Every Child, Every Day, Whatever it Takes!

HCS On the Move!

HAMPTON CITY SCHOOLS
SUPERINTENDENT'S
Year In Review
September 2019

Submitted by:

Dr. Jeffery O. Smith

SUPERINTENDENT

September 12, 2019

Dear Community Members:

This report contains information relative to the progress and accomplishments made during the 2018–2019 school year. We have made considerable progress toward accomplishing student achievement priorities.

The goals for the 2018–2019 school year were within the areas of early literacy and college, career and academy awareness at the elementary and middle school levels. I have reported on these goals separately. Given the action steps associated with meeting and exceeding student achievement goals are continual in order to institutionalize through a systems approach, you will observe this report reflects our important work.

It remains an honor to not only serve the Hampton City community but to work alongside a talented and committed staff.

Please know 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

Goal One:

The superintendent will provide the necessary leadership for continued development and implementation of structures and supports that will expand and institutionalize effective early literacy practices.

We are in the third year of development of this goal. We have begun to put in place various programmatic structures to ensure a systematic approach to early literacy development throughout the school division. One instructional process is the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) program.

The SIPPS program focuses on those foundational literacy skills where decoding, encoding and sight words are explicitly taught. These skills are vital for students to become fluent readers who comprehend what they read.

Three-Year School Induction Process:
SY 17-18 - Forrest, Machen, Smith, Booker, Tyler, Kraft, Burbank, and Langley
SY 18-19 - Bassette, Cary, Aberdeen, Phillips, and Armstrong
SY 19-20 - Bryan, Asbury, Cooper, Phenix, Andrews, and Barron

The Phonological Awareness Literacy Screening (PALS) tool is used to help decide which students are tested and then placed into the SIPPS program. All students in grades K-3 take the PALS assessment in the fall and spring. When students are "PALS identified" they are considered not reading on grade level. PALS identified students are seen by Early Reading Intervention Assistants (ERIAs) or other reading staff in small groups as a Tier 2 intervention. SIPPS is an intervention that can be used to support students in need of Tier 2 intervention services.
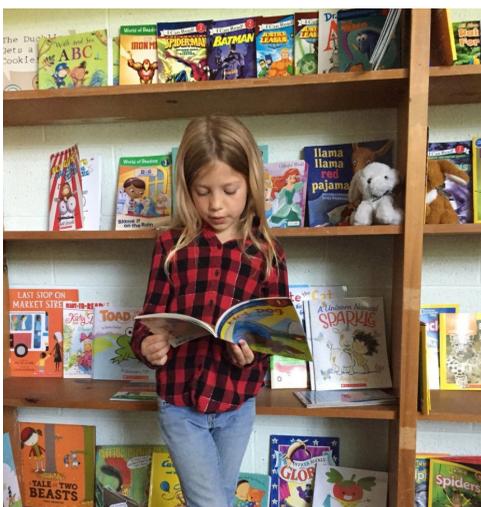
There is continuous progress monitoring of students both in tier 1 and Tier 2. Tier 1 uses the PALS screener, PALS quick checks, and running records. All data for this progress monitoring are recorded in the HCS Response to Intervention (RtI) Database. Tier 2 SIPPS mastery tests are administered either every five or ten lessons depending on the student's level as a reader. Mastery tests help determine whether the teaching pace is appropriate for the group, help teachers monitor students' mastery of phonics and sight words, and help to decide which students would benefit from extra practice. This information can also be found in the RtI Database.

Students participating in SIPPS see their classroom teacher for small group reading instruction five days a week. SIPPS participants are then pulled during an independent rotation period within the ELA block of instruction by a reading staff member (i.e., reading specialist, literacy support specialist, ERIA) for an additional 20 to 30 minutes of reading instruction in a small group of no more than five. This small group instruction occurs four or five days a week.

ERIAs (HCS currently employs 33 part-time early reading intervention instructional assistants) and other HCS literacy staff are provided robust professional learning. These staff members attend monthly webinars and receive observations and feedback. They also have modified lesson study experiences, as well as modeling, coaching, and co-teaching experiences.

512 students (table below) are participating in SIPPS during the 2018-2019 school year. 408 students participated in SIPPS during the 2017-2018 school year.

School	K	1	2	3
Aberdeen	0	11	15	0
Booker	0	9	20	19
Burbank	0	18	26	26
Forrest	0	16	15	0
Machen	0	13	18	15
Smith	0	11	17	0
Langley	4	12	28	12
Cary	0	0	0	0
Bassette	0	20	25	27
Phillips	0	21	26	11
Armstrong	2	17	2	4
Tyler	5	26	21	0

The Early Literacy Coach (funded via the PALS grant) is the person primarily responsible for conducting staff training and overseeing the day-to-day operations of the SIPPS program. This position, assigned to the English Language Arts (ELA) Department, is responsible for serving as a literacy expert by fulfilling roles in the areas of leadership, assessment, and instruction for Grades K-3 Intervention Staff. This staff member:

- Builds and monitors a comprehensive Early Literacy program with a focus on intervention

- Develops and implements instruction to meet the needs of developing readers

- Collaborates with the ELA Department, school-based staff, and literacy personnel to promote the research-based best practices for literacy and language arts

- Develops an action plan to identify needs, develop measurable goals, and organize action steps strategically
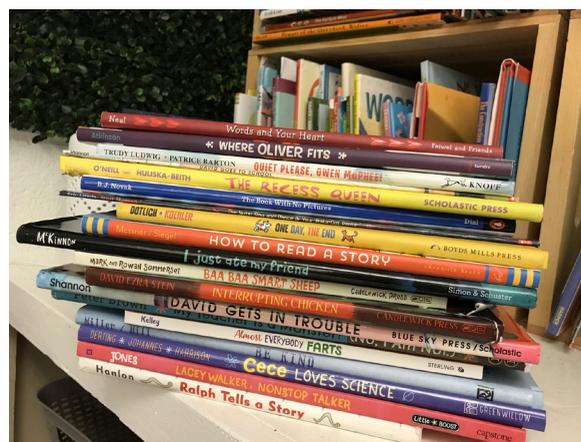
- Plans and delivers professional development according to the needs of each school

- Works collaboratively with a variety of school staff and supervisors

- Collaborates with the ELA Department staff to plan, coordinate, and conduct staff development for staff in early reading instruction and intervention

- Disaggregates and analyzes early reading data to direct decision-making in the ELA Department

- Collaborates with school and division literacy personnel to monitor early reading instruction and intervention and provide job embedded professional development support to instructional staff (grades K-3)

- Structures regular visits to elementary schools to model research-based intervention to staff

Program effectiveness will be assessed by analyzing PALS student performance data and by seeking stakeholder feedback (e.g., literacy staff, classroom teachers, building administrators). The first data analysis for the 2018-2019 school year will be run at the end of January 2019, following the administration of the PALS mid-year assessment. A second analysis will be run during May 2019, following the administration of the PALS end-of-year assessment. These analyses will compare the performance of PALS identified students receiving SIPS versus PALS identified students with similar score history profiles not receiving SIPPS. Both performance related to overall PALS benchmarks and subtests will be analyzed. Additional analyses will be conducted during November 2019, to determine whether the SIPPS intervention resulted in fewer students being PALS identified in the fall of the following school year.

Goal One: Early Literacy Progress Report

The superintendent will provide the necessary leadership to ensure continued development and implementation of structures and supports to expand and institutionalize effective early literacy practices.

(Indicator of Success No.1) Expand supplemental phonics program from 9 to 13 elementary schools to address students' deficits in reading.

HCS and the Center for the Collaborative Classroom partnered during the 2018-2019 school year to support the implementation of the Tier II program Systematic Phonological Awareness, Phonics, and Sight Words (SIPPS) through a combination of virtual and in-person sessions, regular check-ins, and resources local leaders used to facilitate on-site learning over time. This plan began with the assumption that effective professional learning is embedded in classroom practice and occurs every day as staff try new and proven approaches, observe students, and reflect on outcomes. Staff deepen their understandings about effective practice as they plan for, teach the lessons as intended, and reflect on each day of instruction. Professional learning opportunities associated with this initiative are outlined in the table that follows.

Professional Learning Experience	Description	Audience	Month
Reading Specialist Training (virtual session)	Participants will engage in sessions designed specifically for coaches, including topics such as: · Coaching Sessions · Observing and giving feedback · Support and refining planning and providing reading instruction	Reading Specialists	September 2018
Explore SIPPS User's Guide	Learn how the SIPPS print and digital components support planning, delivering, and assessing high-quality foundational skills instruction/ intervention.	Reading Specialists and Early Reading Assistants	September 2018
Online Resources on the Learning Hub – ccclearning-hub.org	Explore the digital resources available.	Reading Specialists and Early Reading Assistants	September 2018
Yr. 1 Schools: **Part 1: Understanding the Program and Getting Started**	Participants will understand the SIPPS program and lesson structure. Participants will learn how to use the program materials to prepare, plan and teach lessons. As they engage in the program materials, participants will plan designated lessons and experience modeling of key elements of instruction.	Administration, Reading Specialists and Early Reading Assistants	September 2018
Yr. 2 **Virtual Professional Learning Session**	Yr. 2 participants will gain a deeper understanding of the application to reading as outlined in the SIPPS lessons including the mastery assessments. Teachers will be guided to more closely examine the types of reading students are engaged in during SIPPS and consider the implications to reading across the day.	Reading Specialists and Early Reading Assistants	September 2018

Modified Lesson Study	Participants will engage with colleagues in classroom embedded professional learning that focuses on the following: · Understanding the instructional design of the curriculum · Planning lessons with students in mind - Planning for possible intentional instructional moves · Observing the planned lesson and collecting data · Reflecting on interpreting student data based on lesson focus · Discussing the instruction implications for planning	Administration, Reading Specialists and Early Reading Assistants	October 2018
Yr 2 Schools Webinar	Participants will engage with the multisensory handbook and practice how to give corrective feedback.	Administration, Reading Specialists and Early Reading Assistants	November 2018
Part 2: Strengthening Instruction and Decision Making	Challenge Level will be the focus. Participants will continue their learning from part 1 by reflecting on the current state of their implementation, consider how to use the data to make instructional decisions and learn more about making planning and in lesson decisions to intensify instruction.	Administration, Reading Specialists and Early Reading Assistants	December 2018
Ongoing Virtual Professional Learning Sessions	Topic based on needs determined during check-in meetings. (possible data discussion) PALS Data.	Administration, Reading Specialists and Early Reading Assistants	March 2019
End of year feedback sessions	District leadership/CC rep will meet with school teams to discuss student progress, teacher concerns and possible support for SY19-20.	Administration, Reading Specialists and Early Reading Assistants	May 2019

(Indicator of Success No. 2) Ensure appropriate professional development in support of building a strong early literacy program with fidelity of implementation as measured by student performance on PALS.

In collaboration with the HCS Special Education Department, HCS Title I Department, and other stakeholders, the HCS English Language Arts Department provided ongoing professional development in early literacy practices. The chart below details the ongoing professional development that was provided to multiple groups including administrators, literacy staff, special education staff, and teaching staff. A combination of virtual and in-person sessions along with regular check-ins at schools supported early literacy professional development. The goal is for school leaders and their teams to use this learning to facilitate on-site learning over time and sustain this for all students.

Professional Learning Experience	Description	Audience	Month
K-2 Small Group Instruction Overview	Lead into the work around small group instruction over the year including assessment to guide small group instruction and the stages of reader.	Administrators	August 2018
Emergent Reader	Participants will engage in activities that staff should be using at the small group reading table for emergent readers.	Administrators	October 2018
PALS Data and Beginning Reader	Participants will learn how to use PALS data to guide discussions with teachers about student progress while learning about the beginning reader.	Administrators	November 2018
Transitional Reader and Workstations	Participants will learn more about the transitional reader and what workstations should be seen in the classrooms.	Administrators	January 2019
Writer's Workshop	Participants will engage in activities to learn about writer's workshop and how to give teachers feedback.	Administrators	February 2019
K-2 Small Groups and Work Stations	Participants will participate in activities to learn about the stages of reader and workstations that are appropriate for grades K-2 students and how to set them up.	Teachers	Over the year
K-2 PALS	Participants will discuss PALS data and watch PALS webinars to support use of the data and instruction.	Teachers	Over the year
Grade 2	Participants will learn what Writer's Workshop is and how to set it up in their classroom.	Teachers	Over the year
K-2 PALS	Participants will engage in learning how to guide teachers through disaggregating and using the PALS data to guide instruction.	Literacy Support Staff	Monthly
K-2 Dyslexia Modules	Participants will learn about Dyslexia and how to work with students who have been diagnosed with Dyslexia.	Literacy Support Staff	Monthly
Workstations/Tier II and III	Participants will learn and create supports for workstations and Tier II and III instruction.	Literacy Support Staff	Monthly

Individual Work with Schools	Over the year, the ELA Curriculum Lead and Teacher Specialist along with the Special Education Department and Title I provided ongoing professional learning at schools. Plans were created and implemented with individual schools to support early literacy.	Staff	Over the Year

(Indicator of Success No. 3) Analyze performance data to determine effectiveness of program implementation and growth in student achievement.

The Phonological Awareness Literacy Screening (PALS) tool is used to help decide which students are tested and then placed into the SIPPS intervention. All students in grades K-2 take the PALS assessment in the fall and spring. All students in Grade 3 take the PALS assessment in the fall and only those third graders who are PALS identified take the assessment mid-year and in the spring. When students are "PALS identified" they are considered not reading on grade level.

PALS Data Analysis:

During the 2018-2019 School Year, HCS decreased the number of students PALS identified. In the fall of 2018, 20% of students in grades K-3 were PALS identified and in the spring of 2019, 15% of students in grades K-3 were PALS identified.

Kindergarten- Based upon the spring 2019 PALS Assessment, 85% of Kindergarten students are reading on grade level. There are five components assessed on the Kindergarten PALS Assessment: Alphabet Knowledge, Letter Sounds, Beginning Sounds, Rhyme, Spelling, and Concept of Word. As depicted below, a high percentage of students demonstrated growth in numerous areas. During the 2019-2020 school year, the English Language Arts Department will focus on Concept of Word instruction with administrators, literacy staff, and Kindergarten teachers. (The percentages in the table indicate the percentage of students in this grade level who met or exceeded the benchmark for each subtest.)

	Alphabet Knowledge	Letter Sounds	Beginning Sounds	Rhyme	Spelling	Concept of Word
Fall	48%	33%	50%	61%	21%	13%
Spring	94%	93%	96%	93%	87%	59%

First Grade- Based upon the spring 2019 PALS Assessment, 84% of Grade 1 students are reading on grade level. There are four components assessed on the Grade 1 PALS Assessment for the fall administration and three components for the spring administration: Letter Sound, Spelling, Word List, and Oral Reading. Please see the table below. (The percentages in the table indicate the percentage of students in this grade level who met or exceeded the benchmark for each subtest.)

	Letter Sound	Spelling	Word List	Oral Reading
Fall	30%	40%	17%	16%
Spring	Not Assessed	88%	71%	69%

Second Grade- Based upon the spring 2019 PALS Assessment, 82% of Grade 2 students are reading on grade level. There are three components assessed on the Grade 2 PALS Assessment: Spelling, Word List, and Oral Reading. Please see the table below. (The percentages in the table indicate the percentage of students in this grade level who met or exceeded the benchmark for each subtest.)

	Spelling	Word List	Oral Reading
Fall	23%	57%	56%
Spring	77%	88%	88%

SIPPS Comparison

In school year 2017-2018, schools that had students who received the SIPPS intervention had a higher percentage of students that went from being identified as PALS in the fall to not identified in the spring when compared to students who did not receive the intervention. For example, 41% of the students who received the SIPPS intervention were no longer PALS identified vs. 37% for students who did not receive the intervention.

In school year 2018-2019, schools that had students who received the SIPPS intervention had a higher percentage of students that went from being identified as PALS in the fall to not identified in the spring than students who did not receive the intervention. For example, 44% of the students who received the SIPPS intervention were no longer PALS identified vs. 35% for students who did not receive the intervention.

School Year	2017-2018	2018-2019
Non-SIPPS	37%	35%
SIPPS	41%	44%

Goal Two:
Elementary and Middle School College and Career Readiness Plan

The superintendent will provide the necessary leadership to ensure effective development of career and academies awareness at the elementary and middle school levels.

Below is an action plan that will be used to further develop the elementary and middle school college and career readiness divisionwide initiative.

Community and Stakeholder Input

Community input was solicited at the annual Community Priorities Workshop, which was held on Thursday, November 29, 2018. The workshop was modified to allow for broad-based input as a means of accomplishing the goal of developing a career and academies awareness at the elementary and middle school levels. At the workshop internal and external stakeholder input was gathered as the community members brainstormed and shared ideas regarding what strategies and initiatives, beyond those currently used in HCS, should be developed and implemented to create and expand career and college awareness and exploration for elementary and middle school students.

There were more than 120 participants representing a variety of community sectors to include students, parents, HCS staff, elected officials, city personnel, businesses, and realtors, as well as faith-based, military, education, civic social and non-profit organizations.
Additionally, the Out of School Time (OOST) staff members were charged with developing curriculum to support college and career awareness, as well as exploration experiences beyond the traditional school day. The OOST providers (internal and external) will have access to materials and training developed by a cross-functional team of the HCS staff.

In particular, the OOST team has focused its initial work around college and career awareness as well as exploration of academies and pathways in which young people lack sufficient knowledge and awareness of the current industry (e.g., transportation, logistics and maritime).

The following action plan represents the next phase of the college and career readiness program development at the elementary and middle school levels.

To date, all details of stakeholder input have been shared with the Division Leadership Team for the purpose of identifying and implementing programmatic ideas that will enhance this important work.

Division Readiness

The mission of the Hampton City Public Schools is: *In collaboration with our community, Hampton City Schools (HCS) will ensure academic excellence for every child, every day, whatever it takes.* The division's strategic plan focuses the important work of maximizing the learning for every child, and at the same time, creating safe and nurturing environments. The HCS College and Career Readiness Plan is set forth to increase relevance and engagement as well as incorporate youth development practices.

Students are more likely to be engaged and take
ownership of their learning if they have in place a network of adults providing consistent encouragement and feedback. Our ultimate goal is to prepare each child to leave HCS college, career and life ready. To this point, students will work to create personalized college and career paths. For example, each middle school student will explore at least two career pathways prior to entering ninth grade with the goal of supporting our students so that they are prepared for this college and career exploration, their academy selection and success

after graduation. HCS supports divisionwide implementation of Naviance, an online career-planning tool. Use of this planning tool will ensure that each student can set career goals after identifying their strengths and passions.

Key Performance Indicators (2018-2019)

Division/Central Office Metrics:
- Division staff will continue to schedule and provide professional development to staff to support the overall college and career readiness implementation plan
- Division staff will continue to monitor the number of staff trained and objectives accomplished

School Level Metrics:
- Schools will fully incorporate Naviance/Naviance Student into their counseling programs and utilize the Division Success Planner tasks to monitor and track student engagement:
  - 95% of elementary school students will be exposed to how school relates to work and college

  - 90% of students entering kindergarten in 2018-2019 will have an Academic and Career Plan Portfolio by the time they exit 5th grade
  - 85% of 6–12 graders will login to Naviance Student at least twice
  - 85% of 6–12 graders will complete all college and career planning activities outlined in the scope and sequence below
  - 95% of seniors will complete the Graduation Survey via Naviance
  - 45% of parents will login to view activities associated their student's academic preparation for college through Naviance Student

Elementary School

Grade K: At the completion of the 2018-2019 school year, kindergarten students will learn how dreams and possibilities may be related to careers. They will learn that people have different jobs. In addition, they will be exposed to a variety of jobs and careers. They will be presented with information on how people dream about getting jobs and how jobs become possibilities in our lives. Students will learn levels of schooling; elementary school, middle school, high school, and college. Discussions will center on the classes and courses that may be offered at these levels and what students are expected to learn at these schools. Students will learn what college is designed to do. Discussions will include that college is the level of school where students can enhance their strengths and make a plan to achieve the things they may have dreamed of that are possibilities. Students will learn that people pay for things with money, including education at the college level. All students in kindergarten will begin an Academic and Career Plan Portfolio (ACPP).

Grade 1: At the completion of the 2018-2019 school year, 1st grade students will expand on their knowledge of what a goal is and that people make goals everyday to achieve possibilities. Students will learn about specific jobs in their schools and that teachers/counselors also went to school and have favorite subjects. Students will learn that teachers/counselors went to college so that additional knowledge gained would help them to obtain these jobs in schools. The students will be exposed to the many colleges in the state of Virginia. Students will learn that jobs pay money to adults, which helps those adults pay for things they need or may want.

Grade 2: At the completion of the 2018-2019 school year, 2nd grade students will know the difference between short and long term goals and how breaking up goals makes achieving big things easier. They will learn that most adults have a job and it is chosen based on their strengths, values, attitudes, and beliefs. They will learn that most adults went to school and used their values, strengths, attitudes, and beliefs to grow as students and

individuals. Students will learn that jobs require different degrees and there are many colleges that offer those degrees. Students will find out who in their family and community attended college and why. Students will learn that adults make budgets and many people include college as part of their budget.

Grade 3: At the completion of the 2018-2019 school year, 3rd grade students will be able to set a school-based academic, behavioral, or personal SMART goal (i.e., Smart, Measurable, Attainable, Relevant, Time-based). They will learn that there are non-traditional jobs and new jobs created daily and more opportunities than before to find a career path that matches each student, and learn that jobs fall into a career cluster and that different academic subjects relate to each cluster. Students will learn that colleges have different attributes (e.g., public, private, degrees, tuition) in order to teach people with different strengths, values, attitudes, beliefs, and goals. Students will learn that different degrees and colleges cost different amounts of money.

Grade 4: At the completion of the 2018-2019 school year, 4th grade students will learn to revisit and revise goals based on possibilities and pursuits, learn personal strengths and assets and how using those can help the student achieve future success. Students will learn that some people choose careers to live certain ways and that careers have different salaries. Students will learn how different skills and education impact the jobs and possibilities that people have. Students will learn how college can help people to achieve their dreams and why they chose their college. Students will learn that there are many ways to pay for college.

Grade 5: At the completion of the 2018-2019 school year, 5th grade students will be able to group goals into an action plan and a plan of study for middle school, learn what career clusters might best suit the student based on interests and strengths, and learn what careers fit into each middle, high, and postsecondary pathway. Students will learn why certain colleges might be a better fit for them over others based on their strengths, goals, interests, attitudes, values, and beliefs. Students will learn that going to college can impact the student's income later in life, which may open up new possibilities in the future.

Elementary School Academic and Career Plan Portfolio Four-Year Action Plan

Overarching goal: All students entering kindergarten in the year 2018-2019 will begin to develop an Academic and Career Plan Portfolio (ACPP) to identify student interests, abilities and potential pathways and inform educational and career choices. The ACPP must be developed before the student exits the 5th grade and transitions to middle school.

Year I - Research and Planning (2018-2019): Research and acquire an electronic platform for elementary level students to use in creating an Academic and Career Plan Portfolio (ACPP).

Goal	Action Steps	Deadline	Evidence of Implementation
All elementary and PreK-8 school counselors will become aware and familiar with updates to Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA) (new regulations include elementary students creating an electronic portfolio by 5th grade)	• Information pertaining to updated regulations will be shared during Pre-service Professional Development (PD) sessions before the start of the school year	August 31, 2018	• Slide presentation • Meeting attendance sheets

Elementary and PreK-8 school counselors will research electronic platforms as well as other methods used to implement ACPPs in other districts and states	• Brainstorming sessions during monthly meetings • Research what neighboring districts are doing to meet this goal • Attend demonstration sessions of various platforms	January 31, 2019	• Notes from brainstorming sessions • Information from demonstrations • Dates of meetings and demonstrations attended
An electronic platform will be decided upon	• Notes and rating scales will be reviewed and a platform will be decided upon that is user-friendly and cost effective	February 15, 2019	• Survey results
All elementary school and PreK-8 school counselors will receive training in the decided upon platform	• Trainings will be both in-person and web-based to accommodate needs and availability • School counselors will learn how to set up portfolios • School counselors will learn how to upload documents into portfolios • School counselors will learn how to upload students into the system and create accounts for each student • School counselors will learn how to manage students and portfolios	March 31, 2019	• Training dates and sign in sheets
Schedules and timelines will be developed for activities, training, and implementation as well as communication with parents and guardians	• An implementation plan will be developed	June 2019	• Schedules and timelines
Increase awareness of the school counselor's role in student support	• Prepare, present and/or share information on the school counselor's role and responsibilities at various levels (elementary, middle, secondary)	Ongoing	• Copies of the presentations and agendas as well as materials shared out with various stakeholders

Year II - Testing and Piloting (2019-2020): Incorporate the Elementary School Academic and Career Plan Portfolio (ACPP) into the current K-12 College and Career Readiness Plan while collaborating with departments, classroom teachers, and media specialists for cross-curriculum integration, support and training.

Goal	Action Steps	Deadline	Evidence of Implementation
Continue to increase awareness of the school counselor's role	• Prepare, present and/or share information on the school counselor's role and responsibilities at various levels (elementary, middle, secondary)	Ongoing	• Copies of the presentations and agendas as well as materials shared with various stakeholders
Parents and guardians of 1st grade students will learn the purpose and value of ACPPs along with safety parameters of the electronic ACPP format	• Provide guidance document and training to elementary school staff and administration so that information can be shared with parents at back-to-school night • Provide guidance documentation and training to elementary school teachers at each school so that it can be shared via teachers/teams with parents during conferences and back-to-school night meetings or open houses	October 2019	• Copies of guidance document and of a distribution and share out plan
2nd and 3rd grade students pilot the online ACPP format	• Decide which classes in each school and grade level to pilot • During the 2019-2020 school year, students and teachers will pilot the electronic ACPP with selected assignments to practice uploading documents, using software, and making folders • During the 2019-2020 school year, school counselors will practice setting up initial folders and uploading specific career related information, writing samples, and student work into the selected ACPP format	February - June, 2020	• ACPPs of students participating in pilot

Year III - Momentum and Implementation (2020-2021):

Goal	Action Steps	Deadline	Evidence of Implementation
Elementary school counselors, teachers and 2nd grade students will understand how to set up an initial ACPP and add student information to those ACPPs	• Counselors will teach students and teachers how to access the selected platform site, create folders, add information to folders, and use the platform • Written instructions/cheat sheets will be provided to teachers and parents for ongoing reference for adding digital and non-digital materials to the portfolios • Counselors and students will learn how to print materials from the ACPP for students who transfer out of our division to carry with cumulative folder information to their new school district	December 31, 2020	• Classroom visit schedules • ACPP with uploaded materials
Counselors, teachers and students will consistently and effectively update and maintain their digital ACPP	• Throughout the school year, various college and career activities will be uploaded into the ACPP by the student, teacher, and/or school counselor	June 2020	• ACPP with uploaded materials
2nd grade students and their parents/guardians will learn the purpose and value of the ACPP	• Guidance documents will continue to be shared with families • Information or training opportunities will be made available to parents/guardians	Ongoing	• Handouts and meeting agendas • Information session logs

Year IV - Refinement (2021-2022): Feedback data will be used to make adjustments to the ACPP implementation plan.

Goal	Action Steps	Deadline	Evidence of Implementation
Needed adjustments will be made to the comprehensive plan as well as the elementary ACPP implementation plan	• Survey feedback from students, teachers, and parents will be gathered and analyzed in order to make necessary improvements and adjustments	January 20, 2022	• Data points measured • Presentations • Plan adjustments

6th Grade

Scope & Sequence Activity	Description	Deadline	Data Points Measured
Introduce students to Naviance Student	• Log in for the first time and complete a guided tour of the site to explore its components	First Semester	• Students will provide feedback on assigned survey
Create an Academic Goal	• Use goal-setting feature to create an academic goal for 6th grade	First Semester	• Percentage of students who create goals
Students will complete learning styles inventory	• The Learning Styles Inventory Assessment allows students to boost academic potential by recognizing their natural learning style, discover better learning strategies, and gain career development skills	First Semester	• Percentage of students who complete the inventory
Students will complete a Road Trip Nation video and reflection prompt	• Watch one Road Trip Nation video of their choice in the archives and complete an assigned prompt on the topic	Second Semester	• Percentage of students completing the writing prompt
College or Career field trip or Career Fair	• Take a field trip to an industry or college campus	Second Semester	• Custom task: Percentage of students who complete post-field trip survey

Scope & Sequence Activity	Description	Deadline	Data Points Measured
Complete Career Cluster Finder and add Career Clusters to favorites list	• Career Cluster Finder helps students discover career clusters that are most interesting to them • Once a student completes the Career Cluster Finder, top-matching career clusters are made available for review • Students can retake the cluster finder at any time • After exploring career clusters, add at least one to favorites list in Family Connection.	Second Semester	• Percentage of students who complete Career Cluster Finder • Percentage of students who add careers to favorites list
Students will evaluate initial goal	• Look at progress towards the goal set at the beginning of the year, evaluate the strategies used, reflect and comment on things that helped and things that could be adjusted in order to make the goal attainable	Second Semester	• Percentage of students who add career clusters to favorites list

7th Grade

Scope & Sequence Activity	Description	Deadline	Data Points Measured
Create an Academic or Personal Goal	• Use goal-setting feature to create an academic goal for 7th grade	First Semester	• Percentage of students who create goals
Complete Career Key Assessment and add careers to favorites list	• Career Key is an online career assessment that provides students with their Holland interest codes • After completing Career Key, add at least two careers to their favorites list in Naviance Student	First Semester	• Percentage of students who complete Career Key • Percentage of students who add careers to favorites list
Students will be introduced to the resume feature and begin a community service resume	• Learn about the different types of resumes that can be built in Naviance Student and students will begin entering service activities and information in the resume builder	Second Semester	• Percentage of students completing service resume or any type of resume

Students will take the Career Interest Profiler	• The Career Interest Profiler is an online career interest assessment for students based on Holland's interest codes. When students complete the Career Interest Profiler, their results will display their top Holland Code matches and do a reflection on the results	Second Semester	• Percentage of students taking the Career Interest Profiler • Percent of students completing reflection prompt
College or Career field trip or Career Fair	• Take a field trip to an industry or college campus	Second Semester	• Custom task: percentage of students who complete post-field trip reflection
Complete Academic and Career Plan	• Complete an academic and career plan with their school counselor that reflects a plan of academic study through the end of senior year.	Second Semester	• Custom task: percentage of students who complete the Academic and Career Plan
Students will evaluate initial goal	• Look at progress towards the goal set at the beginning of the year, evaluate the strategies used, reflect and comment on things that helped and things that could be adjusted in order to make the goal attainable	Second Semester	• Percentage of students who add career clusters to favorites list

8th Grade

Scope & Sequence Activity	Description	Deadline	Data Points Measured
Create Academic or Personal Goal	• Use goal-setting feature to create college or career goals	First Semester	• Percentage of students who create goals
Students will add to their community service resume	• Enter service activities and information in the resume builder	First Semester	• Percentage of students completing service resume or any type of resume
College or Career field trip or Career Fair	• Take a field trip to one college campus and one community college campus	Second Semester	• Custom task: percentage of students who complete post-field trip reflection

Students will complete StrengthsExplorer	• StrengthsExplorer assesses 10 talent themes for individuals and identifies each student's three strongest emerging talents • Upon completion of StrengthsExplorer, students will be provided with explanations of their top three themes and will learn how to capitalize on their success and discover what they need to do next to continue building on their strengths	Second Semester	• Percentage of students who complete Strengths-Explorer
Students will evaluate initial goal	• Look at progress towards the goal set at the beginning of the year, evaluate the strategies used, reflect and comment on things that helped and things that could be adjusted in order to make the goal attainable	Second Semester	• Percentage of students who add career clusters to favorites list

Based on the above plan, below is our current division data:

Data reported at the conclusion of the 2016-2017 school year:
- 85% of students in grades 6-8 began career exploration portfolios
- 85% of 6th grade students completed Career Interest Profiler (1379/1594)
- 92.4% of 7th grade students completed Career Key and Career Cluster Finder (1415/1532)
- 26% of 8th grade students completed StrengthsExplorer (413/1558)

Data reported at the conclusion of the 2017-2018 school year:
- 93% of middle school students have a career explorations portfolio (4030/4319)
- 94% of 6th grade students completed the Career Interest Profiler (1321/1403)
- 94% of 7th grade students completed Career Key and Career Cluster Finder (1411/1498)
- 80% of 8th grade students completed StrengthsExplorer (1142/1418)

School counselors update a shared Google document each month with their school's evidence. The director of counseling monitors individual school activities as documented and provides feedback to groups and individuals to ensure progress.

9th Grade

Scope & Sequence Activity	Description	Deadline	Data Points Measured
Add Career to Favorites List	• Add one or more clusters to Favorites List in Family Connection	January 2019	• Percentage of students who add careers to favorites list
Build Resume	• Compile a list of academic and extracurricular activities and honors • Update Community Service Resume	June 2019	• Percentage of students who build a resume
Update Course Plan	• Update 4-year course plan using Course Planner	June 2019	• Percentage of students who create/update a course plan
Students will participate in at least one college or career visit	• Representatives who visit the high schools share information on their schools, programs, and campuses, job opportunities, courses needed in high school, salary outlook	December 2018	• Percentage of students who attend visits

10th Grade

Scope & Sequence Activity	Description	Deadline	Data Points Measured
Complete Career Interest Profiler	• The Career Interest Profiler is an online career interest assessment for students based on Holland's interest codes • Complete the Career Interest Profiler, their results will display their top Holland Code matches	April 2019	• Percentage of students who complete Career Interest Profiler
Add Careers to favorites list	• After completing Career Interest Profiler, add at least one career to favorites list in Family Connection	April 2019	• Percentage of students who add careers to their favorites list
Update Resume	• Compile a list of academic and extracurricular activities and honors • Update Community Service Resume	Second Semester	• Percentage of students who build a resume

Update Course Plan	• Create a 4-year course plan using Course Planner	May 2019	• Percentage of students who create/update a course plan
Explore Naviance Test Prep	• Naviance Test Prep provides proven, engaging courses that help students perform their best on test day • Take ownership over their learning and see how standardized tests can help reach their goals	TBD	• Percentage of students who utilize Naviance Test Prep (track in NTP reports)

11th Grade

Scope & Sequence Activity	Description	Deadline	Data Points Measured
Search for Colleges Using SuperMatch	• Learn important details about their colleges of interest (e.g., admission requirements, academic programs, student life options, mission and major initiatives, school culture and surroundings)	March 2019	• Percentage of students who use SuperMatch
Add Colleges to List of *Colleges I'm Thinking About*	• Add colleges they are interested in to a list of colleges they are thinking about	June 2019	• Percentage of students who add colleges to a list of *Colleges I'm Thinking About*
Update Resume	• Compile a list of academic and extracurricular activities and honors	June 2019	• Percentage of students who build a resume
Update Course Plan	• Create a 4-year course plan using Course Planner	June 2019	• Percentage of students who create/update a course plan
Explore Naviance Test Prep	• Naviance Test Prep provides proven, engaging courses that help students perform their best on test day • Take ownership over their learning and see how standardized tests can help reach their goals	June 2019	• Percentage of students who utilize Naviance Test Prep (track in NTP reports)

12th Grade

Scope & Sequence Activity	Description	Deadline	Data Points Measured
Complete College applications and request transcripts	• Use goal-setting feature to create college or career goals	Ongoing	• Percentage of students who create goals
Finalize Resume	• Compile a list of academic and extracurricular activities and honors	December 2018	• Percentage of students who build a resume
Add Colleges to *Colleges I'm Applying To* list	• Add colleges to their college application list, request transcripts, and recommendations	Ongoing	• Percentage of students who add colleges to their *Colleges I'm Applying To* list • Average number of colleges added per student
Research Scholarships	• Use scholarship search tools in Family Connection	Ongoing	• Percentage of students who conduct scholarship search
Add Scholarship to Scholarship Application List	• Add scholarships to their scholarship application list in Family Connection	Ongoing	• Percentage of students who add scholarship applications to their list
Complete Senior Graduation Survey which includes final transcript request	• Complete custom district graduation survey in Family Connection	June 2019	• Complete custom district graduation survey in Family Connection
Explore Naviance Test Prep	• Naviance Test Prep provides proven, engaging courses that help students perform their best on test day • Take ownership over their learning, and see how standardized tests can help reach their goals	Ongoing	• Percentage of students who utilize Naviance Test Prep (track in NTP reports)

Goal Two: Elementary and Middle School College and Career Readiness Plan Progres Report

- The superintendent will provide the necessary leadership to ensure effective development of career and academies at the elementary and middle school levels.

- (Indicator of Success No. 1) Gain input from various stakeholders in the development of career and academies awareness. *Progress for this indicator is outlined on pages three and four of this document.*

- (Indicator of Success No. 2) Begin integrating authentic elementary and middle school student career awareness learning experiences within the HCS curriculum - elementary school (awareness), middle school (exploration).

- (Indicator of Success No. 3) Plan for the implementation of an annual career exploration and academic event for eighth graders.

- As an initial step toward curriculum integration, the division is on target with the Elementary School Academic and Career Plan Portfolio (ACPP) Four-year Action Plan. The elementary school counselors researched and were exposed to a variety of platforms for housing the ACPPs and explored what area divisions were planning to implement into their programs. As a school division, we decided to use a platform provided by Virginia Wizard. It is a free platform that already has an ACPP in which students and teachers can upload documents. The ACPP can then be printed at the conclusion of a student's 5th grade year and placed in the student's cumulative record for transporting to middle school. The school counselors received their first training on the platform in January of 2019. Schedules of activities and timelines are now being developed so that a pilot can be run during the 2019-2020 school year. While investigating ACPP platform options, school counselors provided our elementary school students with various activities and classroom guidance lessons which exposed them to the world of work as well as post secondary education. These activities include visiting and touring college campuses, building career fairs and speaker presentations, lessons on goal setting, community helpers, careers in our community, self-awareness, responsible decision making, team work, setting SMART goals, and how school subjects relate to work. In addition, elementary school students received guidance lessons centered around the five competencies of Social Emotional Learning and how those competencies relate to the academic, career, and personal social areas of each one's life.

- Hobson's Naviance Student is the platform that is used for college and career readiness in our secondary schools. Middle school students were exposed to various career activities through Naviance Student as well as college and industry field trips, transition night activities, and guest speakers.

At the conclusion of the 2018-2019 school year, the following additional accomplishments were noted.

- **88%** of students in grades 6-12 logged into Naviance Student at least twice during the 2018-2019 school year:
    - **79%** of 6th grade students
    - **63%** of 7th grade students
    - **98%** of 8th grade students
    - **82%** of 9th grade students
    - **98%** of 10th grade students
    - **99%** of 11th grade students
    - **98%** of 12th grade students
- **98%** of students in the 8th grade explored two or more career pathways.
- **86%** of middle school students have begun a college and career portfolio, housed in Naviance Student.
- **88%** of 6th grade students completed a career interest profiler, an online career interest assessment for students based on Holland's Interest codes. When students complete the Career Interest Profiler, their results display their top Holland Code matches and provide a reflection on the results.
- **96%** of 7th grade students completed the Career Cluster Finder and the Career Key Assessment, adding careers in which they have an interest to their portfolios and interest list. The Career Cluster Finder as-

sists students with discovering the career clusters which are most interesting to them.

- **98%** of 8th grade students completed Strengths Explorer. Strengths Explorer assesses 10 talent themes for individuals and identifies each student's strongest emerging talents. Students receive and explanation of their top three themes, learn how to capitalize on their success and receive next steps in continuing to build strengths.

In addition to the activities above, middle school students developed, monitored and evaluated a personal academic SMART goal and attended either a college or industry field trip as a precursor to success indicator three. Students in 7th and 8th grade also began a community service resume, housed in Naviance Student. The resume will be updated at the beginning of the 8th grade year and middle of the 9th grade year, continuing through to high school graduation.

- **93%** of high school seniors completed the senior exit survey.
- **4%** of parents of students in grades 6-12 logged in to view activities associated with their student's academic preparation for college through Naviance Student. During the 2019-2020 school year, we will further explore parental engagement in this area.

The Elementary and Middle School College and Career Readiness Plan will continue to be evaluated and data analyzed so that necessary adjustments can be made for ultimate student success and parent engagement.

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.

- Work with members of the Division Leadership Team to ensure Board reports are directly aligned with the mission, vision and goals of HCS. Since July 2018, the presentations included, but were not limited to, the following:

  1. Transportation and Staffing Update
  2. Summer Learning Opportunities: Engaging Students and Staff
  3. Accreditation: Student Achievement Outcomes
  4. Literacy For All: Outcomes and the Road Ahead
  5. Transforming Learning Spaces: Sharing the Work to Shape the Academies
  6. Climate and Culture: Social and Emotional Learning
  7. Transforming Civic and Business Engagement: Partnerships in Learning
  8. Transforming High Schools: The Shift to Wall-to-Wall Academies

- Present at state and national conferences on the *Academies of Hampton*. These presentations have included, but are not limited to, the following:

  1. HCS Leadership Summit

2. Virginia School Boards Association Early Bird Session
3. Virginia Chamber of Commerce State Conference
4. Virginia Workforce Conference: America Builds and Repairs Great Ships
5. State of the City
6. Virginia Association of School Superintendents Fall Conference Roundtable
7. Virginia Education Summit

- Host superintendents, as well as civic leaders, and provide tours regarding the *Academies of Hampton*. These visits further communicated and continue to frame the mission, vision and goals of HCS.

- Facilitate and conduct presentations and discussions that focus on the HCS student achievement expected outcomes with members of the leadership team (School Administration Center, building level principals, assistant principals and Transportation – June 2018, August 2018, November 2018 and June 2019).

- Establish the expectation that members of the leadership team continue to implement a multi-tiered instructional model that outlines the academic as well as the climate and culture divisionwide expectations with delineated resources. The division's 2018-2019 professional development sessions are aligned to this instructional model.

- Continue 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.

- Continue 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.
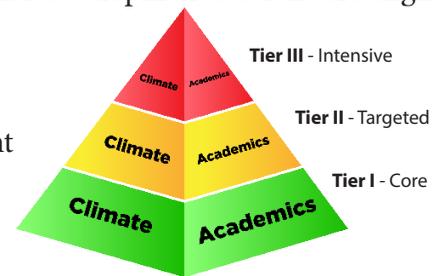
Planning and Assessment

- Ensure 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.

- Continue 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 continues to meet with as well as to facilitate monthly meetings with an emphasis on reading and language arts.

- Ensure that throughout the division there is 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.

- Hold division organizational leaders accountable for utilization of aligned human resources to actual student needs as allocated through the FY2019 budget development process.

- Work 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 2018. Accomplishments to date include, but are not limited to, the following:

  o HCS has transitioned from five pocket academies to 16 wall-to-wall academies during the 2018-2019 school year, not including the freshman academy at each high school.
  o HCS has developed 26 additional college and career pathways (offers 44 pathways), which align with student interests with career aspirations.
  o An electronic process was developed to facilitate the academy selection for students via the division's PowerSchool portal system.
  o Over 1,400 students transitioned to their college and career academies during the 2018-2019 school year.
  o 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.
  o The second annual commitment to graduate ceremony was held at the Hampton Coliseum for over 1,400 freshmen and more than 300 family members.
  o Ongoing presentations are being conducted at various civic and business events about the high school transformation (*Academies of Hampton*) and include, but are not limited to, the following:

    - 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)
    - Key Communicators
    - 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

- Continued the work of providing a Guaranteed & Viable Curriculum through curricula rewrites and instructional walk-throughs. To date, we have completed rewrites of 183 curricula. Additionally, we have worked to build staff capacity by providing feedback via instructional walk-throughs as a means of ensuring fidelity of implementation. During the 2018–2019 school year, members of the Division Leadership Team conducted 187 instructional walk-throughs to support principals and teachers in their delivery of the curriculum as well as to ensure fidelity of implementation.

- Ensure continued expansion and implementation of the division's adopted supplemental phonics program from eight elementary schools (Booker, Burbank, Forrest, Kraft, Langley, Machen, Smith, and

Tyler) in September 2017 to an additional five schools (Bassette, Cary, Aberdeen, Phillips, and Armstrong) in September 2018. 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 being monitored via the HCS Response to Intervention Database. Additional information in the beginning of this document has been provided given this is a specific goal area of the superintendent.

- Continue 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. In August 2017, all elementary special education teachers (63) began the first in a series of these professional development trainings. These professional learning opportunities continue throughout the 2018-2019 school year. To date, teachers have participated in six training sessions.

- Established the expectation in which a professional learning series for secondary educators in the area of mathematics was developed and modeled after the collaborative professional development training implemented by the HCS Special Education Department and the HCS English Language Arts Department. Three trainings were conducted for secondary math teachers and secondary special educators that focused on high-yield strategies for the secondary mathematics classroom as well as effective co-teaching models.

- 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).

- Maintain 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 continue to participate in 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. To date, administrators have participated in five 90-minute training sessions. This professional learning series is based on the research of the renowned reading expert Ms. Jan Richardson.

- 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, continue to monitor student achievement data associated with progress in early literacy via the HCS Response to Intervention Database. Follow-up conversations with school administrators and school leadership teams remain ongoing.

- Supported participation in the Innovative Partnership grant. The grant, funded by the Virginia Early Childhood Foundation in cooperation with Smart Beginnings Virginia Peninsula, Virginia Quality and Newport News Public Schools, provided an opportunity to raise quality pre-kindergarten instruction through CLASS (Classroom Assessment Scoring System) professional development offerings. Select HCS pre-kindergarten teachers participated in this training that provided tools to measure teacher-child interactions and enhance classroom instruction.

- Continue 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* continue to collaborate regarding the topic of school readiness. The work team reached consensus during September 2017 on a pamphlet that emphasizes the importance of providing one's child with a smart beginning that is consistently used as a resource. Additionally, an expectation has been established that HCS work with internal and external leaders to begin the process of creating a unified four-year-old early childhood experience in Hampton City (e.g., curriculum, resources, professional development).

- 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 comprehensive professional development plan for teachers in grades kindergarten through Grade 3 has been developed by the HCS Language Arts Department. Emphasis has been placed on building teachers' capacity to implement research-based strategies during small group instruction as well as strategies for monitoring the reading progress of individual students over the course of a school year.

- Continue 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, continue to meet with principals and curriculum leaders to ensure best practices are noted and shared divisionwide.

- Continue to expect alignment of student achievement outcomes and school-based student achievement data meetings. The superintendent, deputy superintendent, executive directors of school leadership and curriculum leaders held first quarter data meetings with each of the Tier 2 and Tier 3 schools' principals. The meeting agendas included opportunities for school principals to provide the division's leadership support team with in depth updates of student performance in the area of literacy and mathematics as well as an overview of student performance in the content areas of science and social studies. Held data meetings during the second semester of the school year with administrators from select Tier 2 and Tier 3 schools. Meetings were scheduled based on schools' performance on second and third quarter critical skills assessments as well as trend data related to student attendance.

- 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.

- Monitor the implementation of full-scale Freshman Academies at each of the high schools through review of student achievement data. The implementation planning and process has included a successful transition from Success 101 to the 2017 and 2018 Summer Bridge program.

- Maintain the expectation and support staff in their efforts to identify additional funding opportunities in support of the *Academies of Hampton*. During the 2017-2018 school year, HCS 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 $500K in support of the Academies of Hampton

- Serve on the GO Virginia Council and continue to provide staff with research data to assist with the design of future academies. To date, we have increased from five pocket academies to 16 career and college wall-to-wall academies for the 2018-2019 school year. These academies and respective pathways are based on workforce development data essential to ensuring that our graduates are prepared for high demand/high wage jobs of the future.

- Continue to share develop, and publicize the career and college student/parent booklet during high school parent information sessions.

- Maintain 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.

- Ensure that a strong partnership with Thomas Nelson Community College 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*.

- Continue to formulate and receive support from business leaders serving on eight industry councils that met several times throughout the first semester of the 2018-2019 school year.

- Continue to formulate and receive support from business leaders serving on 12 advisory councils at the high school level in support of the work associated with the *Academies of Hampton*.

- Ensure strategic and measurable collaboration and consistent communication with HCS staff and parents regarding the *Academies of Hampton* as noted below:

  1. Four Wall-to-Wall Tactic Team meetings have been held to ensure consistent communication as well as to receive feedback and input regarding the proposed academies. The participants include building principals, assistant principals, high school counselors, middle school principals, eighth grade counselors, curriculum leaders and tactic team co-chairs.
  2. Since December 4, 2017, three *Academies of Hampton* briefings have been held with all high school staff members at each high school.

- Continue to train teachers in grades 9 and 10 on the development and use of Project Based Learning (PBL) as an instructional strategy for expanding teaching and learning methods. PBL is providing opportunities for students to demonstrate understanding of their learning in a manner that closely mirrors workforce learning. In addition to projects being implemented across all career academies during the 2018-2019 school year for students in grades 9 and 10, during the summer of 2018,

28

students in grade 10 (80) were afforded the opportunity to work with local employers and businesses. These students participated in a more involved form of PBL called challenge-based learning. This academic year, learning opportunities are being expanded to include up to 600 students through extended enrichment experiences that will take place on evenings, weekends, and the summer.

- Articulate the expectation that all curricula continue to be guaranteed and viable. All members of the Curriculum, Assessment, and Instruction Department began participating in a series of trainings this school year on the topic of Performance Assessments. (PBL is one type of performance assessment.) This training series will continue throughout the 2018-2019 school year. One outcome of this training will be the creation of interdisciplinary performance assessments that will be piloted during the second semester of the 2018-2019 school year in grades 1, 2, 4, 5, 7, and 8. These assessments will then be embedded into the curriculum during the 2019-2020 school year. Following a series of trainings on performance assessments, members of the Curriculum, Instruction, and Assessment Department created and piloted 18 signature (division approved as high quality) performance assessments in grades kindergarten through eighth (two per grade level). These assessments support the division's move toward a more balanced approach to checking for student understanding and have been embedded into the HCS curriculum beginning with the 2019-2020 school year.

- Construct a website to assist school administrators in their efforts to use data to monitor and track a variety of indicators is currently underway. This website, called Accreditation Gameplan, will provide a one-stop-shop for school administrators for use with their school leadership teams. The reports and data available via this website will support schools' efforts to implement their respective school learning plans in an effort to meet individual school goals, as well as the division's expected student achievement outcomes. Established the expectation in which a website (Student Achievement Game Plans) to assist school administrators and select central office staff in their efforts to use data to monitor and track a variety of performance indicators (e.g., student attendance, on-time graduation, performance on HCS quarterly critical skills assessments, subgroup performance, etc.) was constructed for administrative usage.

Instructional Leadership

- Continue to hold monthly professional development sessions with reading personnel and school administrators to build staff capacity and foster a culture of "literacy leaders".

- 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 all grade 8 science classrooms. This marks the expansion of this experiential learning opportunity into all HCS middle schools. Pilot implementation in Grade 7 is taking place during the 2018-2019 school year.

- Continue to emphasize a divisionwide writing program. To date, HCS has fully developed a writing program for fifth grade as well as the middle school grades. During the 2017-2018 school year, HCS also piloted a process for digital writing portfolios at the high school level. The digital writing portfolio is being implemented across all high schools during the 2018-2019 school year.

- 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 development and implementation of the Instructional Technique Library

- Ensure opportunities outlined in the Look, Listen and Learn Report to the Hampton City School Board continue to serve as the foundation for the work of the Curriculum, Instruction, and Assessment Department.

- Facilitate ongoing Superintendent's Success Indicators Meetings. To date, four meetings have been held during the 2018–2019 school year. The discussions are focused on Expected Student Achievement Outcomes priorities.

- Continue 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.

- 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. The 2018-2019 school year marks the first year where all HCS schools where tiered for instruction as well as culture and climate.

- Continue to offer a summer program for rising kindergarten students who have not had an opportunity to participate in a preschool program. During the summer of 2018, approximately 45 students participated in this 16-day program.

- 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.

- Created 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.

- 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).

Create Safe, Nurturing Environments

Organizational Leadership and Safety

- Articulate the expectation that school leaders and staff members receive training based on the climate and culture tiered program system developed during the 2017-2018 school year.

- Articulate the expectation of ongoing training of school security officers in support of safe and nurturing learning environments. In addition to other training provided, a full day of training of the school security officers is scheduled for January 28, 2019.

- Continue to meet 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.

- Maintain the focus of professional development of teaching and learning climate and culture as outlined in the expectations. To date, a professional development team has presented Tier 1 strategies to staff at each of the schools.

- Reinforce the expectation that the Tiered System of Support include an academic as well as a climate and culture focus.

- Remain engaged and in support of the Tiered System of Support to ensure consistent implementation of aligned academic, climate and culture initiatives.

- Ensure principal and assistant principal meetings not only incorporate strategies to improve students' academic performance but also climate and culture. During the 2018-2019 school year, three meetings have been held thus far with building level principals and assistant principals.

Attract, Develop and Retain Exceptional Staff

- Ensure the development of the annual budget focus and processes directly support areas of the Hampton City Schools 2020 Strategic Plan goal of Attract, Develop and Retain Exceptional Staff.

- Continue to receive Board guidance regarding employee compensation not only during the budget development process but also throughout the year.

- Continue to share with the community the return on investment in the local education of HCS students and staff.

- Sustain 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.

- Maintain the priority of offsetting the employees' insurance premiums to the degree possible in order for staff to realize the full benefit of compensation increases. During the 2017–2018 school year, increasing the division's contribution toward each employee's health insurance plan by the same amount offset the 3.2 percent increase to employees' insurance premiums. Employees who participate in the wellness program realize significant savings to insurance premiums.

- Continue 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.

- Ensure competitive compensation remains a focus during the development of the FY2020 budget.

- Reinforced the important role that school administrators play in the areas of staff induction and retention. All

school administrators received training (June 2019) 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:
    - Provided a 3% across the board increase for full and part-time employees.
      - Cost - $4.1M
      - State compensation supplement - $3.6M
    - Reduced the number of steps on the teacher scale from 37 to 30.
      - Cost - $300,000
    - Added $300 above the 3% increase to steps 15 through 29.
      - Cost - $183,000
    - Added $1 per hour above the 3% increase to bus driver pay.
      - Cost - $200,000
    - Hampton City Schools absorbed the entire 9.2% increase in healthcare costs in order to ensure employees receive an unencumbered 3% raise.
      - Cost - $1.4M
    - Continued funding for the employee wellness center and pharmacy.
      - Cost - $3M

Maintain Effective, Efficient and Innovative Support Systems

- Continue 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 FY2020 budget development process.

- Maintain support of our core business of teaching and learning by expanding the tiered system of climate and culture. This system provides training and resources to staff members who focus on and teach acceptable behavior through structured lessons. These resources have also begun to be embedded into the division's curricula.

- Ensure consistent implementation of the in-house designed database to track and monitor academic and non-academic student data. This database continues to evolve. For example, new features added during the 2017-2018 school year included the capability for all elementary teachers and middle school English teachers to set annual individual student growth goals in the area of reading for all students. Supported the work associated with the development of a new reporting feature in the HCS Response to Intervention Database to equip school leadership teams with the ability to run in-depth reports as another means to determine progress related to early literacy.

- Ensure the English Language Arts Department continues to collaborate with the Special Education Department to design intervention programs to address the needs of struggling readers. This collaboration and systems approach resulted in reading gains at all levels for students with disabilities as well as their non-disabled peers.

- Continue 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.

- 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 to train faculty resulted in significant gains for students with disabilities at all levels on end-of-year state assessments.

- Ensured the continued advancement of technology integration in HCS through 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 called for students to engage in the use of technology as part of the learning experience. These lessons became so popular that sign-ups were being filled within 60 minutes of an email going out to teachers about the next round of lessons.

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.

- Continue 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. Key Communicators
10. TAC Group
11. Hampton NAACP
12. Newport News Shipbuilding
13. First Cities Group
14. Thomas Nelson Community Career & Technical Education Symposium
15. Hampton Rotary
16. Community Leaders Breakfast

- Continue providing members of the Hampton City School Board and members of the Division Leadership Team with weekly updates.

- Continue 1:1 discussions with board members to ensure ongoing transparency.

- Continue 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. 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

Engagement

- Elected as the president of the Virginia Association of School Superintendents.

- Selected as the superintendent-in-charge of the New Horizons Regional Education Centers.

- Invited to participate as a member of the Virginia Department of Education's Portrait of a Virginia Educator and Leader focus group.

- Continue to conduct the business of HCS with integrity and reciprocated respect.

- Continue 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, and January 2019, as well as for the National School Boards Association – April 2019.
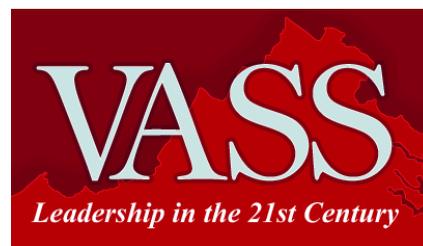
Manage Fiscal Resources Effectively and Efficiently

- Continue 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.

- Continue 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, $2 million were awarded for 21st Century Community Learning for after school programming.

- Continue to collaborate with the city manager to further the cause of addressing various facility needs. During the FY2019 budget process, an addition of $1 million in one-time funds was provided beyond the annual allocation for capital improvement.

- Began the pilot of the first open educational resources (OER) in HCS. Grade 8 teachers are currently piloting this HCS-created OER in Civics and Economics classrooms. As Hampton's digital learning program continues to grow, the amount of electronic resources available to teachers and students is increasing. A direct result of this initiative is a reduction in the amount of funding earmarked for new textbook purchases.

- Continue to implement strategies to reduce the division's carbon footprint through an energy conservation program. This resulted in a savings of nearly $1 million during the 2017-2018 school year, with a cost avoidance totaling over $4 million since 2013.

- 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

- Posted the highest accreditation rate in six years with 93% of the division's schools accredited without conditions.

- Posted the highest on-time graduation rate of 92.6% since 2008, exceeding the state average.

- Recorded the lowest dropout rate of 1.57% in two decades which is below the statewide average of 5.5% and the second lowest of the 15 school divisions in our region.

- Increased dual enrollment credit hours by 642% over the past four years, totaling 10,820 credits earned since 2015-2016. Saved students and families approximately $1.7M in Virginia Com-

41% 15-16
55% 16-17
66% 17-18
93% 18-19

Percentage of Schools Fully Accredited/ Accredited Without Condition
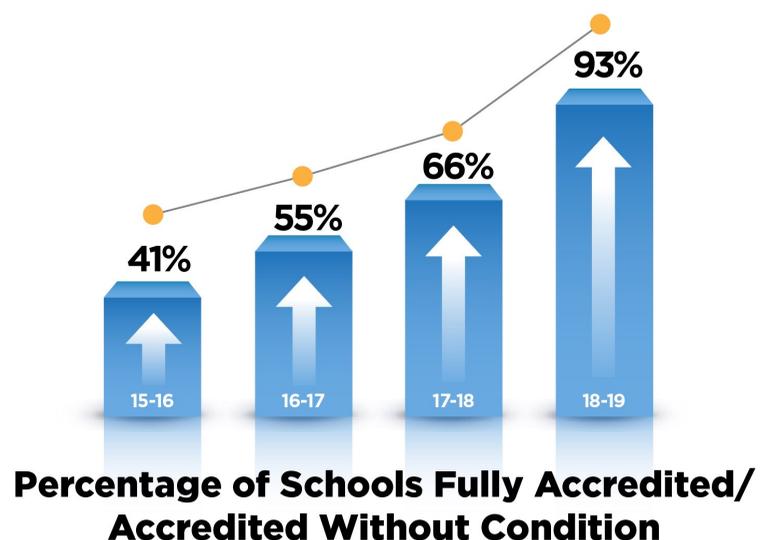
munity College System tuition and equivalent to a total cost savings of over $6.4M at a four-year college or university.

- 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.

Based on preliminary state assessment data, we expect the following:

- Posted the highest accreditation rate in seven years. For the first time in this era of accountability, 100% of Hampton's schools will be accredited without conditions.
    1. 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%.
    2. 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.
    3. The percentage of PALS identified students in grades K-3 decreased from 20% (fall 2018) to 15% (spring 2019).
    4. 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).
    5. 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.
    6. All schools are projected to receive a Level 1 rating for the Chronic Absenteeism indicator on this year's accreditation report.