

HAMPTON CITY SCHOOLS

Year in Review

June 6, 2016

Progress Report

Submitted by:

Dr. Jeffery O. Smith

SUPERINTENDENT



EVERY CHILD, EVERY DAY, WHATEVER IT TAKES!



Hampton City Schools Administrative Center

ONE FRANKLIN STREET
Hampton, Virginia 23669-3570

Jeffery O. Smith
Superintendent

Dear Community Members:

This document provides highlights of some of the 2015-2016 progress and accomplishments. As the new superintendent, my time has been devoted to becoming familiar with the Hampton community, reviewing the data and understanding the current systems that are in place, and more importantly, building relationships to accomplish the important work before us.

Over the past few months, I have also devoted my time to defining systems and processes as well as discussing best practices that will enable us to strategically build from places of strength. I am keenly aware that student progress and sustained achievement occur over time. There is the season of planting, growing and harvesting.

It remains a pleasure to serve as the superintendent of Hampton City Schools and I eagerly look forward to what I know will be a journey that will positively impact the lives of our students and the greater Hampton community. **This is the beginning of a journey.**

Warm regards,

A handwritten signature in black ink, appearing to read "Jeffery O. Smith", is written over a white background.

Jeffery O. Smith
Superintendent

Mission, Vision and Goals

- Established a process for facilitating Board members' input relative to the 2020 Strategic Plan for Hampton City Schools (HCS).
- Created greater awareness of the division's new strategic plan by using the six focus areas of the HCS 2020 Strategic Plan as a framework for my Look, Listen and Learn tour.
- Presented the Superintendent's Look, Listen and Learn Report to the School Board and Community, with the six focus areas of the HCS 2020 Strategic Plan serving as the framework of the presentation.
- Met with members of the Division Leadership Team (DLT) to begin reframing the image of HCS based on the division's mission and vision. In addition to DLT members, I have also met with the Transportation Department and members of the School Security team.
- Created an opportunity for all members of the Transportation Department to participate in a full day in-service to focus on "The Power of Purpose", in conjunction with the mission of HCS as well as training on Positive Behavioral Interventions and Supports to ensure division-wide consistency in its implementation. This training is scheduled for June 20, 2016. Drivers will be compensated for their attendance and participation. Lunch will also be provided.
- Initiated the development of division-wide protocols for the School Security Officers to ensure a division-wide focus and consistency in best practices in all of our schools.
- Created an opportunity for all members of the School Security team to engage in a full day in-service to focus on "The Power of Purpose", as well as professional development (PD) on best practices and division-wide expectations. This PD will take place on September 1, 2016.

Planning, Assessment and Instructional Leadership

- Developed, presented and implemented a transition plan which is being used as the basis for initial planning and assessment of HCS.
- Met with over 1,000 participants as a part of my initial Look, Listen and Learn tour (LLL).
- Initiated and implemented a Superintendent's Success Indicators bi-weekly meeting in which instructional members of the leadership team meet with me to review specific student achievement data, as well as to outline a plan of action. An outgrowth of these meetings includes the formation of a division-wide On-time Graduation Task Force, Middle School Reading Intervention Plan (employed tutors/coaches to support reading at the middle grades) and SOL Action Plans for Tier 2 and Tier 3 schools.

- Provided a report to the School Board and Community of my initial observations as well as opportunities for the future.
- Presented the LLL report and provided opportunities for additional feedback to staff members through an intentional process which included a presentation as well as a question and answer period at each school (33 sites). This opportunity included approximately 1,400+ staff members.
- Worked with members of the HCS staff and Board to finalize the Ford NGL agreement to enhance and expand the Academies of Hampton. A visioning and framing master plan session was held on May 18, 2016. The work accomplished during this session will set the stage for phase three of the process.
- Initiated a five-year professional development planning process that will focus on the division's key priorities based on student achievement data.

Based upon my observations and outlined opportunities in the Look, Listen and Learn Report to the School Board and Community, we have been engaged in the following work as outlined below during the 2015-2016 school year:

Provide a “Guaranteed and Viable Curriculum”

Several meetings were held with the Deputy Superintendent and members of the Curriculum, Instruction, and Assessment (CIA) Department during the months of August and September. The primary purpose of these initial meetings was to make a determination regarding the quality of the written curriculum resources that were being created and shared with faculty. I then charged the CIA Department with the task of embarking upon an informal curriculum audit.

As a part of this audit, three retreats were held with select members of the CIA team throughout the first semester. These retreats were held at the College of William & Mary, where we worked with a William & Mary facilitator to plan the retreats. Several of the outcomes from these meetings follow:

- Core Curriculum Leaders reached consensus that the current template for division curriculum documents should be modified to ensure that a guaranteed and viable curriculum is being offered. A revised curriculum template was created that will be piloted in Grade 5 (all four core) and grades 6, 7, and 8 (Science) during the 2016-2017 school year. A focus group of ten Grade 5 teachers also provided feedback on the template.
- A new mission statement and vision statement were developed for the CIA Department. In addition, CIA created four focus areas (Curriculum, Instruction, Assessment, and Communication) and corresponding strategies for each that are being used to drive the department's daily work.

- A decision was made to discontinue the use of SchoolNet as a means for delivering the written curriculum and accompanying resources. The CIA Department has worked throughout the year to create a Google site that will house all curriculum and resources during the 2016-2017 school year. This site will be shared with school administrators on August 2, 2016. We believe that end users will find this electronic delivery method to be much more teacher-friendly than the current platform (SchoolNet).
- Curriculum Forecast Resource folders were created for all SOL tested subjects/courses in grades 3-8. These resources were shared electronically with teachers every four and one-half weeks. They served as supplemental resources to teachers to support the teaching of select standards/skills that were identified as Power Standards.
- In an effort to embed evidence-based strategies into the curriculum, five instructional priorities (Aligned, Purposeful, Higher-Order Thinking, Active, Feedback) were created. The CIA Department is currently in the process of identifying three to five evidence-based strategies for each of the instructional priorities. Beginning with the revised curriculum documents that are being created this summer, select HCS-endorsed strategies will begin to be embedded at strategic locations within the curriculum.
- Teachers will be writing the curriculum during the summer months and will be trained on June 10, 2016 and June 23, 2016. It will be important for consistency purposes and to ensure that curriculum writers have a clear understanding of each component in the new curriculum template.

In addition, throughout the second semester, I presented the results of the Look, Listen, and Learn tour to each faculty. During each meeting, I shared with staff the importance of ensuring a guaranteed and viable curriculum. It proved to be a great opportunity to inform staff of some of the changes related to this particular opportunity that will be coming as we look to the 2016-2017 school year.

Ensure Alignment of Lesson Design & Delivery with Curriculum

School administrators play an integral role in ensuring the alignment between the written and taught curriculum. It is critical, for example, for teachers to receive guidance and feedback from administrators regarding the alignment between the curriculum and instruction.

I met with the Deputy Superintendent For Curriculum, Instruction and Assessment and the Executive Directors of School Leadership to share information related to providing schools support based on using data along with a systems approach. The team worked to create a process that has become known as the Pyramid of Interventions for School Support. As a part of this process, administrators in Tier 3 and Tier 2 schools were required to participate in collaborative classroom walkthroughs with their respective Executive Director of School Leadership and select members of the CIA Department. Monthly walkthroughs were held in Tier 3 schools while

quarterly walkthroughs were held in Tier 2 schools. The most meaningful aspect of this process proved to be the debriefing session meetings that were held immediately following each school's round of walkthroughs. A focal point during each debrief was to address the level of alignment observed between lesson design and delivery with the curriculum. Administrators were tasked with sharing the feedback with staff, and the walkthrough teams were tasked with looking for evidence of growth each month/quarter.

We are currently in the process of mapping out the professional learning opportunities that will occur for principals during the summer months. One area of focus will be on assisting school administrators in their efforts to provide teachers with meaningful, evidenced-based feedback during the teacher observation process.

Enhance Alignment of Assessment Program with Curriculum

The conversations held both during and after the retreats at William & Mary also impacted the CIA Department's approach to assessing student understanding. As a result of the dialogue that has taken place this school year, Critical Skill Assessments (CSAs) and Power Quizzes (4.5 week assessments) have been revised to ensure proper alignment of questions to the curriculum. For example, it was determined that some assessments needed greater rigor, while some needed to include a greater percentage of graphics. In addition, more attention was given to reporting categories for each tested subject area (i.e., reporting categories that were more heavily weighted received a greater percentage of questions on CSAs).

The rollout of the HCS RtI (Response to Intervention) database proved to be successful. As a part of this process, the Language Arts Department created division-wide criteria to be used by teachers for the tiering of students. In addition, procedures were created for schools to assess students identified as needing intervention supports. Student progress was monitored by school administrators and division staff via the RtI database throughout the school year.

Create a Literacy Program – Birth to Postsecondary

I initiated a team of stakeholders to begin coordinating efforts to address the literacy needs of students in our community from birth to postsecondary. The first charge of this team was to begin to develop a plan of action to increase the level of collaboration between early childhood centers and HCS staff who specialize in early childhood education.

The team of stakeholders planned and organized the first event related to this initiative on April 30, 2016. This event, which was hosted by Hampton Healthy Families, involved a collaborative effort between HCS and Healthy Families. Childcare providers from throughout the city participated in a day-long event that shared both information and resources on the topic of school readiness, with an emphasis on the area of literacy. For example, in addition to gaining a better understanding of the foundational literacy skills students need to possess in order to be successful in the primary grades, presenters shared strategies for parents and childcare workers to utilize that would help better prepare students for successful entry into kindergarten. The primary purpose of the event was to increase awareness regarding the level of school readiness in order to be successful in today's kindergarten classroom.

The next action step for this work team will be to begin to reach out to the faith-based community to share information similar to what was presented on April 30, 2016. A meeting will be held on June 14, 2016, between staff at Healthy Families and HCS staff to map out this action step.

As we continue to place emphasis on the importance of early literacy, two strategic goals have been set that speak to students' readiness in the area of literacy during their elementary years: 1) By Spring 2020, 95% of Grade 3 students will be reading on grade level as evidenced by performance on the Scholastic Reading Inventory. [Spring 2016 data will be used to determine a baseline.] 2) By Spring 2019, the percentage of PALS identified students exiting Grade 1 will be less than 6%. [Baseline data Spring 2015 – 26% of students exiting Grade 1 did not meet the benchmark.]

This summer will mark the first time HCS will serve Pre-K students (rising kindergarten students) during summer school. HCS will partner with WHRO to serve up to 60 students for a weeklong camp called Super Why. The focus of this camp will be on building students' foundational literacy skills via a superhero-themed curriculum. Thirty students will be participating during the week of June 27, 2016, and another group of 30 students will participate during the week of July 11, 2016. The camps will be housed at one of our summer school locations.

Industry Certifications

Industry certifications are offered for a variety of HCS CTE courses allowing students to demonstrate their competency for future employers. A division priority is for every student to graduate with at least one industry certification, and for students who complete a CTE sequence to have at least two certifications. During the 2014-2015 school year 3,818 industry credentials were given to our students with an overall pass rate of 70%.

Workplace Readiness Skills Assessment

School	Exams Given	Exams Passed	Pass Rate
Bethel	404	303	75%
Hampton	347	199	57%
Kecoughtan	345	292	85%
Phoebus	243	166	68%

All of the students in the Economics and Personal Finance course will also take the W!SE Financial Literacy exam. Initial results follow. However, students will be given makeup and retake opportunities through June 2nd.

WISE Financial Literacy Exam

School	Exams Given	Exams Passed	Pass Rate
Bethel	413	285	69%
Hampton	342	219	64%
Kecoughtan	327	245	75%
Phoebus	243	145	67%

We are also increasing our efforts to have teachers receive their industry certifications in a variety of areas. This will allow us to give more industry certification opportunities to our students in the coming school year.

Create Academic Portraits of HCS Students

A tactic team will soon begin work on the portrait of a graduate in Hampton City Schools. The draft of this portrait will be shared for feedback during the next stakeholder meeting that will be held on June 27, 2016. Once the desired characteristics and traits of an HCS graduate are finalized, team members from the Department of Curriculum, Instruction, and Assessment will lead the work to create portraits of students in grades 5 and 8. Teachers, students, and staff at all levels will have a clear understanding as to what students need to know, understand, and be able to do in order to be prepared and experience success at the next level.

Dual Enrollment

As a part of my initial Look, Listen and Learn tour, I met with the Thomas Nelson Community College president to discuss ways to further strengthen our partnership. We agreed that a stronger dual enrollment partnership between HCS and TNCC would be an excellent starting point. To this end, the Hampton City Schools Dual Enrollment Design Team consisting of members of HCS and TNCC began the work of developing a stronger dual enrollment program between the two entities. We know that this will enable students to graduate from HCS with stackable industry skills and credentials, which will ultimately help to close the aspiration gap of students. A wide range of dual enrollment courses will be taught in the high schools beginning in the fall of 2016, including English in the high schools, 111/112, Biology 101/102, History 121/122, Marketing 100, Geology 111/112, Math 158, Introduction to Engineering Technology 100, and Electronic Circuits and Instrumentation 103.

21st Century Learning

This school year (2015-2016), a focus was placed on building teachers' skills in the area of Google Apps for Education. A train-the-trainer model was implemented in August, where select teachers from each school were tasked with delivering professional development to their colleagues upon returning from summer break. In addition, other professional learning platforms were created for teachers to become better versed in the various Google applications. Google Drive was an area of focus, as this application is seen as integral to the success of the 1:1 program.

In an effort to further differentiate the training opportunities, a Cyber Café was created. This strategy produced a website that teachers could access and move forward with training at their own pace. To date, the feedback indicates that teachers are interested in more offerings via this platform.

A pilot of Chromebooks was launched in two of our high schools this year. The success of this pilot is leading to the expansion of Chromebooks in all four high schools for the upcoming school year. The iPads currently in use in our high schools will be put to good use in our elementary schools as we look to increase technology integration in the classroom in the primary grades.

As we look to the 2016-2017 school year, a decision was made to increase the amount of support to schools surrounding the devices. In order to respond to schools' work order requests in a timely manner, we budgeted for additional technicians.

We are excited about the work that is being planned for this summer around the integration of technology into the curriculum. On June 28, 2016, we will host the first HCS Digital Lesson Showcase. The showcase will serve as an opportunity for HCS to celebrate the innovation and creativity of its own teachers as they work to provide the students a quality digital learning experience. The morning session of the Showcase will feature one HCS teacher from each of the curriculum areas presenting a technology-enhanced lesson to an audience of teachers, division leaders, and as parents from the PTA and other groups. After lunch, teachers will break into groups with curriculum leaders to plan their work for the summer. Select teachers will leave with a mission to create a series of digital lessons that can be embedded into the HCS curricula and used by teachers from across the division to enhance their planning and practice.

We are also excited about a regional opportunity that we have created and will be hosting on June 23, 2016. The title of this event, which will be held at Jones Magnet Middle School, is called Googlepalooza Tidewater. HCS and VSTE are pleased to collaborate on this event, where over 250 educators from around the region will be coming together to learn more about how Google Apps for Education are transforming the classroom experience in our schools. Offering over 30 sessions, Googlepalooza will give educators an opportunity to learn from Google experts while creating a community with colleagues and developing strategies to help them maximize their use of Google and digital learning in their practice.

Organizational Leadership and Safety

- Initiated a systems-thinking approach to foster vertical communication and a clearer understanding and stronger connectivity to the division's mission.
- Ensured that the FY 2017 budget process and outcomes were aligned with the 2020 Strategic Plan.

- Collaborated with School Board Chair to plan a school board retreat in which agreements and general operating procedures were developed to foster healthy board-superintendent working relationships.
- Met with supervisors of HCS school security officers (SSO) to discuss standard operating procedures for SSOs. Draft protocols have been submitted for review, editing and codification that will be a part of the summer in-service professional development day.
- Created an opportunity for members of the Superintendent's Student Advisory committee to meet with division supervisors of school security to share from a student's perspective ways to enhance the school safety programs.
- Initiated the PRIDE program, which includes goals and expected outcomes. A process has been launched and work is underway, e.g. Seven to ten schools will benefit this summer from a predetermined beautification project list.

Communication and Community Relations

- Engaged over 1,000 participants as a part of the Superintendent's Look, Listen and Learn.
- Visited each school at least twice and attended as well as presented at one faculty and staff meeting.
- Attended and presented at General Membership PTA, Teacher Advisory Council and Key Communicators meetings.
- Accepted an invitation to serve on the Board of Directors for the Virginia Air & Space Center and on the Board of Directors for Smart Beginnings of the Virginia Peninsula.

Professionalism

- Highlighted the work of the school division through presentations of the Look, Listen, and Learn Tour, which was shared with over 1,000 participants.
- Established an environment of mutual respect through active listening.
- Served as speaker at various community events and school-related functions (e.g. student award programs, community/Rotary meetings, recognition ceremonies, etc.)
- Attended state level workshops and conferences to obtain and share best practices that supported professional development and student achievement.

- Served as Chair of the School University Research Network (SURN) of William and Mary, which provides current best practices and educational research.

Division Academic Progress

As you are aware, it takes at least three to four consecutive years of a well defined instructional program with outstanding teacher pedagogy to make a measureable difference in student achievement outcomes. My first year has been devoted to defining systems as we build from places of strength.

As such, I remain optimistic that we will experience positive student achievement outcomes based upon some of the current work that was in place and the new initiatives and laser instructional focus provided this year.

The Hampton City School Board

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Look Listen Learn 



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