



HAMPTON CITY SCHOOLS  
**SUPERINTENDENT'S**  
YEAR IN REVIEW  
2021



Every Child, Every Day,  
Whatever it Takes!

SUBMITTED BY:

  
SUPERINTENDENT





April 22, 2022

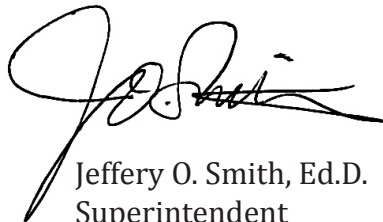
Dear Community Members:

This report contains information that pertains to the progress and accomplishments made during the 2020-2021 school year. Again, we recognize the uncertainties and challenges that were ever-present due to the impact of COVID-19. Our efforts and focus remained on our mission of *academic excellence for every child, every day, whatever it takes*.

This report addresses accomplishments in the seven performance standards which include *Mission, Vision and Goals, Planning and Assessment, Instructional Leadership, Organizational Leadership and Safety, Communication and Community Relations, Professionalism* and *Divisionwide Student Academic Progress*, as well as incorporates the six HCS Strategic Plan focus areas. The goals for the 2020-2021 school year were comprehensive and within these defined areas. You will note that within our systems approach as a school division, we were well positioned to adapt to the challenges and opportunities. As stated in the previous report, organizations that move from good to great must give attention to sustainability.

It remains an honor to serve the Hampton City community alongside a talented and dedicated staff. As such, I remain committed to an environment of sustained student achievement and success for all of our young people.

Sincerely,



Jeffery O. Smith, Ed.D.  
Superintendent

# Maximize Every Child's Learning

## Mission, Vision and Goals

Our work is directly aligned with the mission and goals of the school division's strategic plan. As such, our strategies and action steps are underpinnings of the strategic foresight of Hampton City Schools (HCS) that are important to realizing student achievement outcomes. Detailed below, you will observe that 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 2020-2021 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. The items below represent Board reports that were shared during the 2020-2021 school year. The presentations included, but were not limited to, the following:
  1. Fall 2020 Return-to-School Plan Updates
  2. Title IX Revisions and Implications
  3. Staffing Updates
  4. Summer Learning: Addressing Unfinished Learning & Learning Loss
  5. Hampton & Peninsula Health Districts COVID-19 Briefing
  6. Modified In-Person Return-to-Learning Update
  7. Summer Capital Projects
  8. WHRO Update
  9. Addressing HCS Learning Loss 2020-2021 SY Mathematics
  10. Climate and Culture: Building Positive Relationships, Classrooms and Schools
  11. HCS Program Athletic Update
  12. Building a Literacy Community: Reimagining English Language Arts Instruction for 2020-2021
  13. Teaching & Learning: Return to School Update
  14. Collective Bargaining
  15. Inclement Weather Protocol Update
  16. Superintendent's Proposed Budget 2021-2022
  17. 2021-2022 School Calendar and 2022-2023 Planning Calendar
  18. One Division, One Transformation: The Next Phase of Early Literacy Development
  19. One Division, One Transformation: Next Steps for Strategic Plan 2026
  20. FY 2020-2021 Budget Update: Fund 60 Reimbursable Projects
  21. 2021-2022 Student's Rights & Responsibilities Handbook Revisions
- Celebrated the inaugural wall-to-wall Academies of Hampton graduates, who walked across the stage prepared for success in careers, lifelong learning, and life.
- Celebrated the 26 inaugural Academy of the College Experience graduates who walked across the stage to receive their college diploma already college graduates.
- Celebrated the real-world implications of a challenged-based learning experience, as students from the Academy of Law and Public Safety partnered with the Hampton Sheriff's Office to research the readiness of students entering the field at the age of 18. Due to the study's findings, the requirement was lowered from 20 to 18.



- Partnered with the City of Hampton's Office of Youth Development and 20 local businesses who employed 34 students to cultivate professional and personal career aspirations aligned with their academy interests.
- Planned academy teacher industry site tours during the 2020-2021 year for teachers and business partners with the goal of teaching through an interdisciplinary lens for the 2021-2022 academic year.
- Partnered with 14 local businesses who presented Academies of Hampton students with a business challenge to solve. There were a total of 14 business challenges specific to each Academy, where teams researched the problem and came up with a solution which they presented to the business.



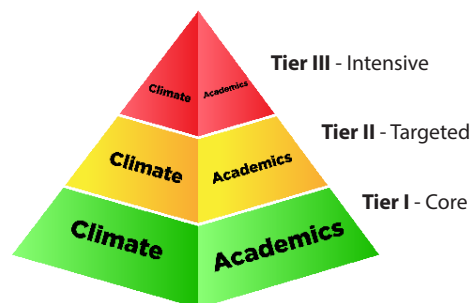
Academy	Business Partners	Challenge
Governor's Health Sciences	Professional Technical Learning Center, LLC	<i>Vaccination Nation</i> How can millennials (23-38) be informed and empowered regarding the facts of the COVID-19 vaccination in order to ease their fears?
Law and Public Safety	Hampton Police Department	<i>Crime Files</i> What are the best resources and practices for educating Hampton citizens about the recent rise in vehicle thefts and how do we protect their property from potential crime?
Transportation, Analytics, Information, and Logistics	ODU Space Grant Consortium/VDOT	<i>Drone Soar!</i> How can technology be utilized to evaluate potential locations for electric vehicle charging stations?
Media Arts and Design	City of Hampton Economic Development	<i>MAD about Business!</i> How can media be utilized to spotlight opportunities available to young entrepreneurs in Hampton Roads?
Technology and Engineering	ECPI	<i>Breathe Easy</i> How do you engineer a prototype that transforms a manual resuscitator into a functional low cost ventilator?
Health, Human, and Financial Services	Versability	<i>On My Own, Earning My Way</i> What should the design of a recruitment and employment model for Versability targeting HCS students with disabilities (18-21) look like?

Maritime	Youth Sailing	<i>Shore to Sail</i> What are the components of a basic water safety and sail boat program that Maritime students can embed into a youth sailing cadet program?
Architecture, Environment, and Engineering	VDOT	<i>Drone Soar!</i> How can technology be utilized to evaluate potential locations for electric vehicle charging stations?
Teaching, Education, and Learning	Downtown Hampton Child Development Center	<i>The Little Genius</i> What are the design components that can lead to exciting and creative science activities that can be integrated into the PreK curriculum?
Entrepreneurship and Information Design	Gather	<i>Collaborate to Make It!</i> What are the elements of a design of an entrepreneur and innovation center, using a co-working hub concept, to stimulate small business opportunities for young adults?
On Stage: Performing Arts	Rainbow Puppets	<i>Behind the Scenes</i> How can one create an adaptive performance and puppetry design for the story Jack and the Beanstalk?
Academy of Cybersecurity, Engineering, and Robotics	ECPI, Spectrum	<i>Breathe Easy</i> How do you engineer a prototype that transforms a manual resuscitator into a functional low cost ventilator?
Academy of Hospitality and Tourism	Sinful Treats	<i>Turn up the Heat</i> What are the components of a social media campaign that effectively promote and lead to the creation of a new, creative bakery item?
Academy of Digital Video Production	SKY-4 TV	<i>A Brand New Story</i> How can one create and showcase a media advertisement approach that uncovers the magic behind a successful business in today's environment?

- Facilitated and conducted virtual 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 2020, August 2020, December 2020, June 2021, and August 2021).
- Established the expectation that all HCS families would have access to high speed internet services to ensure

active student participation and engagement when the need for virtual learning arose. As a result, all HCS families had access to high speed internet services.

- Worked to ensure adequate funding was allocated to support a high quality teaching and learning environment in a virtual setting. As a result, Chromebooks were secured for all students in grades PreK-12, and teachers were provided the necessary tools to plan and deliver high quality lessons in a virtual setting.
- Established the expectation and culture for proactively designing and implementing an alternative learning virtual landscape for teaching and learning in HCS. To this end, all of the necessary resources were secured and professional learning provided in support of a successful implementation.
- Continued the implementation of a multi-tiered instructional model that outlines the academic, as well as the climate and culture, division-wide expectations with delineated resources. The division's 2020-2021 professional development sessions were aligned to this instructional model. Emphasis has been placed on reading in the primary grades; social and emotional learning; and opportunities, supports, and outcomes for all students.
- 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, ongoing meetings are held with the *Academies of Hampton* director to ensure continued executive level leadership support of this important high school transformation.
  1. Initiated plans for the work associated with the creation of a steering committee gap analysis to deepen community reach with academy and pathway alignment.
  2. Increased membership on various advisory boards through networking opportunities created by serving on other community boards.
  3. Ensured financial resources were allocated for redesigning learning spaces (e.g., BHS Courtroom, BHS Health Science Lab, KHS Entrepreneurial Lab). These learning spaces were transformed and reconstructed during summer 2020.
  4. Created plans for the PHS Culinary Lab for the construction that would commence during the summer of 2021.



## 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. Initiated planning to implement interdisciplinary teaching in all high schools beginning with the 2021-2022 school year.
  2. Trained all HCS teachers on Virtual Classroom Management, Engaging Lessons for Virtual Instruction, Zoom, Google Classroom, Google Calendar, and ParentSquare.
  3. Worked to ensure the creation of a K-8 library of lessons for synchronous Zoom instruction to facilitate high levels of digital engagement for virtual learning.
  4. Established the expectation for the implementation and training for all middle and high school teachers

on concurrent hybrid methodologies (teaching virtual learners and in-person learners simultaneously) and tools. This included training teachers on Swivls and webcams and providing strategies for successfully teaching both in-person and online students at the same time.

5. Established the expectation for a Virtual Help Desk that allowed teachers to log in throughout the day to receive immediate support for instructional technology.
  6. Continued to train teachers and staff on best practices in the area of early literacy.
  7. Ensured continued collaborative training between special education teachers and regular education teachers in the areas of English and mathematics.
  8. Continued training in all high schools to support implementation of effective teaming practices for each academy.
  9. Continued to train teachers in the area of social and emotional learning.
  10. 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 facilitated monthly meetings with staff throughout the school year with an emphasis on language arts and mathematics.
  - Established the expectation of partnering with Cox Communications to ensure families eligible for receiving high speed internet services at a reduced rate via the company's Connect2Compete program would be able to have members of the HCS Information Technology team serve as a liaison between families and the company. This process helped to streamline connectivity and resulted in requests being carried out in an expediated manner.
  - Established the expectation that select school parking lots would serve as Wi-Fi hotspots for families. As a result, HCS Information Technology staff worked during the summer months to install long range capacity Wi-Fi devices in the student parking lots of Hampton High School and Phoebus High School, as well as many of the elementary school parking lots. This resource was deployed to assist select families who were in the process of securing internet services in the home and helped to ensure internet access at the beginning of the school year.
  - Ensured that a portion of the CARES Act funds were set aside for the purchase of additional Mi-Fi devices that could be made available to families that did not qualify for the Cox Connect2Compete program yet were in need of high speed internet service. Approximately 500 Mi-Fis were provided to families during the 2020-2021 school year.
  - Ensured that a plan was developed for the effective and efficient use of American Recovery Act funds in the amount of \$54.8 million.
  - Continued to ensure that throughout the division there was consistent staff use of the HCS Response to Intervention (RtI) Database, particularly as it relates to monitoring the reading progress of students in grades PreK-8.





- Ensured the use of the HCS RtI Database across all four high schools to track and monitor key academic and non-academic indicators related to students success, to include on-time graduation. Students with high-risk points met 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 FY2021 budget development process.
- Continued to support a gradual release professional development series that protected the *Academies of Hampton* implementation (e.g., master schedule, community-connected interdisciplinary teaching and learning, business partner integration, leadership development for executive principals and academy principals).
- Established the expectation that the division would begin to align our middle school work with the Portrait of a Hampton Graduate with the understanding that the visioning and framing sessions would commence in 2021-2022.
- Continued to provide a Guaranteed & Viable Curriculum through curricula rewrites. To assist teachers in planning for the delivery of instruction in a virtual setting, daily lessons were created for a significant number of courses and grade levels via Google Slides. The lessons enabled teachers to spend less time planning for the content portion of instruction and more time collaborating with other teachers on strategies for engaging learners in a virtual setting. Additionally, initial planning to address unfinished learning of specific skills began with implications for curricula revisions for the 2021-2022 school year.
- Ensured continued implementation of the division's supplemental phonics program in all elementary schools. 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.
- Continued to establish the expectation that professional development training is 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 2020-2021 school year.
- 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).
- 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 continued to participate in a professional development training series that focuses on building school leaders' skill sets in observing teachers and providing feedback for instruction observed during the literacy block of instruction.



- 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 chiefs 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 maintain the expectation, as outlined in the superintendent's areas of focus, that lesson design and delivery include evidence-based instructional strategies. As such, a training program was created during the summer months of 2020 to ensure that all HCS teachers would be equipped to incorporate sound pedagogical practices in a virtual learning environment. The training was first delivered to teachers during teacher pre service in August 2020 and continued throughout the 2020-2021 school year.
- 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 chiefs of school leadership, met with principals and curriculum leaders throughout the 2020-2021 school year to ensure best practices were noted and shared divisionwide.
- Conducted the 2020-2021 Ford Next Generation Learning Midyear Review that elicited the feedback from students, teachers, administrators, and community partners.
- Continued to facilitate Steering Committee meetings with the city manager to ensure that the *Academies of Hampton* remain in the forefront of our decision-making. For the 2020-2021 school year, the first Steering Committee meeting was held on December 7, 2020. During this meeting, the new Business Partner Integration strategy and process was presented.
- Established the expectation that the Freshman Academy principals would meet on an ongoing basis to review student achievement success indicators. The Freshman Academy Leadership Team continued to meet on a monthly basis. The indicators of success continue to be 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.
- Continued to serve on the GO Virginia Council and to provide staff with research data to assist with the design of future academies.
- Ensured that a strong partnership with Thomas Nelson Community College (TNCC) remains 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*. Dr. Porter Brannon was on-boarded to Hampton City Schools and the *Academies of Hampton*. The partnership was solidified by TNCC becoming the inaugural named partner for the Academy of the College Experience.
- Formalized the Academies of Hampton Business Partner Integration Plan that consists of recruitment, retention, onboarding, data collection, and celebration strategies.
- Continued with the expectations that resources are added 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.



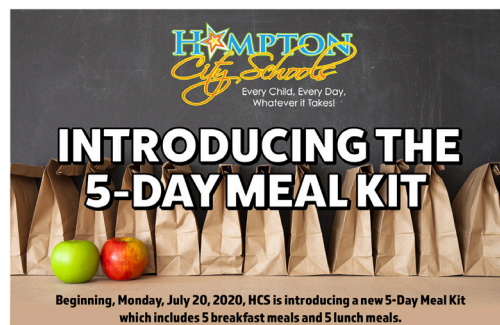
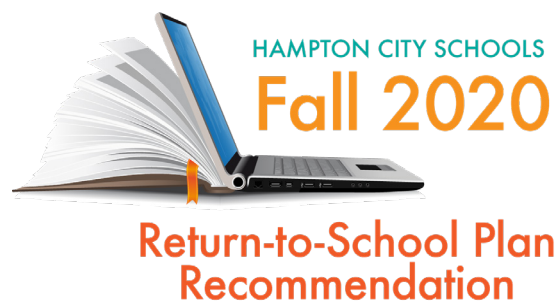
FORD  
NEXT GENERATION  
LEARNING



Hampton, Virginia

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 was initiated and reported to the Board during the fall of 2020. The Board was provided with a comprehensive report which detailed select accomplishments related to the HCS 2015-2021 Strategic Plan and opportunities as a springboard for the development of the HCS 2021-2026 Strategic Plan.
- 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.
- Continued to communicate the expectation of creating meaningful ways to engage parents as partners in the virtual learning process. In addition to the continued implementation of a parent support hotline to address questions and/or concerns related to virtual learning, families were provided access to a variety of virtual workshops where training was designed to support families to ensure student success in a virtual learning platform.
- Continued the expectation for the creation of 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.
- Set the expectation that alternative meal sites were established and maintained within our division in which young people could access healthy meals throughout the city and that a communication plan existed. Also, additional sites were added during the 2020-2021 school year.
- Supported the continued implementation of a Return-to-School planning task force that provided the specific details associated with a multiphase approach for opening the 2020-2021 school year.



## Instructional Leadership

- Supported the implementation of Discovery Education, a web-based solution for providing engaging science activities in a virtual setting. This resource was piloted during the 2019-2020 school year and was embedded into the science curriculum for grades kindergarten through 12 during the 2020-2021 school year.
- Supported the implementation of Lit Pro, a web-based reading assessment platform which provides over 2,000 diverse electronic texts. This reading resource was utilized in grades kindergarten through Grade 8 during the 2020-2021 school year. Feedback from students and teachers has led to its continued implementation as a resource for in-person learning for the 2021-2022 school year.
- Established the expectation that instructional walkthroughs would still take place during the school year, albeit in a virtual setting. The deputy superintendent for curriculum, instruction, and assessment worked

alongside the chiefs of school leadership to create walkthrough calendars and schedules to monitor teaching and learning in a virtual setting.

- 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.
- Established the expectation that teachers in the elementary grades received professional learning related to teaching reading instruction in a virtual setting as well as how best to provide support to struggling readers above and beyond the school day. This training also led to the creation of a website for elementary teachers that contained a variety of resources for teachers to access, including strategies related to research-based practices for addressing at-risk readers in a virtual setting.
- Set the expectation for a process to be created that would ensure books and supplies were made available to all students while instruction occurred in a virtual setting. This process involved the use of the HCS Transportation Department as well as the creation of “parent pick-up sites” at various locations throughout the city.
- 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 Expected Student Achievement Outcomes and priorities.
- Continued to implement the three-year professional development plan aligned with the HCS Strategic Plan 2015-2021, superintendent’s areas of focus (Look, Listen, and Learn Report), and the expected student achievement outcomes.
- 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, assists schools in their efforts to check for student understanding in a variety of modes--a balanced approach to assessment.
- 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.
- Set the expectation to begin the process of aligning the elementary and middle school levels with the Portrait of A Hampton Graduate.





# Create Safe, Nurturing Environments

- Ensured that climate coach and administrator training focusing on safe and nurturing environments was provided throughout the 2020-2021 school year. The training opportunities are denoted below.

## August 2020

The following were areas of focus:

- Introducing the Social Emotional Learning (SEL) Re-Entry Framework
- Providing resources for supporting Tier I behaviors in a virtual environment

## October 2020

The following were areas of focus:

- Maslow Before Bloom
- Adult SEL
- What's In My Control?
- Idea Sharing

## February 2021

The following were areas of focus:

- Introduce Panorama SEL student survey
- Overview of survey
- How the data can be used
- Implementation schedule
- Planning for the remainder of the school year



- Continued to emphasize the implementation of the division's three-year Social Emotional Learning Strategic Plan. (The full plan can be located in the appendix of this document.)

The following were areas of focus:

- Ensure equity-based practices supported with SEL strategies
  - Implement SEL signature practices
  - Share SEL best practices
  - Develop SEL coaches/PD providers
  - Continuation of SEL embedded across curriculum
  - PreK-12 SEL standards adopted following development from VDOE
  - Implement student SEL assessments in grades 3-12
- Ensured time was allotted for 19 training sessions on Social Emotional Learning throughout June 2020-August 2020.
    - Transitioning Back to Learning: Social Emotional Learning Implications
    - Social Emotional Learning: Strategies to Create Connections
  - Continued to support summer professional development for teachers through Rejuvenate to Go!. A virtual conference with 21 concurrent sessions focusing on cultural competence, equity, and trauma informed care was held.



- Established the expectation for the sharing of best practice in SEL. To this end, an SEL Exchange took place 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 10 new ideas to implement.
- Ensured that SEL resources remained updated. To this end, the division's SEL Toolkit was revised in August 2020 to include resources for all five SEL competencies as well as three Signature SEL Practices.
  - Welcoming Activities
  - Engaging Practices
  - Optimistic Closure
- Partnered and planned with Panorama Education to administer a student SEL competency self-assessment for all students in grades 3-12. Baseline data collected in spring of 2021
- Remained abreast of the HCS Comprehensive System of Care and the adjustments made to enhance this system. This framework helps guide schools in identifying and creating interventions and supports for students in the areas of attendance, social emotional wellbeing, and instruction.
- Established the expectation for a HCS five-year capital improvement plan and advocated for funding which allowed for the following capital improvement projects during the 2020-2021 school year:
  - Renovated Cooper Elementary School. The renovation covered approximately 59,000 sq. ft. of space.
  - Replaced Langley Elementary's School's fifth, sixth, music, and physical education PCs with one new single structure containing 10 new classrooms, centralized hallway, student and faculty restrooms, new sidewalks, and landscaping. Additionally, each room was supplied with new furniture for teachers and students, touch screen Promethean Boards, bulletin boards and white boards.
  - Completed extensive renovations of Hampton High School and Bethel High School media centers.
  - Renovated the gymnasiums at Hampton High School and Jones Magnet Middle School. These spaces received LED lighting, paint, score boards, new wood floors, and basketball backboards and goals.
  - Replaced gymnasium bleachers at Hampton High School and Bethel High School with new motorized modern bleachers, meeting all safety and ADA requirements, and customized in school colors and logos.
  - Removed Kecoughtan High School's hallway lockers throughout the building and installed new walls. These walls were lined with ceramic, helping modernize the appearance of the school's hallways. Additional hallway tile work was completed at Kilgore Gifted Center, Eaton Middle School, and Cooper Elementary School.
  - Installed new storefront windows at Jones Magnet Middle School, Kilgore Gifted Center, Hampton High



School Auxiliary Gymnasium, and Phoebus High School Gymnasium.

- Replaced interior storefront walls and doors throughout Kecoughtan High School helping to improve security and adding to the general modernization of the building.
- Painted interior and exterior areas at the following schools: Cooper Elementary School, Kilgore Gifted Center, Hampton High School, Bethel High School, Kecoughtan High School, Jones Magnet Middle School, Eaton Middle School, Aberdeen Elementary School, Armstrong School for the Arts, Forrest Elementary School, Langley Elementary School, and Machen Elementary School.
- Received an entire roof replacement at Mary W. Jackson Elementary.
- Upgraded six school marques with new brick monuments, digital signs, electrical supply, and new school names and logo signage.
- Conducted extensive HVAC renovations at Mary W. Jackson Elementary School and Cooper Elementary School, both receiving new state-of-the-art heating and cooling systems with fresh air intake systems, meeting all ASHRAE standards. Additional, HVAC upgrades were conducted in the media centers of Hampton High School and Bethel High School.
- Renovated the Culinary Arts Program at Phoebus High School. These extensive renovations included:
  - A complete redesigned of three culinary classrooms with new flooring, furniture, digital camera displays, instructional cooking areas, new white boards and digital Promethean Boards.
  - A complete redesign and expansion of the food preparation areas. These improvements added numerous food preparation and instructional areas within the kitchen space. Significant improvements were made to the kitchen's exhaust system and new stoves, grill tops, deep fryer, refrigerators, and freezers were installed.
  - A complete redesign and expansion of the restaurant space (Blue Phantom Inn) was conducted. Improvements included new flooring, decorative ceiling and LED lighting, painting, and new dining furniture throughout the space.
- Repaved parking lots and bus loops at Cooper Elementary School, Jones Magnet Middle School, and Kilgore Gifted Center.
- Renovated restrooms throughout the district with 20 restrooms being completely renovated with new lights, ceilings, plumbing, ceramic tile, stalls, and new fixtures throughout.
- Upgraded old water fountains throughout the district with over 40 water fountains being replaced with modern bottle filler fountains.

## Organizational Leadership and Safety

- Articulated the expectation that school leaders and staff members receive training based on the three C's for re-entry (e.g., community, consistency, and connection). School leadership teams were asked to focus on the key components of building relationships, setting high expectations and engaging all students.
- Articulated the expectation of ongoing training of school security officers in support of safe and nurturing learning environments.

- Established the expectation for planning and implementation of middle school sports, to include the allocation of fiscal resources.
- Remained engaged and in support of the Tiered System of Support to ensure consistent implementation of aligned academic, culture and climate initiatives with a focus on mental health and wellness. Initiatives in the area of mental health and wellness to include the following:
  - Launched a clinical-based team of school social workers who will provide services to small groups or individual students at all schools.
  - Supported budget requests of five additional counseling positions, two additional social work positions, one mental health specialist, one intensive intervention coordinator.
  - Encouraged and supported creation of a unique collaboration with the Hampton/Newport News Community Service board to bring out patient therapy to schools.
  - Supported Mindfulness in Schools training for at least one counselor in each building.
- 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 school year, the student support team provided training for all administrators as part of a leadership summit with a focus on student attendance and engagement during virtual instruction. In addition, general meetings were held with building level principals and assistant principals. Principals participated in additional sessions to support social emotional learning and leading a positive school climate. Principals were provided with resources to analyze and use student SEL survey data following the implementation of the spring 2020 survey. Leadership teams were encouraged to create school goals using SEL survey data.
- Set the expectation and secured funding to implement a technology security refresh of internal/external systems at various school locations.
- Continued to ensure 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 maintained.
- Established the expectation for the development of an HCS Critical Incident Stress Management Team (CISM).
  - Facilitated collaboration with Hampton Police Department to begin framework for the team.
  - Set expectations of team implementation by school year 2021-2022.
  - Set expectation of CISM framework to begin with HCS staff and a similar model to be used in planning for student needs.

## Attract, Develop and Retain Exceptional Staff

- Ensured the development of the annual budget focus and processes directly supported areas of the Hampton City Schools 2015-2021 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.
- Continued to invest significant funds in the teacher salary scale. In addition to the 5% across the board in-



crease that was approved for all employees, an additional \$1.4 million was added to the teacher scale.

- Teachers on steps 1-14 received an additional \$500.
- Teachers on steps 15-29 received an additional \$1,000 .
- Since FY17 an additional \$3 million has been invested in the teacher scale.
- Ensured the allocation of an additional \$2.5 million to provide market adjustments, increased our minimum wage to \$10 per hour, reclassified positions and reinstated supplements for a wide range of employee groups:
  - Bus drivers and attendants received an additional \$2 per hour (\$644,000).
  - School technology specialists, school maintenance staff and auto mechanics received an additional \$1.5 per hour (\$183,000).
  - Instructional assistants, secretaries and school security officers received an additional \$1 per hour (\$657,000).
  - Instructional coaches and administrators received market adjustments that totaled \$354,000.
  - Minimum wage adjustments totaled \$37,000.
  - Schedule adjustments and 12% restoration of athletic and co-curricular supplements totaled \$650,000.
- Created an opportunity to offer an appreciation \$750 after tax bonus to all employees in February 2021 in recognition of the extraordinary circumstances all employees experienced during the 2020-2021 school year. The total cost of the bonus was \$3.5 million.
- Ensured the proposed FY2022 budget provided for a true unencumbered raise for all employees by absorbing the total cost of the health insurance increase. 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.
- Established the expectation for the increased number and types of self-care resources available to employees. Examples include, but are not limited to:
  - COVID Testing from school nurse referrals at the Employee Health & Wellness Center (Healthy Aging, ongoing, all employees and HCS students)
  - Mindfulness Challenges (Mental Health Care/Mindfulness Practices/Quality Sleep)
  - Vaccines at Employee Pharmacy
  - Virtual Garden Workshops
- Encouraged an increased online presence and use of digital recruiting resources in order to recruit highly qualified employees.

## **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 FY2022 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. This website continues to house all of the resources that have been curated and created to support the work associated with social and emotional learning and is updated each school year.

- 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.
- 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

- Continued to support a welcoming environment in every school and department with an intentional focus on customer service for all staff as identified in a rolling three-year customer service plan.
  - August 2020 - Supported annual customer service professional learning for all departments, and added division expectations to on-boarding and beginning of school year meetings
  - October 2020 - Participated in a virtual conference for front line staff *The Simple Truth of Service*
  - Spring of 2021 - Continued to recognize each support staff employee of the year through a recognition process





## Communication and Community Relations

- Provided an update about our journey of achievement as well as the division's focus on equity and social emotional learning during the November 2020 Community Priorities Workshop and sought input from event attendees regarding systems and structures to support the division's work.
- Continued to represent the school division by speaking and presenting at various community events to include, but not limited to, the following:
  1. Legislators Roundtable
  2. Goodwill - Mission Advancement
  3. Facebook Live with Mayor
  4. Hampton Council - PTA
  5. African American Superintendents Council
  6. Hampton State of the City
  7. Coliseum Business Roundtable
  8. Virginia Ship Repair Association
  9. Wythe Exchange Club
  10. Civic Leadership Institute
  11. Hampton Rotary Club
  12. Delta Day
  13. Legislators 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 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. C&F Bank Board of Directors
  3. Sentara Healthcare Board of Directors
  4. GO Virginia Hampton Roads Regional Board
  5. Virginia Air & Space Science Center Board of Directors
  6. YMCA Board of Directors
  7. Smart Beginnings of the Virginia Peninsula Board of Directors
  8. Region II Superintendent Study Group Legislative Representative
  9. Past President of the Virginia Association of School Superintendents
  10. Hampton Rotary Club
  11. Williamsburg Health Foundation (past chair of the Governance and Nominations Committee, past vice chair and chair of the Board of Trustees)
- 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.



- Implemented a new robust communication platform to connect via email, phone, text, or app notification. This platform, ParentSquare, allows Hampton City Schools to unify all parent communication from the division, schools, classrooms and school activity groups under one umbrella providing a “one stop shop” for school communication. Parents/guardians are able to keep track of news, activities and events from all their children’s schools in one place. ParentSquare is available for staff and parents to use on their computers or mobile devices. School staff and parents can engage in both one-on-one and group messaging with real-time language translation.



- Over 27,000 parents subscribed
- Nearly 347,000 messages sent (i.e., posts, alerts, direct messages)
- Has improved 1000’s of contacts

- Created a 2020-2021 Return-to-School website that provides up-to-date information on the following:

- Operating Phases
- Health Mitigation Strategies
- Protocols and Expectations
- Disinfection and Precautionary Measures
- Student/Parent/Guardian Expectations and Agreement
- COVID-19 Dashboard
- Student/Employee/Visitor Health Questionnaires
- Internet Access Assistance
- Digital Learning and Chromebook Zone



- Continued to expand the marketing of Hampton City Schools by highlighting events and successes in the division as well as provide timely information to stakeholders through different means of media (e.g., print, social media, digital media) to include, but not limited to the following:

- Web Briefs - 208 briefs
- Email Extras - 33 editions
- Be Safe, Be Well, Be Informed Staff E-newsletters - 29 editions
- YouTube - 126 videos
- Facebook - 1,200 posts
- Participated in two Facebook Live sessions hosted by the city of Hampton
- Hosted one Facebook Live session regarding HCS 2020-2021 Return-to-School Plan
- Twitter - 611 tweets
- Instagram - 256 posts
- Ads (e.g., Daily Press, Virginia Living, 200+ Men, electronic billboards) - 12
- Featured HCS Stories (e.g., television and print media) - 66

- Partnered with Cox Communications to highlight the company’s Connect2Compete program that provides families who qualify for internet services at a reduced rate.

## Engagement

- Served as the president of the Virginia Association of School Superintendents.
- Served on the state superintendent’s return-to-School Task Force.
- Invited to participate as a member of the Virginia Department of Education’s Equity in Education 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.
- Remained 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, January 2020, July 2020, and January 2021.

## 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 received approximately \$1.4 million to support the *Academies of Hampton* for extending learning. Additionally, HCS was awarded nearly \$2 million 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. To date, we received an additional \$7.2 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.

## Divisionwide Student Academic Progress

- Maintained a rating of 100% of the division's schools accredited without conditions.
- Posted the highest on-time graduation rate of 96.18% since 2008, exceeding the state average.
- Recorded the lowest dropout rate of 1.20% in two decades which is below the statewide average of 5.14% and the lowest of the 15 school divisions in our region.



- Experienced a momentous time in history for Hampton City Schools, as part of the *Academies of Hampton* inaugural class of 2021, twenty-six students from the Academy of the College Experience graduated from Thomas Nelson Community College with an associates degree before walking across the stage and receiving their high school diploma.
- Initiated an expanded dual enrollment opportunity with Thomas Nelson Community College that enabled 25 rising sophomore students to gain access and earn dual enrollment credits on the community college campus .
- Increased dual enrollment credit hours by 753% over the past five years, totaling 14,348 credits taken since 2015-2016. Saved students and families approximately \$2.2M in Virginia Community College System tuition and equivalent to a total cost savings of over \$14.7M at a four-year college or university.
- Earned 2,282 industry credentials across 59 different industry pathways for the 2020 cohort.
- Named for the third consecutive year to the Virginia Living Magazine Top High Schools and Colleges List.



# APPENDIX

## Social Emotional Learning Three Year Plan

Momentum Year 2 2019-2020	Refinement Year 3 2020-2021	Focus Year 4 2021-2022
<ul style="list-style-type: none"> <li>Identify SEL promising practices</li> <li>Develop measurable outcomes</li> <li>Identify gaps/needs with SEL implementation</li> <li>Continuation of SEL embedded across curriculum</li> <li>Focus on restorative approaches through the lens of SEL</li> <li>Provide rubrics for assessing SEL</li> </ul>	<ul style="list-style-type: none"> <li>Ensure equity based practices supported with SEL strategies</li> <li>Implement SEL Signature Practices</li> <li>Share SEL best practices</li> <li>Develop SEL coaches/PD providers</li> <li>Continuation of SEL embedded across curriculum</li> <li>PreK-12 SEL Standards adopted</li> <li>Implement student SEL assessment 3rd-12th grade</li> </ul>	<ul style="list-style-type: none"> <li>Utilize student SEL assessment data to drive interventions and growth</li> <li>Strengthen the equity lens for creating a safe and nurturing environment enhancing SEL skills for all stakeholders</li> <li>Implement quarterly equity and SEL learning exchanges</li> <li>Conduct SEL walkthroughs</li> <li>Launch SEL Summer Learning Conference</li> </ul>
School Climate, Curriculum, Teaching and Learning		

Refinement Year 3 2020-2021	Focus Year 4 2021-2022	Action Year 5 2022-2023
<ul style="list-style-type: none"> <li>Ensure equity based practices supported with SEL strategies</li> <li>Implement SEL Signature Practices</li> <li>Share SEL best practices</li> <li>Develop SEL coaches/PD providers</li> <li>Continuation of SEL embedded across curriculum</li> <li>PreK-12 SEL Standards adopted (VDOE developing)</li> <li>Implement student SEL assessment 3rd-12th grade</li> </ul>	<ul style="list-style-type: none"> <li>Utilize student SEL assessment data to drive interventions and growth</li> <li>Develop measurable outcomes for SEL including short and long range goals</li> <li>Strengthen the equity lens for creating a safe and nurturing environment enhancing SEL skills for all stakeholders</li> <li>Unpack and utilize VDOE SEL Standards</li> <li>Conduct SEL walkthroughs</li> <li>Launch SEL Summer Learning Conference</li> </ul>	<ul style="list-style-type: none"> <li>Implement action plan designed to reach SEL measurable outcomes</li> <li>Continue to administer SEL self-assessment grades 3-12</li> <li>Implement professional learning with reflection about their own social, emotional and cultural competencies</li> <li>Create SEL sample indicators and performance rubrics based on walkthroughs for the teacher evaluation.</li> </ul>



## The Hampton City School Board

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**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.