instruction observed during the literacy block.
- Continued to communicate, through the superintendent's areas of focus, the importance of collecting and analyzing the appropriate student achievement data based on specific achievement outcomes in order to increase student achievement. To this end, the deputy superintendent for curriculum, instruction, and assessment, along with the executive directors of school leadership, monitored student achievement data associated with progress in early literacy via the HCS Response to Intervention Database as well as the HCS Student Achievement Game Plans website. Follow-up conversations with school administrators and school leadership teams remained ongoing throughout the school year.
- Continued to raise awareness of the importance of focusing our efforts in the area of literacy from birth to

post-secondary. To this end, staff members from Hampton City Schools, Newport News Public Schools, and *Smart Beginnings* continued to collaborate regarding the topic of school readiness. The meetings held this year focused on the use of data to drive regional efforts to increase school readiness on the Peninsula. In addition, Hampton City Schools was approached by staff at the Virginia Department of Education about expanding the number of PreK students being served throughout the HCS Virginia Preschool Initiative during the 2020-2021 school year.



- Continued to maintain the expectation, as outlined in the superintendent's areas of focus, that lesson design and delivery include evidence-based instructional strategies. As such, the HCS web-based Instructional Technique Library was updated during the summer months. New resources were added to this library and also embedded in the curriculum for the start of the 2019-2020 school year. Additionally, a Virtual Learning Instructional Technique Library was created this summer to assist teachers in their efforts to plan for the opening of the new school year in a virtual setting.
- Continued to examine best practices taking place throughout the school division to build from places of strength. The deputy superintendent of curriculum, instruction, and assessment, along with the executive directors of school leadership, met with principals and curriculum leaders to ensure best practices are noted and shared divisionwide. Data as well as the Pyramid of School Support were used to plan and organize these meetings.
- Continued to expect alignment of student achievement outcomes and school-based student achievement data meetings. The executive directors of school leadership required each school to hold first and second quarter data meetings to analyze student performance on end-of-quarter critical skills assessments (CSAs) and other important data points. Executive directors of school leadership held ongoing virtual meetings with school principals during the school closure period to discuss student achievement progress and outcomes.

- Continued to facilitate the Operating and Steering Committee meetings with the city manager to ensure that the Academies of Hampton remain in the forefront of our decision-making. For the 2019-2020 school year, the first Steering Committee meeting was held on November 18, 2019. During this meeting, the divisionwide challenge-based learning opportunity for our students was discussed. The committee met on Monday, February 10, 2020, which was also part of the Academies of Hampton Midyear Review conducted by Ford Next Generation Learning.



- Continued to monitor the implementation of full-scale Freshman Academies at each of the high schools through review of student achievement data. This fall, I tasked division leadership with the implementation of a work team to rethink the summer bridge experience and to develop an action plan for intervening earlier in a student's high school career. The Freshman Academy Leadership Team began meeting on a monthly basis in September 2019. The indicators of success have been incorporated as a part of our Student Achievement Game Plan (accountability system) in order for the Freshman Academy Principals to have timely access to the data.
- Maintained the expectation and continued to support staff in their



efforts to identify additional funding opportunities in support of the *Academies of Hampton*. Since the launch of the implementation of the high school redesign in 2016, HCS has received additional funding from the following entities in support of transforming teaching and learning, student secondary experience, and community, civic and business engagement:

1. Virginia Department of Education Extended Learning Grant in the amount of \$1.2 million
 2. Virginia Department of Education High School Innovation Grant in the amount of \$50,000
 3. Extended School Year Grant in the amount of \$50,000 for each high school totaling \$200,000
 4. Honda Grant in the amount of \$75,000
 5. National Park Service Grant in the amount of \$98,000
 6. Community Knights Grant in the amount of \$1,500 in support of the Commitment to Graduate ceremony
 7. Northrop Grumman Grant in support of the Aerospace Academy in the amount of \$3,700
 8. Virginia General Assembly appropriated \$500,000 in support of the *Academies of Hampton*
 9. Private jet donated to support authentic learning experiences in aeronautical maintenance and a partnership has been established with Aviation Maintenance Institute
- Served on the GO Virginia Council and continued to provide staff with research data to assist with the design of future academies.
 - Continued to share, develop, and publicize the career and college student/parent booklet during high school parent information sessions. Since the June 2019 edition of this report, the following *Academies of Hampton* family information sessions were held for rising ninth grade students and parents: BHS - November 21, HHS - December 12, KHS - December 19, and PHS - January 9. For the rising tenth grade students and parents the following sessions have been held: BHS - October 10, HHS & PHS - October 17, and KHS - October 24. In addition to the evening sessions for students and parents, all high schools opened their doors to provide 8th grade students and families hands-on and interactive academy tours.
 - Maintained the expectation that the finalized transportation plan, which includes HCS providing satellite transportation to academies and the HRT Freedom Pass system, remains a viable option for students.
 - Ensured that a strong partnership with Thomas Nelson Community College (TNCC) remained in the forefront to support the school division's strengthened dual enrollment program, which is a key component to the success of the *Academies of Hampton*. Prior to Dr. John Dever's retirement, a meeting was held with him and Dr. Susan English, vice president of academic affairs, in order to ensure a smooth transition in support of dual enrollment and the overall work associated with the *Academies of Hampton*. Dr. English (TNCC) was also onboarded as an *Academies of Hampton* Steering Committee member and inducted as the Academy of the College Experience champion.
 - Continued to formulate and receive support from business leaders serving on eight industry councils that met several times throughout the first semester of the 2019-2020 school year. This marks the second year where the industry councils have transitioned into advisory boards. The advisory boards are continuing to meet with each member of the Steering Committee serving as a champion of an advisory board.
 - Continued to train teachers in grades 9, 10, and 11 on the development and use of Project-Based Learning (PBL) as an instructional strategy for expanding teaching and learning methods that falls under the umbrella of Performance Assessments. PBL is providing opportunities for students to demonstrate understanding of their learning in a manner that closely mirrors workforce learning. In February 2020, each



high school held a PBL Showcase where teams of students presented the findings of their PBLs to a panel of judges. This academic year, learning opportunities were expanded to include up to 900 students through extended enrichment experiences that took place on evenings and weekends, and up to 1,500 students during the summer months. Additionally, approximately 300 students were provided virtual extended learning opportunities in which tenth graders participated in a hands-on college and career exploration of HCS 16 academies.

- Continued to articulate the expectation that all curricula are guaranteed and viable. This school year marked the implementation of “signature” performance assessments in grades K-8. The assessments were created by members of the Curriculum, Assessment, and Instruction Department and served as exemplars for teachers in these grade levels. The goal is to increase the opportunity for students to engage in more relevant and rigorous learning through these experiences. Two performance assessments have been built into the curriculum in these grade levels, and teachers have the opportunity to design their own. These assessments support the division’s move toward a more balanced approach to checking for student understanding.
- Continued to add resources to the Student Achievement Game Plans website to assist school administrators in their efforts to use data to monitor and track a variety of indicators. The reports and data available via this website continue to support schools’ efforts to implement their respective school learning plans in order to meet individual school goals, as well as the division’s expected student achievement outcomes.
- Established a framework for reviewing, reporting, and updating the division’s five-year strategic plan. This work has been initiated and will be reported to the Board during the fall of 2020.
- Launched HCS Alternative Learning Plans website due to Governor’s closure of schools during spring 2020
- Ensured that PreK-4 Alternative Learning Plans were readily available for all Elementary and PreK-8 school sites
- Established the expectation for the development of a series of trainings for staff on how to teach effectively in a virtual learning environment. Training topics included effective practices for teaching and learning via Zoom, as well as using the Google Suite applications in a virtual learning environment.
- Communicated the expectation of creating meaningful ways to engage parents as partners in the virtual learning process which led to a series of trainings for parents and guardians. These workshops provided stakeholders with an overview of the division’s 1:1 technology program, the various web-based solutions that are utilized by the division, as well as at-home strategies to support students participating in a virtual learning environment.
- Developed Superintendent’s Indicators of Success Guidance Document which includes a framework for Student Champion Teams at each level to ensure student success and support in a virtual learning environment. This framework included expectations for teacher-parent/guardian communication, teacher-student communication, as well as processes for ensuring appropriate support for our most vulnerable students.
- Established the expectation for the creation of a Locally-Awarded Verified Credit process and framework for HCS that supported students and protected the integrity of meeting high school standards and requirements
- Convened progressive graduation planning meetings with senior secondary leadership and provided an initial draft outline which defined possible events for the class of 2020

- Ensured that a division voicemail for parents and the general public was activated to address questions and/or concerns in a timely manner
- Ensured that a division Technology Hotline was activated for students, staff and families
- Supported the collaboration between departments to ensure rich text was available to students during school closure, as thousands of books were distributed throughout the city
- Set the expectation that alternative meal sites were established within our division in which young people could access healthy meals throughout the city and that a communication plan existed
- Convened FAQ discussion team to provide family and staff updates regarding spring break, alternative learning plans, grades and AP exams
- Convened FAQ discussion team to provide family and staff updates regarding learning plans; third and fourth marking period grades; grades for credit-bearing courses; important guidance for seniors; educational services for our students with disabilities; and other specific updates
- Initiated a Fall 2020 Return-to-School planning task force that provided the specific details associated with a multiphase approach for opening the 2020-2021 school
- Set the expectation for the launching of the Fall 2020 Return-to-School website to provide stakeholders with an in depth overview of the division’s planning options to begin the 2020-2021 school year
- Articulated the importance of ordering and securing additional devices for the 1:1 program in order to ensure that students in grades PreK through 12 would receive these technology resources prior to the start of the 2020-2021 school year. The devices are scheduled to arrive the week of September 7, 2020.

Instructional Leadership

- Continued to hold monthly professional development sessions with reading personnel and school administrators to build staff capacity and foster a culture of “literacy leaders.” In the area of early literacy, the items below are representative of some of the accomplishments throughout the division during the first semester of the 2019-2020 school year.
 1. Kindergarten teachers implemented the Virginia Kindergarten Readiness Program (VKRP) which provides student information/data in the areas of language arts, math and SEL (social and emotional learning) for all students. The pre and post data is used to obtain a well-rounded picture of students’ strengths and areas for growth.
 2. All elementary schools are now implementing the Tier II intervention program SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) to support early literacy for all students. This implementation has been phased in over a three-year period.
 3. The HCS Special Education Department, in collaboration with the English Language Arts Department, provided a series of professional development trainings on literacy supports for all elementary school principals and assistant principals.
 4. All kindergarten and Grade 1 teachers, as well as kindergarten instructional assistants, participated in professional development to support student learning of the foundational reading skill “concept of word.”

5. All HCS literacy support specialists were provided with a series of professional development trainings to reinforce the co-teaching model (a model when regular educators and special educators are paired together to teach in an inclusive classroom setting with regular education and special education students).
 6. The division implemented a Lit Pro web-based reading assessment platform during the 2020 summer school program. This resource was a success based on student data growth and teacher feedback. This program, which provides over 2,000 diverse electronic texts, will be utilized in grades kindergarten through Grade 8 during the 2020-2021 school year.
 7. The division implemented Discovery Education, a web-based solution for providing engaging science activities in a virtual setting. This resource was piloted during the period of extended school closure and has been embedded into the curriculum for grades kindergarten through 12 during the 2020-2021 school year.
- Continued to support and ensure appropriate funding to foster hands-on learning in middle school science classrooms. Full implementation of FOSS (Full Option Science System) began in September 2018 for Grade 8 science classrooms. This fall marked the expansion of FOSS into Grade 7 classrooms following the pilot conducted during the 2018-2019 school year. This fall also marked the pilot of FOSS in select Grade 6 classrooms.
 - Continued to emphasize a divisionwide writing program. To date, HCS has fully developed a writing program for grades 4 through 12. The digital writing portfolio is being implemented across all high schools in all English Language Arts classrooms this school year. In addition, middle school special educators received professional development on the implementation of the HCS Writers Workshop model during the second marking period.
 - Continued to foster support for the creation of resources to be used by teachers when implementing the division-endorsed instructional strategies (e.g., Non-linguistic Representation, Summarize and Note-Taking, Questioning). This included the addition of resources to the HCS Instructional Technique Library.
 - Continued to ensure opportunities outlined in the Look, Listen and Learn Report to the Hampton City School Board serve as the foundation for the work of the Curriculum, Instruction, and Assessment Department.
 - Facilitated ongoing Superintendent's Success Indicators Meetings. The discussions were focused on the division's Expected Student Achievement Outcomes.
 - Continued to implement the three-year professional development plan aligned with the HCS Strategic Plan 2016-2020, superintendent's areas of focus (Look, Listen, and Learn Report), and the Expected Student Achievement Outcomes.
 - Continued to utilize the tiered system of support for schools to prioritize the allocation of division resources. Each year, following a review of academic and non-academic data, a process is used to assign schools to one of three tiers. This marks the second school year where all HCS schools were tiered for instruction as well as culture and climate.



- Fostered support for the creation of the HCS Balanced Assessment Framework. As the division continues to transform its high schools, the *Academies of Hampton* model calls for increased student opportunities in the area of project-based learning. Use of this instructional strategy, as well as other types of performance assessments, assist schools in their efforts to check for student understanding in a variety of modes -- a balanced approach to assessment. As noted earlier, all teachers are participating in divisionwide training throughout the 2019-2020 school year on the HCS Balanced Assessment Framework.
- Continued to create opportunities for children who turn five years old during the months of October and November to be screened for kindergarten entrance. For students who meet the entrance criteria, they are also provided an opportunity to attend a 16-day summer program, at no cost to families, that assists students with their transition to kindergarten. This school year, 60 students qualified for this opportunity.
- Supported the planning and hosting of a second annual career fair and expo where all HCS freshmen were provided the opportunity to engage with members of the business community (over 150 businesses partnered with HCS for this event).
- Increased the number of college and career readiness opportunities for students in the elementary and middle grades in support of the division's efforts to transform the student learning experience under the theme of *One Division - One Transformation*.



1. Implementation of the Academic and Career Plan Portfolio pilots began this fall in grades 2 and 3 at Barron, Cooper, Machen, and Phenix schools. The goal is to expand this work to all elementary schools throughout the remainder of the 2019-2020 school year as well as the upcoming school year.
2. Elementary school students participated in the following experiences this fall:
 - Field trips to local colleges and universities
 - Field trips to New Horizons Regional Education Center
 - Partnership with Hampton University Peer Counselors and the Hampton University football team (the mentoring is focused on planning for future college participation, careers, and social emotional learning)
 - Junior Academy Clubs - Industry volunteer-delivered program that fosters work readiness, entrepreneurship, financial literacy skills, and project-based learning.
 - Multiple career fairs have taken place or are scheduled
3. Middle school students had the following experiences this fall:
 - Each student has had the opportunity to develop two SMART Goals for the year - one academic goal and one personal goal
 - Each student has been given the opportunity to visit a college and will visit an industry during the second semester of this school year
 - Each student has had an opportunity to either tour an Academy of Hampton or has had an academy team of ambassadors and teachers visit and share in their respective middle school
 - Students in grades 7 and 8 have explored two or more career pathways as well as their personal interests and skills
 - Multiple career fairs have taken place during the first semester and additional fairs have been scheduled for the second semester

4. Middle school students were invited and some attended the Regional College Fair
- Ensured that we offered six weeks of enriched summer virtual learning opportunities for students which included the following:
 - Elementary
 - Literacy focus in grades (K-2) literacy and math (grades 3-5)
 - Smaller Learning Communities - 6:1 (K-2) 10:1 (3-5)
 - Whole Group, small group and independent learning opportunities
 - Middle School
 - Created an inclusive teaching and learning virtual community, where the virtual “classroom” culture and climate provided students a nurturing learning environment in which to master mathematics and/or language arts.
 - 280 students registered to receive Direct Instruction, Guided Practice, Independent Practice, Engaging Learning Experiences
 - Focused on comprehension and application of math concepts and reading, and writing skills
 - Use of Google Classroom and Zoom with a 14:1 Ratio
 - High School via Edgenuity
 - Self-paced opportunity for students to complete credit-bearing courses (Initial Credit and Credit Recovery) with the assistance of content-endorsed instructors
 - Utilized Google Meets, Zoom, and Virtual Office Hours for those who needed additional support
 - Science/Technology, Recreation/Redirection, Engineering, Art, and Math (S.T.R.E.A.M.)
 - Introduced students to S.T.E.M. content, a strong emphasis was placed on academic enrichment, healthy living, and building positive social relationships.
 - Registered over 400 students in grades 3-8

Create Safe, Nurturing Environments

- Held the Community Priority Workshop that focused on the current challenges students face, the existing HCS culture and climate initiatives to support adults and students, and elicited feedback from the community about additional ideas or resources to support safe, nurturing environments.

- Fostered an environment for climate coach and administrator training throughout the year
October 2019

The following were areas of focus:

- Tier I Behavior Supports introduced and each school completed a rubric to identify strengths and opportunities with implementing Tier I supports across their school
- Introduced Social Emotional Learning (SEL) crosswalk for equity, trauma-informed, and restorative approach

February 2020

The following were areas of focus:

- Strengthening adult social emotional skills
- Proactive and preventative approaches to addressing student behavior
- Ideas for strengthening climate and culture for second semester

August 2020

The following were areas of focus:

- Introducing the SEL Re-Entry Framework
- Provide resources for supporting Tier I behaviors in a virtual environment

- Continued to place emphasis on implementation of the Social Emotional Learning Strategic Plan (Year 2). The following were areas of focus:
 1. Continued to embed SEL across curricula
 2. Identified SEL promising practices
 3. Identified gaps/needs with SEL implementation
 4. Focused on restorative practices through the lens of SEL
 5. Provided rubrics for assessing SEL
- Ensured SEL professional development remained in the forefront - 19 training sessions throughout June 2020-August 2020 on Social Emotional Learning
 1. Transitioning Back to Learning: Social Emotional Learning Implications
 2. Social Emotional Learning: Strategies to Create Connections
- Encouraged continuity of professional development which included Rejuvenate to Go! August 6, 2020. A virtual conference with 21 concurrent sessions focusing on cultural competence, equity, and trauma informed care.
- Established the expectation which led to a SEL Exchange on August 10, 2020 at the elementary level for students to share activities to support social emotional learning in a virtual setting. Sessions were facilitated by teachers and each participant left the session with up to ten new ideas to implement.
- Set expectations of continuous improvement to include upgraded Social Emotional Learning (SEL) Toolkit to include resources for all 5 SEL competencies as well as 3 Signature SEL Practices.
- Established the expectation of an HCS Comprehensive System of Care. This framework helps guide schools in identifying and creating interventions and supports for students in the areas of attendance, social emotional wellbeing, and instruction.
- Set the expectation which led to the revision of the HCS Student Code of Conduct to reflect The Virginia Board of Education's 2019 Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension. The 2020-21 Student Rights and Responsibilities Handbook currently reflects a shift in philosophy in how schools respond to student behavior. Supported by extensive research, the new framework requires schools to approach behavior as something to be taught, practiced, developed, monitored, and learned.
- Continued to place emphasis on enhancing school facilities and classroom spaces to include the following:
 1. Improved lighting at all elementary, middle, and high schools (upgrade to LED lights)
 2. Painted all classrooms in Syms, Eaton, and Lindsay
 3. Painted large areas of Hampton, Kecoughtan, Phoebus, and Bethel
 4. Upgraded flooring at Langley, Syms, Lindsay, Tarrant, Eaton, Hampton, and Tucker-Capps
 5. Remodeled cafeteria spaces at Syms, Eaton, and Lindsay
 6. Replaced roofs at Mary Peake, Tarrant, Cooper, and Jones
 7. Renovated gymnasiums at Hampton, Bethel, and Kecoughtan
 8. Added landscaping to Eaton, Syms, and Lindsay
 9. Installed new energy efficient windows at Lindsay, Syms, and Hampton
 10. Renovated restrooms at Andrews, Lindsay, Cary, and Phillips
 11. Installed new HVAC systems at Jones, Tarrant, Syms, Smith, Booker, Tyler, Machen, and Kraft
 12. Upgraded security lighting and cameras throughout the school district
 13. Upgraded canopies, seating, and sidewalks at Syms and Lindsay

14. Sanded and sealed all elementary school stages
15. Installed a new gym floor at Eaton
16. Installed new ceiling systems including new lights, speakers, tiles, and grid in the hallways of Eaton and Bethel
17. Repainted all lines in high school parking lots
18. Completed construction of Greenhouse at Phoebus High School
19. Added classroom doors to upstairs classrooms at Phoebus High School
20. Replaced all skylights at Bethel and Lindsay
21. Upgraded to LED lighting at Phoebus, Kecoughtan, and Spratley. Upgrades have also occurred in various sections of the school at the following locations: Hampton, Bethel, and Jones.
22. Secured funding to fully renovate cafeteria spaces at the four high schools
23. Ensured funding increase from the city that led to renovations of all science classrooms at Phoebus High School and Hampton High School that provides 21st century learning space and equipment
24. Maintained strong partnership with the city to secure one-time funding to transform specific learning spaces (i.e., BHS courtroom, PHS makerspace, PHS digital lab, KHS entrepreneur lab and bank)

Organizational Leadership and Safety

- Articulated the expectation that school leaders and staff members receive training based on the culture and climate tiered program system developed during the 2017-2018 school year.
- Articulated the expectation of ongoing training of school security officers in support of safe and nurturing learning environments. Customer Service training was planned for March 2020 but will now be held during the 2020-2021 school year due to the period of extended school closure. This training will be an extension of the culture and climate initiative.
- Met with community and staff members to develop and fully implement a student mentorship program at the middle school level. To date, this program has been piloted at select middle schools and has served as the framework for accomplishing the development of this initiative.
- Reinforced the expectation that the Tiered System of Support included an academic as well as a culture and climate focus.
- Maintained the focus of professional development on culture and climate. A professional development team has presented Tier 1 strategies to staff at each of the schools.
- Remained engaged and in support of the Tiered System of Support to ensure consistent implementation of aligned academic, culture and climate initiatives.
- Ensured principal and assistant principal meetings not only incorporated strategies to improve students' academic performance but also culture and climate through the lens of social emotional learning. During the 2019-2020 school year, the student support team held a one-day professional learning opportunity focused on culture and climate for all administrators as part of a leadership summit. In addition, general meetings were held with building level principals and assistant principals. Elementary principals participated in additional sessions to support social emotional learning and leading a positive school climate.
- Set the expectation and secured funding to upgrade security cameras and internal/external systems at various school locations

- Ensured the establishment of protocols and procedures as well as the purchase of appropriate PPE and other supplies for staff and students given the COVID-19 pandemic. As a means of ensuring appropriate follow up, an internal tracking system was designed that identified what was ordered and the expected arrival date

Attract, Develop and Retain Exceptional Staff

- Ensured the focus and processes in the development of the annual budget directly supported areas of the Hampton City Schools 2020 Strategic Plan goal of Attract, Develop and Retain Exceptional Staff.
- Continued to receive Board guidance regarding employee compensation not only during the budget development process but also throughout the year.
- Continued to share with the community the return on investment in the local education of HCS students and staff.
- Sustained the teacher salary scale that has been increased by five percent over the past two years, in addition to the base pay compensation increase over the past two years, to begin addressing competitive compensation.
- Remained committed to offsetting the employees' insurance premiums to the degree possible, to include maintaining this initiative in the FY2021 budget, in order for staff to realize the full benefit of compensation increases. Employees who participated in the wellness program realized significant savings to insurance premiums.
- Continued to refine and implement the five-year teacher induction program, which supports first year teachers to the profession as well as experienced teachers new to the school division.
- Ensured competitive compensation remained a focus during the development of the FY2021 budget.
- Reinforced the important role that school administrators play in the areas of staff induction and retention. All school administrators received training (August 2020) on the division's multi-year teacher induction program and were provided research-based strategies to support teacher retention.
- Led a collaborative budget development process that resulted in the following outcomes for the FY2020 budget:
 1. Provided a 3% across the board increase for full and part-time employees
 - Cost - \$4.1M
 - State compensation supplement - \$3.6M
 2. Reduced the number of steps on the teacher scale from 37 to 30
 - Cost - \$300,000
 3. Added \$300 above the 3% increase to steps 15 through 29
 - Cost - \$183,000
 4. Added \$1 per hour above the 3% increase to bus driver pay
 - Cost - \$200,000
 5. Hampton City Schools absorbed the entire 9.2% increase in healthcare costs in order to ensure

employees received an unencumbered 3% raise

- Cost - \$1.4M
6. Continued funding for the employee wellness center and pharmacy
- Cost - \$3M

Maintain Effective, Efficient and Innovative Support Systems

- Continued to right-size the organization based on projected student enrollment as well as the restructuring of various educational programs and methods of delivery based on student achievement data, research-based practices, and the division's strategic plan as a part of the FY2021 budget development process.
- Continued to maintain support of our core business of teaching and learning by expanding the tiered system of culture and climate. This system provides training and resources to staff members who focus on and teach acceptable behavior through structured lessons. These resources continue to be embedded into the division's curricula. Additionally, this school year a website was created to house all of the resources that have been curated and created to support the work associated with social and emotional learning.
- Continued to work with staff to ensure the evolution of the in-house designed databases (Response to Intervention Database and the Student Achievement Game Plans website) to track and monitor academic and non-academic student data.
- Continued to ensure the English Language Arts Department collaborates with the Special Education Department to design intervention programs to address the needs of struggling readers. This collaboration and systems approach continues to result in reading gains for students with disabilities as well as their non-disabled peers as measured by student performance on the reading inventory assessment.
- Continued to enhance the digital learning program through the curation and creation of resources that are embedded into the curricula to support teaching and learning via the integration of technology. Numerous professional learning opportunities for teachers and administrators took place during the spring and summer months of 2020 in preparation for the possible virtual start to the 2020-2021 school year as well as supporting staff during the period of extended school closure in the spring of 2020.
- Continued to support and model the use of data-driven decision-making for school improvement purposes. The collaborative and systems approach to professional learning between the HCS Special Education Department and the HCS Mathematics Department continues to provide professional development opportunities to regular education educators and special education educators in a collaborative format.
- Worked with staff to expand the implementation of an innovative professional learning opportunity known as "out-of-the-box" lessons. Staff across the division were able to sign up to have one of the division's Curriculum Integration Technology Teachers (CITTs) to visit and either teach or co-teach a lesson related to their curriculum that calls for students to engage in the use of technology as part of the learning experience. These lessons were very popular with teachers at all levels.

- Ensured that a system of support remained a priority for students with disabilities and their families via a task force which provided a venue to not only share the division’s plans and resources but to also solicit input for continuous improvement in a 100% virtual learning environment.

Enhance Family and Community Engagement and Satisfaction

Communication and Community Relations

- Provided an update about the *Academies of Hampton* during the November 2019 Community Priorities Workshop and sought input from event attendees regarding the future of this transformation.
- Continued to represent the school division by speaking and presenting at various community events to include, but not limited to, the following:
 1. Langley Air Force Base
 2. Virginia Chamber of Commerce
 3. Hampton Neighborhood Commission
 4. First Baptist Church Men’s Annual Breakfast
 5. Hampton State of the City
 6. Coliseum Business Roundtable
 7. Virginia Ship Repair Association
 8. Wythe Exchange Club
 9. TAC Group
 10. Hampton NAACP
 11. Newport News Shipbuilding
 12. Cities Group
 13. Thomas Nelson Community Career & Technical Education Symposium
 14. Hampton Rotary
 15. Community Leaders Breakfast
 16. R.I.S.E. Mentoring
 17. Delta Day
- Continued providing members of the Hampton City School Board and members of the Division Leadership Team with weekly updates.
- Continued 1:1 discussions with board members to ensure ongoing transparency.
- Continued to represent HCS through my participation on various boards and committees throughout the Hampton City community to include, but not limited to, the following:
 1. VersAbility Resources Board of Directors
 2. Sentara Healthcare Board of Directors
 3. GO Virginia Hampton Roads Regional Board
 4. Virginia Air & Space Center Board of Directors
 5. Smart Beginnings Board of Directors
 6. Region II Superintendent Study Group Legislative Representative
 7. Past President of the Virginia Association of School Superintendents

8. United Way of the Virginia Peninsula Capital Campaign Cabinet
 9. Williamsburg Health Foundation (past chair of the Governance and Nominations Committee, past vice chair and chair of the Board of Trustees)
 10. Invited to join the Hampton Rotary Club – December 2017
- Ensured continued communication and engagement with all stakeholders by establishing the expectations and providing the necessary supports that fostered a climate and culture of keeping the community informed regarding the ongoing work, availability of resources, and structure as well as processes in support of the HCS mission of academic support for every child, every day, whatever it takes.

Parent Alerts - School Messenger (calls & emails)

- March 13 - Governor's Order/Two-Week Closure
- March 14 - Alternative Meal Sites
- March 15 - Closure Information/Operation Adjustments
- March 16 - Learning Packet Pickup
- March 23 - Governor's Order/Schools Closed Remainder of Year
- March 27 - FAQs
- April 2 - Updated FAQs
- April 3 - Additional Alternative Meal Site
- April 12 - Learning Packet Update
- April 16 - Adjustment to Meal Sites
- April 29 - Locally-Awarded Verified Credits for Seniors
- April 30 - Locally-Awarded Verified Credits for Underclassmen
- May 1 - Learning Packet Updates
- May 6 - Principals' message re: Graduation
- May 11 - Principals' message re: Graduation registration forms
- May 12 - Immunizations
- May 17 - Q4 and End-of-Year Grades (grades 9-12 & 6-8 credit-bearing courses)
- May 18 - Principal's message re: Graduation photo session
- May 20 - Alternative Meal Sites and Memorial Day
- May 20 - Principal's message re: Graduation photo session with specific details
- May 21 - Summer School and 2020-2021 School Year

Daily Press Ads

- April 28 - Hampton City Schools: Still Making a Difference Ad
- May 13 - Graduation Ad

Website

- COVID 19 section
 - 5/20/20 Pandemic EBT (P-EBT) Benefits (PDF)
 - State Superintendent Announces Launch of "VA TV Classroom" by Va. Public TV Stations
 - 4/2/20 HCS Families COVID-19 FAQs Update
 - Message on Behalf of Hampton School Board REVISED HCS FEEDING SCHEDULE
 - 3/27/20 HCS Families COVID-19 FAQs Update
 - 3/26/20 Information for Families Who Need to Pick Up Their Child's Medication
 - 3/23/20 Governor extends the school closure for all Virginia PreK-12 schools in the Commonwealth
 - 3/16/20 Frequently Asked Questions (FAQs) for HCS Families Regarding the Division's Alternative Learning Plans and Additional Information

- 3/9/20 Frequently Asked Questions About COVID-19 (PDF)
- Frequently Asked Questions About COVID-19
- Updated 4/16/20 FAQs Regarding Alternative Meals for Students
- Proactive Measures to Keep Our Learning Environment Healthy

Web Briefs

- March
 - Hampton City Schools names the Citywide 2020-2021 Elementary School, Middle School, and High School Teachers of the Year
 - Hampton City Schools 2020-2021 Teachers of the Year
 - Innovation and Professional Learning Department recognizes “Awesome” employees for the second half of February
 - Hampton High School girls basketball team wins regional championship and advances to state quarterfinals
 - Stevie Brown, fourth grader at Forrest Elementary School, gives opening at the March 4 School Board meeting
- April
 - Two Phenix PreK-8 sixth graders receive honorable mention in the Ninth Annual American Institute of Aeronautics and Astronautics (AIAA) Middle School Essay Contest
 - Phoebus High School sisters are featured on USA Field Hockey site for National Sibling Day
 - Kecoughtan High School is named a 2020 Best High School by U.S. News & World Report
 - Asbury Elementary School counselor creates The Counselor’s Corner to connect to students and families
 - HCS making positive leadership waves at the state
 - NAMM Foundation Recognizes HCS with a Best Communities for Music Education Award
 - Jahnelle Saunders of Bethel High School and Jordan Hardy of Hampton High School earn state championships
 - Hampton High School Girls Basketball team named VHSL Class 4 State Co-Champions
 - Kara Plank, principal of Kraft Elementary School, earns doctorate degree
 - Hampton High School students named to the 2020 VHSL Class 4 Girls All-State Basketball Team; HHS Shanda Bailey named Coach of the Year
 - HCS students earn a spot in the 2020 Honor Band and Chorus Concert
 - Home Together Hampton! COVID-19 Community Video Challenge
 - Innovation and Professional Learning Department recognizes “Awesome” employees for the month of March
 - Hampton City Schools receives Top Schools recognition for the second year
 - HCS participates in USAF Heritage of America Band video
 - Hampton City Schools Featured in 24th Annual VSBA Showcases for Success Directory
 - Hampton City Schools featured in a national publication - NSTA Reports
 - Jones Magnet Middle School Battle of the Books team earns first place
 - Community Knights, Inc. awards \$10,000 to Hampton City Schools
 - Elementary physical education teachers receive Smart Cycling Bike training
 - Elijah Pope, Machen Elementary School fourth grader, gives opening at the March 11 School Board meeting
- May
 - Hampton High School student creates blog during extended shutdown
 - Bassette Elementary School holds virtual talent show
 - Erik Wilson of Bethel High School is named HCS Teacher of the Year
 - Hampton City Schools will distribute free books at meal pick-up locations

- Armstrong School for the Arts and the community spread their love to a very special student through a neighborhood parade
- Community Knights, Inc. awards \$3,000 to Hampton City Schools through the COVID-19 Emergency Response Fund

Email Extras

- March 19 - Revised Budget at a Glance
- April 16 - General Email Extra
- April 23 - General Email Extra
- April 30 - General Email Extra
- May 6 - Graduation Edition
- May 14 - General Email Extra
- May 20 - COVID Budget Edition

YouTube

- Public Videos Created - 16
- Internal Videos Created - 2

Facebook & Other Social Media Platforms

- Posted various information to keep stakeholders informed and responded to inquiries
- Participated in two Facebook Live sessions hosted by the city of Hampton
- Hosted one Facebook Live session regarding HCS Fall 2020 Return-to-School plans
- Partnered with Cox Communications to highlight the company's Connect2Compete program that provides families who qualify for internet services at a reduced rate

Engagement

- Completed the term as the president of the Virginia Association of School Superintendents
- Served as the superintendent-in-charge of the New Horizons Regional Education Centers for a two-year term
- Invited to participate as a member of the Virginia Department of Education's Portrait of a Virginia Educator and Leader focus group
- Continued to conduct the business of HCS with integrity and reciprocated respect.
- Continued to advocate for a work climate of mutual trust and respect
- Selected to serve as a Virginia Association of School Superintendents Executive Coach for new superintendents in the Commonwealth of Virginia
- Requested to co-facilitate new school board member orientation for the Virginia School Boards Association – July 2017, January 2018, January 2019, July 2019, and January 2020 as well as for the National School Boards Association – April 2019
- Selected the Virginia Association of School Superintendents 2020 Virginia Superintendent of the Year, and 2020 National Superintendent Finalist

Manage Fiscal Resources Effectively and Efficiently

- Continued to ensure appropriate follow through with right-sizing the organization for greater efficiency in the areas of course selection and student-to-teacher class ratios.
- Continued to identify other funding streams such as grant opportunities in which HCS was awarded \$1.2 million to support the *Academies of Hampton* for extending learning. Additionally, HCS was awarded nearly \$2 million (\$1,977,440.42) from the Virginia Department of Education for the 21st Century Community Learning Centers (21st CCLC) program for out of school time programming. This represents funding for four new grants and continuation funding for eight grants
- Continued to collaborate with the city manager to further the cause of addressing various facility needs. During the FY2020 and FY2021 budget processes, we received an additional \$1 million in recurring funds beyond the annual allocation for capital improvement in each of these fiscal years.
- Continued to implement strategies to reduce the division's carbon footprint through an energy conservation program. Since its inception in 2013, HCS has reduced utility cost by 24.3% with an annual cost avoidance of over one million dollars and a lifetime cost avoidance of 6.5 million dollars. The division's energy conservation program has reduced our carbon footprint by 26,031 metric tons of carbon dioxide which is equivalent to removing 5,423 cars from the road annually or planting 667,455 trees.
- Restructured the organizational staffing in order to provide deeper and a more systemic approach to supporting instructional priorities at the school level.
- Collaborated with Human Resources during the COVID -19 pandemic to create innovative staffing that has led to no furloughs.

Divisionwide Student Academic Progress

- Posted the highest accreditation rate in seven years with 100% of the division's schools accredited without conditions.
- Posted the highest on-time graduation rate of 92.73% since 2008, exceeding the state average.
- Recorded the lowest dropout rate of 1.26% in two decades which is below the statewide average of 5.2% and the second lowest of the 15 school divisions in our region.
- Increased dual enrollment credit hours by 642% over the past five years, totaling 10,820 credits taken since 2015-2016. Saved students and families approximately \$1.7M in Virginia Community College System tuition and equivalent to a total cost savings of over \$6.4M at a four-year college or university.
- Earned 2,604 industry credentials across 68 different industry pathways for the 2019 cohort.
- Featured in Old Dominion University's 2018 State of the Region Report as "The Next Generation of

Learning in Hampton Roads.”

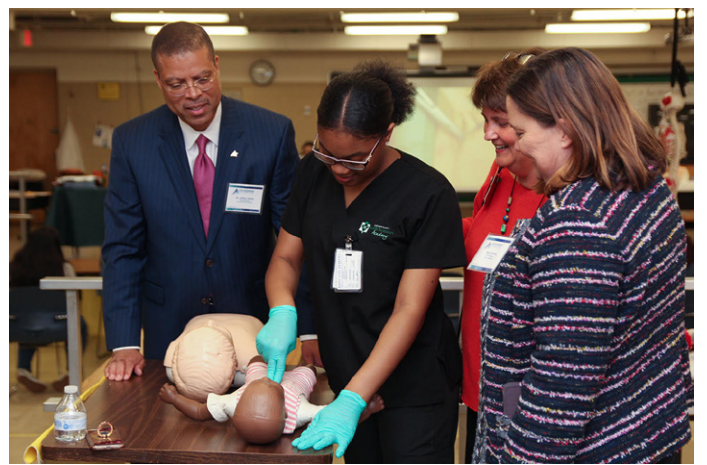
- Highlighted by the *Center for American Progress* as one of the four models working across the country for high school redesign.
- Continued to place emphasis on early literacy. By mid-year of the 2019-2020 school year, the following successes had been realized:
 - 74% of our Grade 3 students were in a lexile band that was on-grade or above grade level, which correlated to the likelihood of them passing the reading SOL assessment.
 - 67% of our Grade 4 students were reading on grade or above grade level at a lexile that correlates with passing the SOL assessment.
 - 60% of our Grade 5 students were reading on grade level at a lexile that correlates with passing the SOL assessment.
 - Based on PALS data (Grade 2), students were at a higher percent this year in every component when compared to data the previous school year for the same grade level.

	Fall 19-20	Mid-Year 19-20
Spelling	81.1%	84.3%
Word Recognition	73%	75.7%
Reading Level	71.1%	72.5%

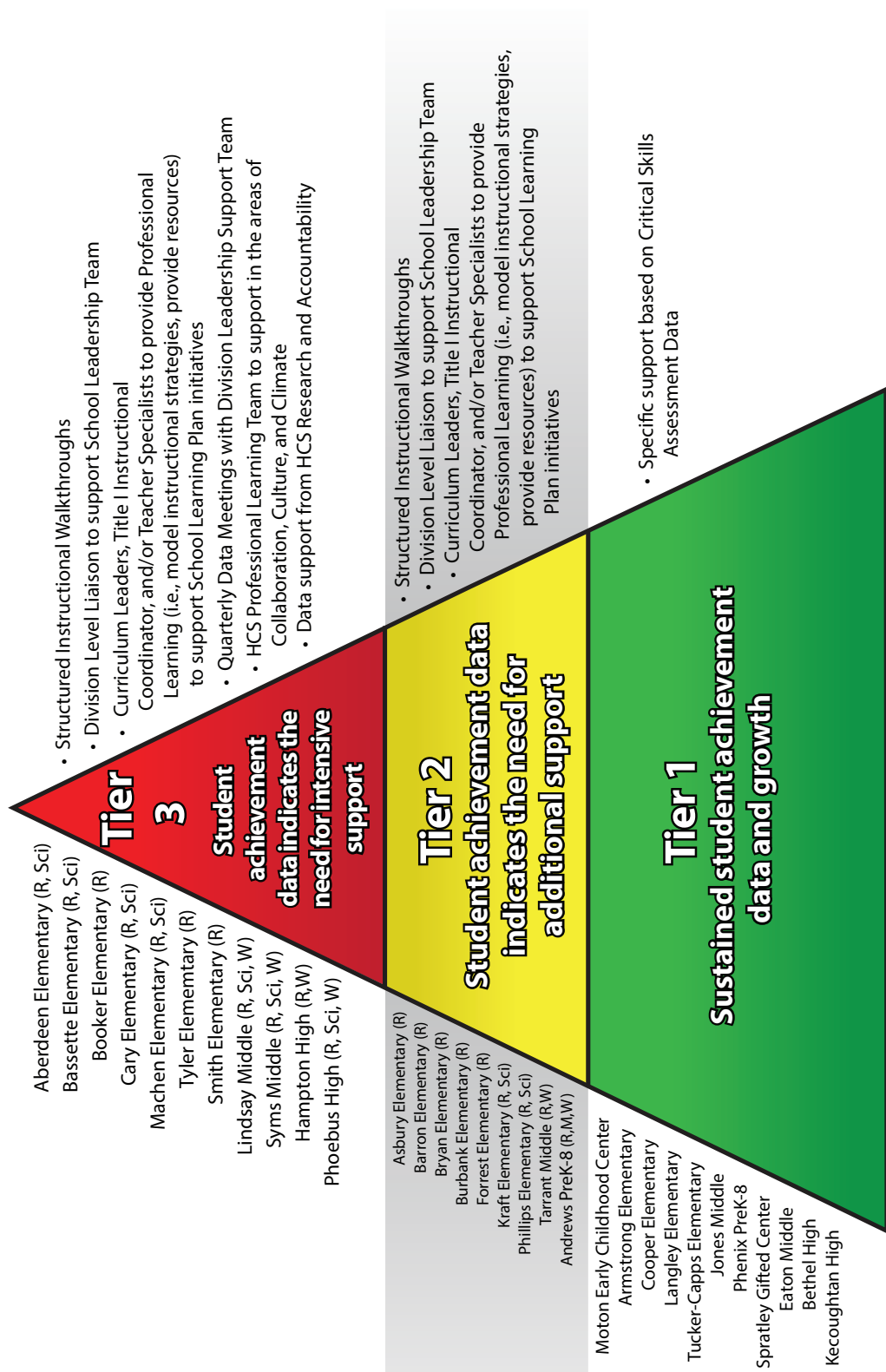
- Continued to place emphasis on transforming middle school English Language Arts (ELA) into a balanced literacy approach using a 30-30-30 model that includes reading, writing, and small group instruction every day. The ELA Department also created a Tier II class called Reading and Writing Exploration to support students’ acceleration as a reader, which has been beneficial in improving students’ literacy achievement. During the 2019-2020 school year, the Reading Inventory Data revealed significant improvement as noted below.
 - At mid-year, 50% of students in grades 6-8 had met their Lexile growth goals for the school year.
 - At mid-year, 69% of 6th grade students were on or above grade level and 79% of 7th grade students were on or above grade level based on Lexile scores. A student’s Lexile band correlates with him/her passing the SOL assessment.
 - At mid-year, 69% of 6th grade students were at a level of passing the reading SOL test and 79% of 7th grade students were at a level of passing the reading SOL assessment.
- Continued with the redesign framework, structures, and processes that began in October 2015 to support young people graduating from high school on time. The retention rate for Grade 9 students decreased from 16% to 7%, marking the lowest retention rate for this grade level on record. This decrease is due to a concerted effort by high school administrators and staff to address this critical period of transition.
- Anticipate an on-time graduation rate of 96.19% and a dropout rate of 1.26% for the graduating class of 2020 (awaiting confirmation and release of notification by VDOE).

Based on state assessment data from the 2018-2019 school year (currently the last administration of SOL assessments due to the COVID-19 pandemic), we experienced the following student achievement outcomes:

- Posted the highest accreditation rate in seven years. For the first time in this era of accountability, 100% of Hampton's schools are accredited without conditions ;
- Pass rate in Mathematics on this year's SOL tests increased from 79% (2017-2018) to 87% (2018-2019). All schools exceeded the state's minimum expectation of a 70% pass rate in this content area with the current year average, and all schools posted pass rates in this content area above 76%;
- Eighty-six percent (25/29) of schools met the criteria for accreditation prior to administering expedited retakes. This marks a considerable increase when compared to previous school years.
- The percentage of PALS identified students in grades K-3 decreased from 20% (fall 2018) to 15% (spring 2019).
- The percentage of middle school students reading in the HCS Advanced band on the Reading Inventory increased from 17% (fall 2018) to 27% (spring 2019).
- The pass rate on the end-of-course Geometry assessment for high school students increased from 66% (2017-2018) to 82% (2018-2019). *This is the highest pass rate ever experienced by HCS.
- All schools received a Level 1 rating for the Chronic Absenteeism indicator on this year's accreditation report.



HCS 2019-2020 Pyramid of Interventions for School Support

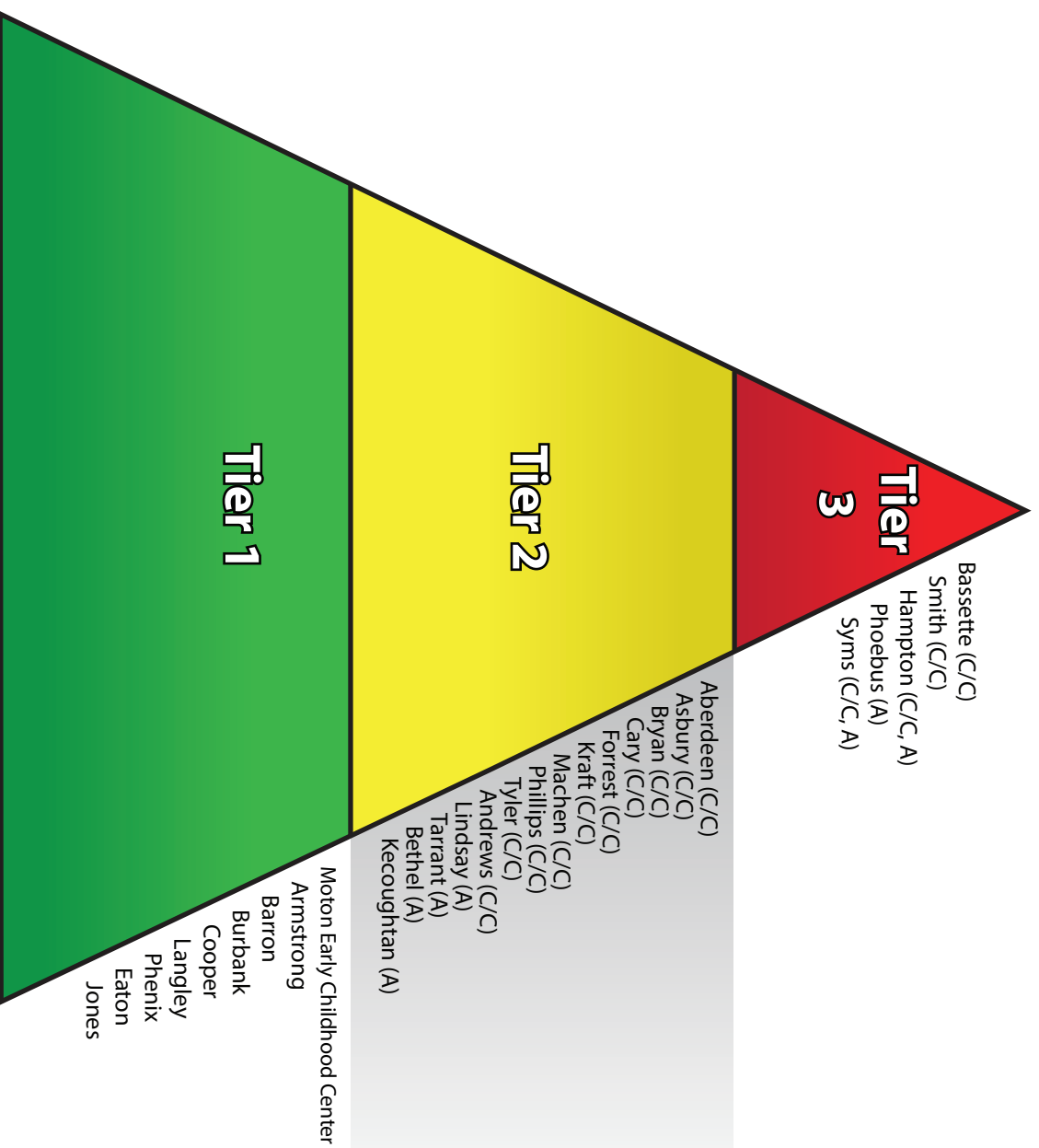


R= Reading M= Mathematics Sc= Science W= Writing

- School Improvement Plans
- HCS RtI Database
- Instructional Coaches Walkthroughs
- Student Achievement Game Plan Website
- Quarterly Reports
- School Based Professional Learning
- Monthly CLT Meetings with Principals
- New Teacher Mentors

Support for all schools

HCS 2019-2020 Climate/Culture Pyramid of Interventions for Support



— PORTRAIT OF A — HAMPTON GRADUATE

Prepared for success in careers, lifelong learning, and life



CONTENT KNOWLEDGE

Achieves and applies appropriate academic and career-focused knowledge

CAREER & LIFE SKILLS

Integrates and applies classroom knowledge to navigate the real world



COMMUNICATION, COLLABORATION, & LEADERSHIP

Builds connections and works with individuals and diverse communities

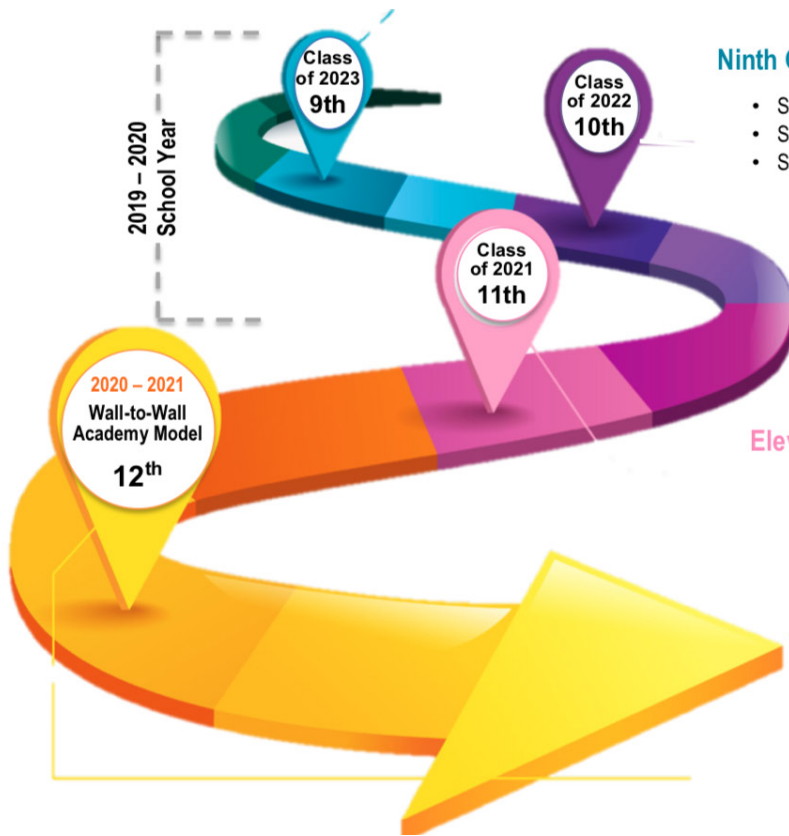
POSITIVE SENSE OF SELF & PURPOSE

Demonstrates mindfulness of self, others, and personal journey



www.hampton.k12.va.us

Academies of Hampton High School Road Map



Ninth Grade: Self, Career, and Industry Exploration

- Summer Bridge
- Success 101
- Site Visits (Business and College)
- Guest Speakers
- Career Exploratory Event
- *Project-based Learning*

Tenth Grade: Industry and Career Exploration

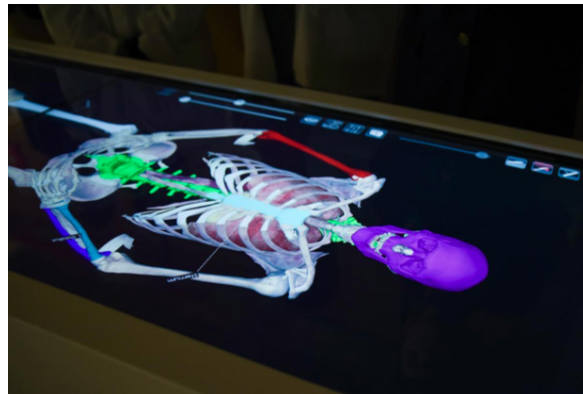
- Site Visits
- Guest Speakers
- Summer Extended Learning
- Workplace Experience
- Youth Pre-Apprenticeship
- *Project-based Learning*
- *Challenged-based Learning*

Eleventh Grade: Career Exploration and Immersion

- Career Exploration and Immersion
- Summer Internship
- Youth Apprenticeship
- Job Shadow
- Dual Credit
- Industry Certifications
- *Challenge-based Learning*

Twelfth Grade: Career Immersion

- Internship
- Cooperative Work Experience
- Youth Apprenticeship
- Dual Credit
- Industry Certifications
- *Challenge-based Learning*
- Senior Capstone



The Hampton City School Board

JOSEPH C. KILGORE
Chair

DR. REGINALD WOODHOUSE
Vice Chair

STEPHANIE JACKSON AFONJA

TINA BANKS-GRAY

ANN CHERRY

DR. RICHARD MASON

JASON S. SAMUELS

Look Listen Learn 



HCS does not discriminate on the basis of race, color, national origin, sex, disability, age or other protected classes in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: Robbin G. Ruth, Executive Director, Human Resources, One Franklin Street, Hampton, VA 23669 757-727-2000.