



# Looked, Listened, Learned, & Led

---

SUPERINTENDENT'S FAREWELL REPORT

---

Submitted by:



Jeffery O. Smith, Ed.D.  
Superintendent  
Hampton City Schools



## Hampton City Schools Administrative Center

ONE FRANKLIN STREET  
Hampton, Virginia 23669-3570

**Jeffery O. Smith, Ed.D.**  
*Superintendent*

June 3, 2023

Greetings School Board and Community Members:

Serving the Hampton community as the superintendent of schools for the past eight years has been a pleasure. I am grateful to the school board members, administrators, teachers, support staff, students, and family members that I have had the opportunity to embrace as a part of my professional journey. Throughout this journey together, we have embodied our core values of integrity, responsibility, innovation, excellence, and professionalism in the fulfillment of our responsibilities. Indeed, we have worked diligently in collaboration with our community to bring to life the mission of ensuring academic excellence for *"Every Child, Every Day, Whatever It Takes."* I will remain humbled and honored by the privilege of serving as your superintendent of schools, and the memories we have shared will forever hold a special place in my heart.

Building from places of strength has yielded exceptional student achievement outcomes and stronger teacher and staff competitive benefits as well as compensation packages. Through a Look, Listen, and Learn tour that took place during the 2015-2016 school year, it was a pleasure to engage over 1,000 stakeholders to identify strengths and opportunities relative to the division's newly adopted 2020-2025 Strategic Plan. As a result, we embarked upon the process of collaboratively building and creating systems, processes, and structures that would lead to Hampton City Schools becoming a flagship school division. The student achievement accomplishments and successes of our young people have become a hallmark of our core business of teaching and learning. Today, Hampton City Schools is recognized at the state and national levels as a leader in the business of education.

On this note, I want to publicly express in this communication to the Hampton community that my deep abiding faith has allowed me to remain anchored. I will remain eternally grateful for the unwavering support, prayers, and encouragement of my wife, Dr. Lorianne Smith. I also want to sincerely thank Loren, and Joshua, for their understanding and willingness to share their father's time with others. They have been my greatest champions.

As such, I hope that you will find the pages of the Looked, Listened, Learned, and Led Superintendent's Farewell Report, which captures our collective work, a source of inspiration and, more importantly, a testament to what can be achieved when there is a laser focus, aligned systems and dedicated, committed team members who believe in the possibilities of every child!

Sincerely,

Jeffery O. Smith, Ed.D.  
Superintendent



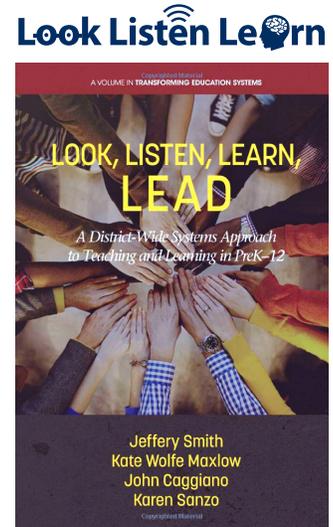
# Table of Contents

<b>The Journey and Its Story</b>	<b>1</b>
<b>Maximize Every Child’s Learning</b>	<b>1</b>
<b>Create Safe, Nurturing Environments</b>	<b>5</b>
<b>Attract, Develop, and Retain Exceptional Staff</b>	<b>7</b>
<b>Enhance Family and Community Engagement and Satisfaction</b>	<b>8</b>
<b>Maintain Effective, Efficient and Innovative Support Systems</b>	<b>10</b>
<b>Manage Fiscal Resources Effectively and Efficiently</b>	<b>11</b>
<b>Our Story</b>	<b>15</b>
<b>The Hampton City School Board</b>	<b>16</b>

# Looked, Listened, Learned, and Led The Journey of Eight Years Superintendent's Farewell Report Submitted by: Jeffery O. Smith, Ed.D.

## The Journey and Its Story

- Embarked upon a Look, Listen, and Learn tour during the 2015–2016 school year to seek input and feedback from internal and external stakeholders regarding perceived strengths and areas of growth for the school division. This experience, when combined with an analysis of the school division's 2015–2020 Strategic Plan, resulted in the creation of the Superintendent's Focus Areas and helped to chart the path forward during the superintendent transition period.
- Co-authored the book *Look, Listen, Learn, Lead: A District-Wide Systems Approach to Teaching and Learning in PreK-12* (2020). This book lays out the transformational journey that Hampton City Schools (HCS) undertook from 2015 to 2020 and describes in detail processes, structures and district-wide systems for curriculum, instruction, checking for student understanding, and climate and culture. It also represents a tribute to our dedicated educators and their tireless efforts to support our students and families.



## Maximize Every Child's Learning

- Collaborated and partnered with HCS educators and members of the community which led to numerous HCS academic achievements and recognitions. As a result of our work together and focus on the core business of teaching and learning, the academic achievements include, but are not limited to, the following:
  - Posted the highest accreditation rate for the first time in Virginia's era of accountability with 100% of Hampton's schools accredited without conditions (2019).
  - Posted the highest on-time graduation rate of 97.64% (2022) since 2008, exceeding the state average of 92.12% (2022).
  - Recorded the lowest dropout rate of 0.34% (2021) in two decades which was below the statewide average of 4.3% and the lowest of the 15 school divisions in our region.
  - Increased dual enrollment credit hours over the past seven years, from 518 credits earned (2015-16) to 25,443 credits earned (2021-2022). Saved students and families approximately \$4M in Virginia Community College System tuition and equivalent to a total cost savings of over \$20M at a four-year college or university.
  - Initiated a dual enrollment opportunity with the Virginia Peninsula Community College that enabled rising sophomore students to gain access and earn dual enrollment credits on the community college campus.



- Celebrated 16,490 industry credentials earned across 68 different industry pathways (2015-2022).
- Expanded career academies and pathways via a partnership with Ford Next Generation Learning (NGL) and implemented a wall-to-wall academies model whereby all HCS high school students are able to participate in an academy, during their high school experience. HCS has transitioned from five pocket academies to 16 wall-to-wall academies, not including the freshman academy at each high school. Since 2015, HCS has moved from 18 to 44 college and career pathway options that align with high-demand, high-wage jobs.



- Developed the HCS Portrait of a Graduate through a collaborative effort of HCS staff, community agencies, and over 80 representatives of the business community. The portrait represents the knowledge items and skill sets students should possess as they walk across the graduation stage college, career, and life ready.
- Supported the planning and hosting of annual career fairs and expos where all HCS freshmen are provided the opportunity to engage with members of the business community. Approximately 100 businesses partner with HCS for this annual event.



- Recognized for transforming high school teaching and learning, student experiences, and civic and business engagement which resulted in being featured in Old Dominion University's 2018 State of the Region Report as "The Next Generation of 21st Century 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 (2018).
- Named for five consecutive years to the Virginia Living Magazine Top Schools and Universities List.
- Convened educators from throughout Virginia as a part of the Academies of Hampton site tour. These events provided other school divisions, institutes of higher education, and other business and government entities with the opportunity to participate in an in-depth experience related to the Academies of Hampton.
- Hosted Virginia Governor Terry McAuliffe (2017), Virginia Governor Ralph Northam (2018), U.S. Secretary of Education Miguel Cardona (2023), and Congressman Bobby Scott (2023) to highlight the great work taking place across Hampton City Schools as well as the ongoing collaborative working relationship between the Hampton School Board and the Hampton City Council. Emphasis was placed on showcasing the Academies of Hampton transformation learning model.
- Launched the *One Division, One Transformation* focus to expand the reach of the Academies of Hampton to elementary and middle schools. As a result, students in the elementary and middle grades will now be exposed to career awareness, career options, and engage in conversations about their future prior to entering high school that is connected to the Portrait of a Hampton Graduate.

- Created and shared the Superintendent's Expected Student Achievement Outcomes. These annual academic goals align with the division's strategic plan and serve as a basis for the development of each school's annual School Learning Plan.
- Communicated, through the superintendent's areas of focus, the importance of collecting and analyzing the appropriate student achievement data based on specific academic outcomes in order to increase student achievement.

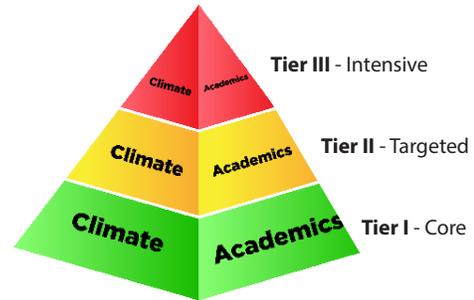
- Provided leadership to support the implementation of universal screening tools for reading in grades PreK-8 to determine baseline and end-of-year growth in reading data as well as drive student support plans in the area of reading for students in these grade levels.

- Initiated leadership goals and expectations which led to the revision of over 225 curricula using the Understanding by Design framework. This work also led to the creation of the HCS Curriculum, Instruction, and Assessment Headquarters website that is used to house all of the division's curriculum.



- Set and maintained the expectation, as outlined in the superintendent's areas of focus, that lesson design and delivery included evidence-based instructional strategies. As such, the HCS web-based Instructional Technique Library was created and embedded throughout the HCS curriculum.

- Established the expectation of supporting schools based upon specific needs which led to the creation of the Pyramid of Interventions for School Support. This initiative serves as a process whereby academic and non-academic data are used to provide varied levels of support to schools based on an assigned tier. For example, designated Tier III schools receive additional support in the form of human resources from the central office to target specific areas of instructional improvement. The tiered system was designed to support schools' areas of improvement in academics as well as climate and culture.



- Established leadership goals and expectations which led to the creation of the HCS Digital Writing Portfolio. This electronic student portfolio is used at the high school level to capture students' writing and as a vehicle for teachers to provide feedback on students' writing. Students are able to see a progression of their writing over a four-year period.

- Fostered the support needed to implement a Tier II intervention phonics program SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) to enhance early literacy for all students.

- Set the expectations for the creation of a three-year professional development plan that details the professional learning opportunities for teachers. This plan is adjusted annually and is aligned with the division's strategic plan and also driven by numerous academic data points.

- Led the division through full implementation of Master Plan 1.0 as a Ford Next Generation Learning community.

- Created the support to launch a Project-Based Learning Showcase that has now become an annual experiential learning opportunity for all HCS high school students. Students work in teams to create solutions to solve real-world problems in our community. Students are provided with opportunities to partner with internal and external stakeholders as a part of this learning experience as their finished work looks to make a difference and actual impact on a segment of the Hampton community.

- Created numerous extended school day learning opportunities for students at the elementary, middle, and high school levels through grant funds secured from the Virginia Department of Education via the 21st Century Program. Since 2015, the division has received \$12.42M to support this initiative.



- Provided a gateway for the launching of the innovative Future Learning Experience (FLEX) program to provide a learning option for families interested in participating in a virtual learning experience. This program was piloted during the 2022–2023 school year in grades kindergarten through five and will be expanded to Grade 6 for the 2023–2024 school year.



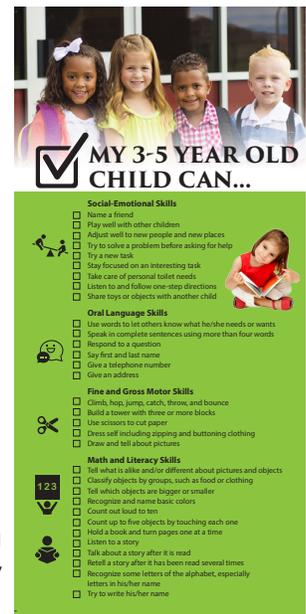
- Created structures to foster an environment to support challenged-based learning experiences for high school students during the summer months. For example, during the summer of 2021, students from the Bethel High School Academy of Law and Public Safety partnered with the Hampton Sheriff's Office to research the readiness of students entering the field at the age of 18. Given the study's findings, the age requirement for employment was lowered from 20 to 18.

- Fostered support for the creation of the HCS Balanced Assessment Framework. As the division continues to transform teaching and learning, the Academies of Hampton model provides 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 all schools (elementary, middle, and high) in their efforts to check for student understanding in a variety of modes – a balanced approach to assessment.

- Established the expectation for the development of a series of training sessions for staff on how to teach effectively in a virtual learning environment. Training topics included effective practices for teaching and learning via Zoom, as well as using the Google Suite applications in a virtual learning environment.

- Raised awareness of the importance of focusing 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 collaborated on the topic of school readiness. This collaboration focused on the use of data to drive regional efforts to increase school readiness on the Peninsula.

- Articulated the expectation that principals and assistant principals serve as instructional leaders and that primary students should be reading on grade level by the end of Grade 3. As such, elementary principals and assistant principals participated in an ongoing professional development training series that focused on building school leaders' skill sets in observing teachers and providing feedback for instruction observed during the literacy block.



- Remained committed, and fostered ways, to improving student reading progress which led to the implementation of a web-based reading assessment platform. This platform serves as a resource for families providing over 2,000 diverse electronic texts to students in grades kindergarten through Grade 8.

- Initiated the expectation to transform the middle school English Language Arts (ELA) instructional model into a balanced literacy approach using a 30–30–30 model that includes reading, writing, and small group instruction every day. The HCS ELA Department also created a Tier II class called Reading and Writing Exploration to support students' acceleration as a reader, which has been beneficial in improving students' literacy achievement. Data revealed significant improvement in reading comprehension skills for struggling adolescent readers.

- Established the expectation for the creation 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 who have not been successful with other reading strategies).

- Recognized the need to enhance STEM achievement through the fostering of hands-on learning in science classrooms across all elementary, middle and high schools. Additionally, set the expectation for the implementation of a division-wide science fair program for students in the elementary and middle grades.
- Recommended and ensured that financial resources were available to increase the number of college and career readiness opportunities for students in the elementary and middle grades in support of the division's efforts to transform the student learning experience under the theme of *One Division, One Transformation*. For example, in addition to field trips to colleges and universities, the division implemented Academic and Career Plan Portfolios at the elementary and middle school levels.



- 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 arises. As a result, all HCS families have access, when needed, to high speed internet services.
- Embraced the concept and implementation of a dual language immersion program whereby English language learners and English speaking students are clustered together in a classroom setting, receiving their math and reading instruction in English and their science and social studies instruction in Spanish. This program is currently being housed at Langley Elementary School in grades kindergarten through first grade and will expand to second grade during the 2023-2024 school year.
- Initiated Master Plan 2.0 for Hampton City Schools to become a K-12 Ford Next Generation Learning designated community.
- Hosted a conference (Spring 2023) on the future of learning in public education that was attended by approximately 100 educators from across the state of Virginia. This event showcased many of the great initiatives taking place across our school division and created an opportunity for our staff to engage in conversations with fellow educators who are also reimagining the field of education.
- Launched a framework for the 2023 June Leadership Summit around the theme of One Division, One Transformation: Excellence with Intentionality.



### Create Safe, Nurturing Environments

- Convened a superintendent's work team around the focus of climate and culture which led to the launching of a robust tiered system of support for social and emotional learning.
- Held Community Priority Workshops on an annual basis where diverse groups of stakeholders provided valuable input and feedback to the HCS Division Leadership Team and School Board on goals and initiatives associated with the division's Strategic Plan.

- Facilitated the support for the implementation of a multi-year division-wide Social Emotional Learning (SEL) plan that includes a series of training for staff as well as embedding SEL strategies and resources into the curriculum. Additionally, an electronic toolkit was developed for staff as a resource to support their daily work associated with building relationships with students and fostering a climate and culture conducive to learning.
- Ensured principal and assistant principal meetings not only incorporated strategies to improve student academic performance but also addressed culture and climate through the lens of social emotional learning. For example, the student support team provided annual training for all administrators as part of our annual leadership summits, with a focus on student attendance and engagement.
- Fostered support for creating the role of climate coaches to support a safe and nurturing school climate across all HCS schools. The climate coaches participate in ongoing training alongside their school administrators and are responsible for sharing resources and providing training to their respective staffs.
- Set the expectation which led to the revision of the HCS Student Code of Conduct to reflect the Virginia Board of Education's 2019 Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension. The HCS Student Rights and Responsibilities Handbook currently reflects a shift in philosophy in how schools respond to student behavior. Supported by extensive research, the new framework requires schools to approach behavior as something to be taught, practiced, developed, monitored, and learned.
- Articulated the expectation of ongoing training of school security officers in support of safe and nurturing learning environments. Customer service training was also provided at varying times during the school year.
- Set the expectation, and secured funding, to upgrade security cameras and internal/external systems at various school locations and to install state of the art weapons detection systems in all HCS schools. Additionally, a friendly weapons detection K9 school safety initiative has been launched.
- 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, which include, but are not limited to, the following:
  - Fostered the environment to launch a clinical-based team of school social workers to 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, and one intensive intervention coordinator.
  - Encouraged and supported the creation of a unique collaboration with the Hampton/ Newport News Community Service board to bring outpatient therapy to schools.
  - Supported Mindfulness in Schools training for at least one counselor in each building.
- Ensured the ongoing training of school security officers in support of safe and nurturing learning environments.

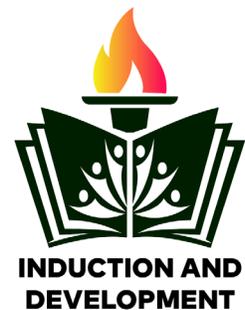


- Established the expectation for planning and implementation of middle school sports, to include the allocation of fiscal resources. To date, the division has established boys and girls volleyball and basketball as well as allocated funds to begin track in the 2023–2024 school year.



- Established the expectation for the development of an HCS Critical Incident Response Team (CIRT).
  - Facilitated collaboration with the Hampton Police Department to begin the framework for the team.
  - Set expectations of team implementation for the 2021–2022 school year.
  - Set expectation of CIRT framework to begin with HCS staff and a similar model to be used in planning for student needs.
- Helped to establish the expectation of an HCS Comprehensive System of Care. This framework helped to guide schools in identifying and creating interventions and supports for students in the areas of attendance, social emotional well-being, and instruction.
- Initiated a multi-tiered system of school safety that specifically outlines core, targeted and intensive supports, which includes the Climate and Culture Multi-Tiered Systems of Support.

### Attract, Develop, and Retain Exceptional Staff



- Fostered support for the creation of a five-year HCS Teacher Induction Program. This initiative supports the Hampton City Schools 2021–2026 Strategic Plan goal of *Attract, Develop and Retain Exceptional Staff*. The program serves as a model for other school divisions and has resulted in supporting HCS' efforts to recruit and retain the highest quality teachers.
- Reinforced the important role that school administrators play in the areas of staff induction and retention. All school administrators received ongoing training on the division's multi-year teacher induction program and were provided research-based strategies to support teacher retention.
- Participated in annual conferences during the first week of August each year to welcome, train, and orient teachers new to HCS. One of these conferences, the *Rejuvenate!* conference, has served as an excellent resource and bridge to the more in-depth training that is provided to new teachers during late August.



- Ensured that HCS employee compensation has remained highly competitive in all areas. As a result, employee compensation has increased by a minimum of 27% since 2015. During this time period, adjustments also have been made to various employee salary scales above and beyond the division-wide employee compensation increases, to include the teacher salary scale, as we continue our focus on recruitment and retention.
- Worked with members of the Human Resources Department to reduce the teacher salary scale from 38 steps to 30.
- Worked with members of the Human Resources Department through the annual budget process to

designate funds that were used to offset increases to health insurance.

- Worked collaboratively to increase the number, and types, of self-care resources available to employees, such as Care Solace, which is a third-party partner that helps individuals find mental health care providers. Care Solace is available to staff members and their immediate family members as well as students and their immediate family members.

- Encouraged an increased online presence and use of digital recruiting resources in order to recruit highly qualified employees.



- Collaborated with the city of Hampton, the school board, and the Hampton Education Foundation to establish a next generation scholarship fund.

## Enhance Family and Community Engagement and Satisfaction

- Represented 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, 14. Langley Air Force Base, 15. Virginia Chamber of Commerce, 16. Hampton Neighborhood Commission, 17. First Baptist Church Men's Annual Breakfast, 18. Coliseum Business Roundtable, 19. HCS Teacher Advisory Council (TAC), 20. Hampton NAACP, 21. Newport News Shipbuilding, 22. Cities Group, 23. Thomas Nelson Community Career & Technical Education Symposium, 24. Community Leaders Breakfast, 25. R.I.S.E. Mentoring, 26. Virginia School Boards Association, and at various civic-based meetings.



- Represented 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. Sentara Healthcare Board of Directors, 3. GO Virginia Hampton Roads Regional Board, 4. Virginia Air & Space Science 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. Hampton Rotary Club, 11. C&F Bank Board of Directors, 12. YMCA Board of Directors
- 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 structures as well as processes in support of the HCS mission of academic support for every child, every day, whatever it takes.
- Ensured that a new robust communication platform was launched to connect with families 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

now 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.

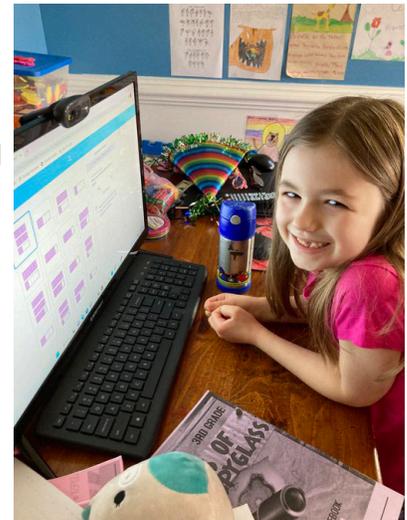
- Ensured that a strong partnership with Virginia Peninsula Community College remained in the forefront to support the school division's strengthened dual enrollment program, which serves as a key component to the success of the Academies of Hampton.



- Formalized the Academies of Hampton Business Partner Integration Plan that consists of recruitment, retention, onboarding, data collection, and celebration strategies.

- Led and worked collaboratively with the school division leadership to ensure that the mission of the school division maintained a priority during times of uncertainty associated with the pandemic. These activities included, but were not limited to, the following:

- Articulated the importance of ordering and securing additional devices for the 1:1 program in order to ensure that students in grades PreK through 12 would receive these technology resources prior to the start of the 2020-2021 school year.
- Ensured that a division Technology Hotline was activated for students, staff and families.
- Supported the collaboration between departments to ensure rich text was available to students during school closure, as thousands of books were distributed throughout the city.
- Set the expectation that alternative meal sites were established within our division in which young people could access healthy meals throughout the city and that a communication plan existed.
- Initiated a Fall 2020 Return-to-School planning task force that provided the specific details associated with a multiphase approach for opening the 2020-2021 school year.
- 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.
- 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 expedited manner.



- 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 a welcoming environment in every school and department with an intentional focus on customer service for all staff that resulted in a multi-year customer service plan.
- Expanded the marketing of Hampton City Schools by highlighting events and successes in the division as well as providing timely information to stakeholders through different means of media (e.g., print, social media, digital media).
- Identified the resources and worked closely with the division planning team to sponsor a Mental Wealth Fare.

- Served in a variety of leadership roles during my tenure as HCS superintendent of schools to include, but not limited to, the following:
  - President of the Virginia Association of School Superintendents
  - Superintendent-in-charge of the New Horizons Regional Education Centers
  - Member of the Virginia Department of Education's Portrait of a Virginia Educator and Leader focus group
  - Member of the Virginia State Superintendent's Return-to-School Task Force during the pandemic
  - Virginia Association of School Superintendents Executive Coach for new superintendents in the Commonwealth of Virginia
  - Virginia Association of School Superintendents 2020 Virginia Superintendent of the Year and 2020 National Superintendent Finalist
  - Virginia School Board Association new school board member orientation facilitator



## Maintain Effective, Efficient and Innovative Support Systems

- Established the expectation for the creation of a process for identifying students in need of support based on varied criteria that research indicates is integral to student success (i.e., attendance, grades, behavior, achievement results, etc.). The HCS Student Risk Lists process was created to provide periodic updates to school administrators regarding these critical student data points. Administrators rely on this process to make strategic decisions about the level of support needed for students.
- 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 student success, to include on-time graduation.
- Initiated the expectation for the creation of a transportation plan which included HCS providing satellite transportation to the academies at each of our high schools as well as ensuring that all students would be knowledgeable that the HRT Freedom Pass system remains a viable option for students.
- Right-sized 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 annual budget development process.
- Initiated the expectation for the collaboration between and across the central office departments. For example, the English Language Arts Department collaborated with the Special Education Department to design intervention programs to address the needs of struggling readers. This collaboration and systems approach between and across departments has resulted in student achievement gains and led to the creation of effective and efficient systems.
- Established the expectation 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 have taken place throughout the school years and during the summer months.



- Initiated the expectation for staff to expand the implementation of an innovative professional learning opportunity known as "out-of-the-box" lessons. Staff across the division were able to sign up to have one of the division's Curriculum Integration Technology Teachers (CITTs) to visit and either teach or co-teach a lesson related to their curriculum that calls for students to engage in the use of technology as part of the learning experience.
- Initiated the expectation for the development of an online student registration process whereby families can complete the majority of this process online. This process is being piloted during the 2022–2023 school year.
- Established the expectation for the implementation of the HCS Instructional Walkthrough Process. This process led to the creation of a systems approach for central office staff to conduct classroom observations with one another and in collaboration with school administrators. Feedback from each walkthrough is captured and housed on a website for central office staff and school administrators to review and revisit. The observational data captured is used to drive professional development as well as provide differentiated support to classroom teachers.
- Created the structures to develop a process for school-based data meetings to occur each school year on a quarterly basis. Principals were tasked each quarter with using a division-created template to draft their school's quarterly data presentation. Each presentation was delivered to each school's faculty by the school administrative team to highlight academic growth and areas for improvement. Based on quarterly data, select schools were also asked to meet with central office staff to review their data trends when additional support was needed.
- Established the expectation for the creation of the HCS Enterprise Fund. This fund houses the HCS Instructional Toolkit, which serves as a process for sharing HCS division-created instructional resources and data processes and structures with school divisions across Virginia. For example, nine school divisions subscribed to use the HCS curriculum during the 2022–2023 school year. The HCS Enterprise Fund generated \$175,000 during the 2022–2023 school year and is expected to increase the amount of annual revenue generated to over \$300,000 during the 2023–2024 school year. Proceeds from this initiative are dispersed to members of the instructional and assessment team responsible for creating these resources and serving in a support role to the partner divisions.



## Manage Fiscal Resources Effectively and Efficiently

- Established the expectation for an HCS five-year capital improvement plan and advocated for funding which allowed for the following capital improvement projects.
- Worked collaboratively with the Hampton city manager to increase the Capital Fund from \$5M to \$10M on an annual basis. See the Capital Improvement published project report via the HCS website for a detailed listing and description of completed work.
- Since 2018 through the summer of 2023, we have made capital investments of over \$100M with the use of local and grant funds.



- Focused on the transformation of learning spaces to create physical learning environments that model the workforce setting (e.g., PHS Makerspace, PHS Video Production Lab, PHS Greenhouse, HHS Maritime, KHS Bank, KHS Science Wing, BHS Courtroom, BHS Science classrooms).
- Collaborated with the city manager to further the cause of addressing various facility needs. HCS received an additional \$2.0 million in recurring funds beyond the annual allocation for capital improvement from 2015 to 2023.



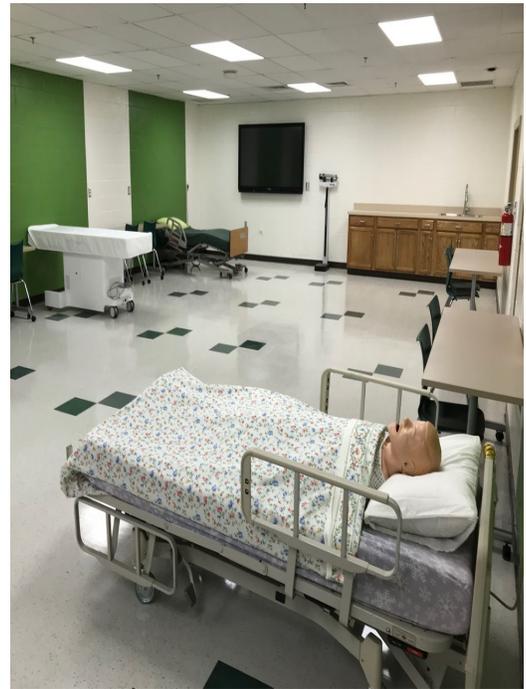
- Created the expectation and continued to support staff in their efforts to identify additional funding opportunities in support of the Academies of Hampton. Since the launch of the implementation of the high school redesign in 2016, HCS has received additional funding from the following entities in support of transforming teaching and learning, student secondary experience, and community, civic and business engagement: 1. Virginia Department of Education Extended Learning Grant in the amount of \$1.2 million; 2. Virginia Department of Education High School Innovation Grant in the amount of \$50,000; 3. Extended School Year Grant in the amount of \$50,000 for each high school totaling \$200,000; 4. Honda Grant in the amount of \$75,000; 5. National Park Service Grant in the amount of \$98,000; 6. Community Knights Grant in the amount of \$1,500 in support of the Commitment to Graduate ceremony; 7. Northrop Grumman Grant in support of the Aerospace Academy in the amount of \$3,700; 8. Virginia General Assembly appropriated \$500,000 in support of the Academies of Hampton; 9. Private jet donated to support authentic learning experiences in aeronautical maintenance and a partnership has been established with Aviation Maintenance Institute; 10. Private boat donated to support authentic learning experiences across each of the four high school Academies of Hampton quadrants.

- Garnered support for the construction of a new science wing (\$14.4M) at Kecoughtan High School which is scheduled to open September of 2023.



- Ensured strategies were in place to reduce the division's carbon footprint through an energy conservation program. Since its inception in 2013, HCS has reduced utility costs by 24.3% with an annual cost avoidance of over one million dollars and a lifetime cost avoidance of \$8.5 million dollars. The division's energy conservation program has reduced our carbon footprint by 34,040 metric tons of carbon dioxide which is equivalent to removing 7,091 cars from the road annually or planting 872,811 trees.
- Worked collaboratively with members of the HCS division leadership team to ensure that a plan was developed for the effective and efficient use of American Recovery Act funds in the amount of \$54.8 million.
- Identified other funding streams such as grant opportunities in which HCS received approximately \$1.4 million to support the Academies of Hampton for extended 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.
- 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 during the pandemic. Approximately 500 Mi-Fis were provided to families during the 2020–2021 school year.

- Placed emphasis on enhancing school facilities and classroom spaces to include, but not limited to, the following: 1. Improved lighting at all elementary, middle, and high schools (upgrade to LED lights); 2. Painted all classrooms in Syms, Eaton, and Lindsay; 3. Painted large areas of Hampton, Kecoughtan, Phoebus, and Bethel; 4. Upgraded flooring at Langley, Syms, Lindsay, Tarrant, Eaton, Hampton, and Mary Jackson; 5. Remodeled cafeteria spaces at Syms, Eaton, and Lindsay; 6. Replaced roofs at Mary Peake, Tarrant, Cooper, and Jones; 7. Renovated gymnasiums at Hampton, Bethel, Phoebus and Kecoughtan; 8. Added landscaping to Eaton, Syms, and Lindsay; 9. Installed new energy efficient windows at Lindsay, Syms, and Hampton; 10. Renovated restrooms at Andrews, Lindsay, Mary Christian, and Phillips; 11. Installed new HVAC systems at Jones, Tarrant, Syms, Smith, Booker, Mary Peake, Machen, and Kraft; 12. Upgraded security lighting and cameras throughout the school district; 13. Upgraded canopies, seating, and sidewalks at Syms and Lindsay; 14. Sanded and sealed all elementary school stages; 15. Installed a new gym floor at Eaton; 16. Installed new ceiling systems including new lights, speakers, tiles, and grid in the hallways of Eaton and Bethel; 17. Repainted all lines in high school parking lots; 18. Completed construction of Greenhouse at Phoebus High School; 19. Added classroom doors to upstairs classrooms at Phoebus High School; 20. Replaced all skylights at Bethel and Lindsay; 21. Upgraded to LED lighting at Phoebus, Kecoughtan, and Kilgore Gifted Center. Upgrades have also occurred in various sections of the school at the following locations: Hampton, Bethel, and Jones; 22. Secured funding to fully renovate cafeteria spaces at the four high schools; 23. Ensured funding increase from the city that led to renovations of all science classrooms at Phoebus High School and Hampton High School that provides 21st century learning space and equipment; 24. Maintained strong partnership with the city to secure one-time funding to transform specific learning spaces (i.e., BHS courtroom, BHS health science lab, PHS makerspace, PHS digital lab, PHS culinary lab, KHS entrepreneur lab and bank); 25. Renovated weight rooms at four high schools into fitness centers.



**Total investment in Capital Improvements  
from 2018 to 2023:**

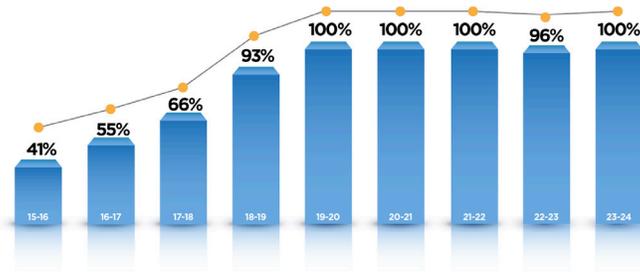
**\$101,801,485**



# Our Story



## Hampton City Schools Accreditation Ratings



\*Based on preliminary data from the 2022–2023 school year, HCS is projecting that 100% of our schools will be accredited without conditions for the 2023–2024 school year.

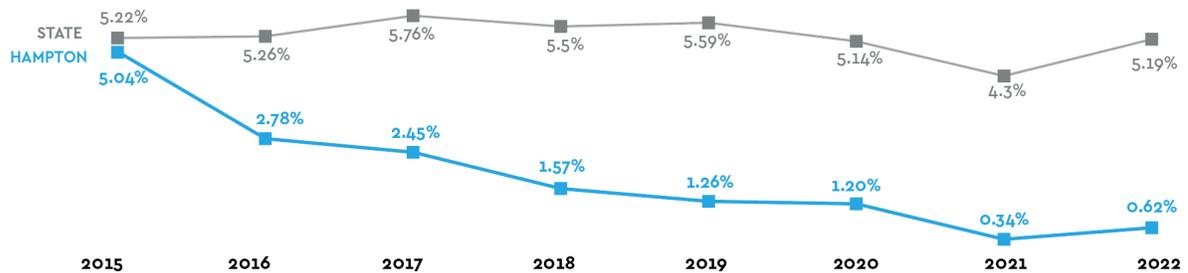
## Class of 2022 On-time Graduation Rate

HCS EXCEEDS the state average for the sixth year in a row



## Class of 2022 Dropout Rate

HCS continues to have a LOWER dropout rate than the state and the LOWEST dropout rate of the 15 school divisions in our region



## Dual Enrollment Accomplishments

Celebrated 100 Academy of the College Experience graduates and three Governor's School students who earned their associates degrees prior to walking across the stage to receive their high school diplomas.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	TOTAL
<b>Credits</b>	518	2,745	3,521	3,665	3,899	5,468	5,647	<b>25,443</b>
<b>Savings</b>	\$80,808	\$428,220	\$549,276	\$571,740	\$608,244	\$853,008	\$877,812	<b>\$3,969,108</b>



## **The Hampton City School Board**

DR. RICHARD MASON  
Chair

DR. TINA BANKS-GRAY  
Vice Chair

STEPHANIE JACKSON AFONJA

ANN CHERRY

JOSEPH C. KILGORE

JASON S. SAMUELS

DR. REGINALD WOODHOUSE

# Special Thanks

## Presenting Sponsor



## Supporting Sponsors

Comfort Systems  
Peninsula Community Foundation  
Warwick Mechanical

~

Richard Coleman  
Linda and Scott Curtis  
Delta Graphics  
ESS  
Garrett Realty Partners  
Goodman Glass  
Hampton University  
Inomedic Health Applications, Inc.  
Jeff's Flowers  
Mike and Nancy Petters  
RRMM  
Robert Smith  
Tile Shop  
Molly and Forrest Ward  
Zel Technologies, LLC

