

BUILDING FROM PLACES OF STRENGTH



HCS On the Move!

Submitted by:
Dr. Jeffery O. Smith
SUPERINTENDENT

HAMPTON CITY SCHOOLS
SUPERINTENDENT'S
YEAR IN REVIEW
October 2018





October 8, 2018

Dear Community Members:

This report provides highlights of some of the progress and accomplishments made during the 2017-2018 school year. I believe you will observe that we have made considerable progress toward accomplishing our goals and priorities, and yet this work remains multifaceted and continual.

As always, the 2020 Hampton City Schools Strategic Plan serves as an essential document to guide our day-to-day work. I remain committed to continuous improvement, which requires that we are strategic, process-driven and collaborative. It is also important that we continue to advocate for, and work toward, a culture within our organization that is outward thinking versus inward thinking. Indeed, we are a human resource organization.

It remains my honor to serve the Hampton City community as we work to prepare our young people to be college, career and life ready. Together, let us ensure our students meet the demands of an ever-changing world.

Please know that I remain committed to an environment of sustained student achievement and success for ALL Students - Every Child, Every Day, Whatever it Takes!

Warm regards,

Jeffery O. Smith, Ed.D.
Superintendent

Maximize Every Child's Learning

Mission, Vision and Goals

- Worked with members of the Division Leadership Team to ensure board reports were directly aligned with the mission, vision and goals of HCS. Since January 2018, the presentations included, but were not limited to, the following:
 1. Implementing and Sustaining a Positive Climate and Culture
 2. Early Literacy
 3. Digital Learning
 4. Teaching and Learning: Language Arts
 5. Teaching and Learning: Social Studies
 6. Teaching and Learning: Math
 7. Teaching and Learning: Science
 8. Teacher Induction – Five Year Program
 9. Teacher Leadership Professional Development Series
 10. Dual Enrollment
 11. Understanding by Design: Moving Forward with Backwards Design
- Hosted several superintendents, as well as civic leaders, and provided tours regarding the *Academies of Hampton*. These visits further communicated and framed the mission, vision and goals of HCS.
- Facilitated and conducted presentations and discussions that focused on the HCS student achievement expected outcomes with members of the leadership team (School Administration Center, building level principals, assistant principals and transportation – June 2017, August 2017, and December 2017).
- Established the expectation that members of the leadership team would clearly define a multi-tiered instructional model that outlines the academic as well as the climate and culture division-wide expectations with delineated resources. The division's 2017-2018 professional development sessions are aligned to this instructional model.
- Continued the implementation of the Pyramid of School Support to provide, as well as to ensure, a systems approach in addressing student achievement and environments conducive to learning.
- Continued to expand collaborative working relationships with business leaders in support



of the transformation of our high schools through the work associated with the *Academies of Hampton*. To date, from the Phase I academies planning, we have an increase of 572% in business and community partners, rising from 80 to 458 partners.

Planning and Assessment

- Established the vision for a three-to-five 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.
- Articulated the importance of collaboration between general education and special education staff to ensure Tier 1 curriculum access for all students. To date, the deputy superintendent facilitates monthly meetings with an emphasis on reading and language arts.
- Enhanced data decision-making through expanded features to the HCS response to intervention database. Improvements have resulted in the ability for staff to better monitor the individual reading progress of students in grades K-8.
- Aligned human resources to actual student needs through the FY2019 budget development process.
- Established the expectation of an *Academies of Hampton* first-year retreat. Published an annual report highlighting accomplishments from 2016 through 2018. Accomplishments to date include, but are not limited to, the following:
 1. HCS will transition from five pocket academies to sixteen wall-to-wall academies during the 2018-2019 school year, not including the freshman academy at each high school.
 2. HCS has developed 26 additional college and career pathways (44 pathways), which will align student interests with career aspirations.
 3. An electronic process was developed to facilitate the academy selection for students via the division's PowerSchool portal system.
 4. Over 1,400 students will transition to their college and career academies during the 2018-2019 school year.
 5. A transportation plan was developed, which includes HCS providing satellite transportation to all academies and the HRT Freedom Pass system as options for students and families.
 6. The inaugural commitment to graduate ceremony was held at the Hampton Coliseum for over 1,400 freshmen and more than 300 family members.
 7. 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:

- Thomas Nelson Community Career and Technical Education Symposium
 - Teacher/Administration Communication (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
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- 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.
 - Implemented a supplemental phonics program in eight elementary schools (Booker, Burbank, Forrest, Kraft, Langley, Machen, Smith, and Tyler) in September 2017. 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.
 - Initiated a series of professional development trainings 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. To date, teachers have participated in four training sessions.
 - Supported the implementation of a supplemental reading program entitled *Recipe for Reading*® in all elementary schools. *Recipe for Reading*® is a comprehensive, multisensory, phonics-based reading program. 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).
 - Established the expectation that principals and assistant principals serve as instructional leaders as well as articulated that students should be reading on grade level by the end of their third grade year. As such, elementary principals and assistant principals began participating in a professional development training series that focuses on building school leaders' skill sets in observing teachers and providing feedback for instruction observed during the literacy block of instruction. 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.

- Communicated 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.
- Initiated the importance of focusing our efforts from birth to post-secondary literacy. To this end, staff from Hampton City Schools, Newport News Public Schools, and *Smart Beginnings* continues to collaborate regarding the topic of school readiness. The work team reached consensus during September 2017 on a pamphlet that emphasizes the importance providing one's child with a smart beginning. The team created a marketing campaign and deployed strategies for this resource.
- Outlined in the superintendent's areas of focus the need to ensure that the 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.
- Examined best practices taking place throughout the school division to continue to build from places of strength. The deputy superintendent of curriculum, instruction, and assessment, along with the executive directors of school leadership, met with grade 3 teachers whose students demonstrated great success on the 2016-2017 Grade 3 Reading SOL assessment. Adjustments were made to the HCS Response to Intervention Database as a result of these conversations. For example, many of the teachers talked about the strategy of conducting ongoing goal setting conferences with their students throughout the school year. The HCS Response to Intervention Database now contains fields that are being used by teachers throughout the school division to model this best practice.
- Fostered the expectation of alignment of student achievement outcomes and school-based student achievement data meetings. The executive directors of school leadership held first quarter data meetings with each of the Tier 3 schools' leadership teams. The meeting agenda included opportunities for school leadership teams to provide the division's leadership support team with updates in the area of early literacy. For example, each school shared the number of students in each of the primary grades who moved from one tier to another tier by the end of the first quarter (e.g., eight students receiving Tier 3 support during the first quarter moved to Tier 2 as a result of their progress).
- Continued facilitation of the Operating and Steering Committee meetings with the city manager to ensure that the *Academies of Hampton* continue to remain in the forefront of our decision-making.

- Worked with the appropriate staff and supported the implementation of full-scale Freshman Academies at each of the high schools. The implementation planning and process has included a successful transition from Success 101, to 2017 Summer Bridge, to Freshman Academies.

- Ensured continuous progress of the *Academies of Hampton* through weekly conversation progress chats with the executive directors of school leadership.

- Encouraged and supported staff efforts to identify additional funding opportunities in support of the *Academies of Hampton*. During the 2017-2018 school year, HCS has received additional funding from the following entities in support of transforming the teaching and learning, student secondary experience and the community, civic and business engagement:



1. Virginia Department of Education High School Innovation Grant in the amount of \$50,000
 2. Extended School Year Grant in the amount of \$50,000 for each high school totaling \$200,000
 3. Honda Grant in the amount of \$75,000
 4. National Park Service Grant in the amount of \$98,000
 5. Community Knights Grant in the amount of \$1,500 in support of the commitment to graduation ceremony
 6. Northrop Grumman Grant in support of the Aerospace Academy in the amount of \$3,700
- Served on the GO Virginia Council and provided staff with research data to assist with the design of future academies. To date, we are prepared to increase from five pocket academies to 16 career and college wall-to-wall academies that will be offered during 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.
 - Initiated the planning between HCS staff and the Hampton Police Department that created the foundation for developing the Law and Public Safety Academy that was implemented at Bethel High School as a new academy offering beginning the school year of 2017-2018.
 - Developed and publicized the career and college student/parent booklet being used during each high school parent information session.
 - Ensured a finalized transportation plan, which includes HCS providing satellite transportation to academies and the HRT Freedom Pass system as an option for students as well.

- Ensured a strong partnership with Thomas Nelson Community College to strengthen the school division's dual enrollment program, which is a key component to the success of the *Academies of Hampton*.
- Formulated and received support from business leaders serving on eight industry councils that met several times throughout the first semester of the 2017-2018 school year.
- Formulated and received 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*.
- Ensured strategic and measurable collaboration and consistent communication with HCS staff and parents regarding the *Academies of Hampton* as noted below:
 1. Three 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, a second *Academies of Hampton* briefing has been held with all high school staff members at each high school.

Instructional Leadership

- Established the expectation of providing teachers direct professional development to support literacy efforts. Monthly professional development sessions were held around literacy with reading personnel, and elementary and middle school administrators.
- Supported and ensured appropriate funding to foster hands-on learning in middle school science classrooms. FOSS (Full Option Science System) was piloted in select science classrooms in the middle grades during the 2017-2018 school year, as experiential learning opportunities continue to be integrated into the curriculum.
- Emphasized 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. This digital writing portfolio will be implemented across all high schools during the 2018-2019 school year.
- Fostered 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.
- Assessed and identified opportunities within the areas of curriculum and instruction during the Superintendent's Look, Listen and Learn meetings. The 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.

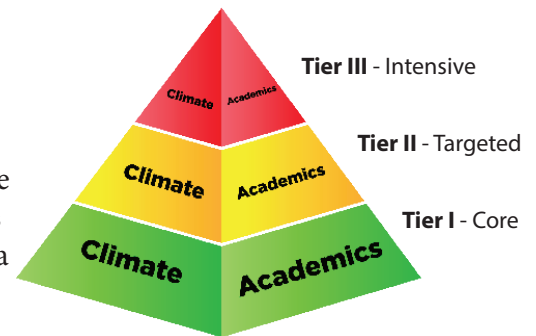
- Continued the Superintendent's Success Indicators Meetings. Nine meetings have been held to date of which three meetings were with principals of Tier 3 schools. During the meetings with principals, they provided an overview based on the following four essential questions:
 1. Based on your school's 2016-2017 SOL results, share your identified areas of focus. Where are you regarding the implementation of your action plan?
 2. Are there specific personnel concerns at this time?
 3. What resources can be provided to assist you?
 4. Where do you expect your school's SOL pass rates to be prior to retakes?
- Established the expectation for the development of a three to five-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. A three-year professional development plan has been developed which is aligned with the aforementioned planning documents.
- Continued the tiered system of support for schools. The deputy superintendent for curriculum, instruction and assessment, executive directors for school leadership and curriculum leaders have conducted student achievement data meetings at the school level. During the 2017-2018 year, over 15 meetings were held.
- Advocated and remained committed to development of resources for teachers to use within the curriculum based on the three evidence-based strategies adopted by the instructional leaders within HCS. The evidence-based strategies selected include Non-linguistic Representation, Summarize and Note Taking, and Questioning. To date, and as appropriate, the 183 rewritten curricula include teacher resources that support these evidence-based strategies. Curriculum leaders will continue to embed and enhance other curricula units with these strategies as we move forward.

Create Safe, Nurturing Environments

Organizational Leadership and Safety

- Collaborated with members of the Division Leadership Team to right-size the organization based on projected student enrollment.
- Led the process of developing a budget, which reorganizes several functions within the organization to align resources based on student needs.

- Articulated 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. School staff and bus drivers and attendants have been engaged in professional development activities as a means of enhancing and strengthening safe and nurturing school environments with access to electronically-based lessons and other resources.
- Supported and provided the necessary time for building principals and assistant principals to receive Alert Lockdown Inform Counter Evacuate (ALICE) training in support of safe and nurturing schools.
- Established the expectation of 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.
- Presented during the June 2017 Leadership Summit, August 2017 Leadership Summit, as well as during the August 2017 Transportation professional development session to ensure a consistent message of the work agenda before the HCS team specifically related to the Tiered System of Support (academics, climate and culture) and the expected student achievement outcomes.
- Established the expectation that the Tiered System of Support include an academic as well as a climate and culture focus.
- Remained engaged throughout the Superintendent's Climate and Culture Task Force process to ensure recommendations were considered and incorporated as appropriate to ensure a systems approach in establishing climate and culture expectations throughout the school division.
- Articulated the need to provide staff with evidence-based tiered strategies that could be used as a means of establishing and strengthening a climate that is conducive to teaching and learning divisionwide. As a result, a comprehensive professional development database has been launched that focuses on tiered evidence-based climate and culture strategies. Additionally, school staff participated in related professional development as a part of the 2017 summer professional development summit.
- Ensured 2017-2018 principal and assistant principal meetings not only incorporated strategies to improve students' academic performance but also climate and culture. During the 2017-2018 school year, three meetings have been held with building level principals and assistant principals.
- Supported the application process for the Virginia Department of Security Equipment. HCS was awarded \$100,000. These funds were approved for the purchase and installation of school security equipment requested on the applications for the approved schools.



Attract, Develop and Retain Exceptional Staff

- Ensured the development of the FY2019 budget focused on areas of the Hampton City Schools 2020 Strategic Plan that became a driving force during the development of the FY2019 budget: 1) Maximize Every Child's Learning and 2) Attract, Develop and Retain Exceptional Staff.
- Sought and received Board guidance which identified employee compensation and funding for the *Academies of Hampton* as the top two priorities for this budget cycle. The Hampton community also identified these as two key needs during the Community Priorities Workshop held in November 2017.
- Included a two percent compensation increase for all full-time staff as well as the majority of part-time positions. In addition, the recommended budget allocated resources to the *Academies of Hampton* model, which supports the continued transformation of teaching and learning in our high schools via small learning communities and experiential learning opportunities.
- Increased the teacher salary scale by an average of five percent, in addition to the base pay compensation increase over the past two years, to begin addressing competitive compensation.
- Offset the 3.2 percent increase to employees' insurance premiums by increasing the division's contribution toward each employee's health insurance plan by the same amount. Employees who participate in the wellness program realize significant savings to insurance premiums.
- Developed a five-year teacher induction program, which supports first year teachers to the profession as well as experienced teachers new to the school division.
- Focused the FY2019 budget development around right-sizing the organization based on current enrollment projections.

Maintain Effective, Efficient and Innovative Support Systems

- Recognized and began to rightsize the organization based on a projected decrease of student enrollment as well as restructured 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 FY2019 budget development process.
- Supported teaching and learning by expanding the tiered system of support for climate and culture for all schools and grade levels. 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.

- Designed a database inhouse 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.
- Ensured 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 resulted in reading gains at all levels for students with disabilities as well as their non-disabled peers.
- Enhanced the digital learning program through modifications to the distribution process, which resulted in significantly reducing the time required to distribute devices. For school year 2017-2018, it took less than two weeks to deploy over 12,000 devices. In addition, we are piloting a software program called LAN School in select secondary schools. This program provides teachers with the opportunity to view all students' screens simultaneously from their laptops and to provide immediate feedback to students during the lesson in a highly effective and efficient manner. This program, which further supports the goal of technology integration, will be utilized in additional schools during the second semester of this school year.

Enhance Family and Community Engagement and Satisfaction

Communication and Community Relations

- Continued to represent the school division by speaking and presenting at various community events to include, but not limited to, the following:
 1. Langley Air Force Base
 2. Virginia Chamber of Commerce
 3. Hampton Neighborhood Commission
 4. First Baptist Church Men's Annual Breakfast
 5. Hampton State of the City
 6. Coliseum Business Roundtable
 7. Virginia Ship Repair Association
 8. Wythe Exchange Club
 9. 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

- Provided members of the Hampton City School Board and members of the Division Leadership Team with weekly updates.
- Continued 1:1 discussion with board members to ensure continued transparency.
- Continued to represent HCS through my participation on various boards and committees throughout the Hampton City community to include, but not limited to, the following:
 1. Sentara Healthcare Board of Directors
 2. GO Virginia Hampton Roads Regional Board
 3. Virginia Air & Space Center Board of Directors
 4. Smart Beginnings Board of Directors
 5. Region II Superintendent Study Group Legislative Representative
 6. President of the Virginia Association of School Superintendents
 7. United Way of the Virginia Peninsula Capital Campaign Cabinet
 8. Williamsburg Health Foundation (past chair of the Governance and Nominations Committee, past vice chair and chair of the Board of Trustees)
 9. Invited to join the Hampton Rotary Club – December 2017
- Worked closely with the executive director of human resources and other members of the team to fill the position vacancy for the executive director of public relations and marketing.
- Met with members of the department of public relations and marketing on a consistent basis to ensure a smooth transition during the interim.
- Developed featured stories and proofed the Email Extra during the vacancy period of the executive director of public relations and marketing.
- Moved forward with a process for the renaming of the educational programs which house the seven adult and alternative learning programs as the Hampton City Schools Adult and Alternative Learning Center.

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

- Continued to advocate for a work climate of mutual trust and respect.
- Selected to serve as a Virginia Association of School Superintendents Executive Coach for new superintendents in the Commonwealth of Virginia.
- Requested to co-facilitate new school board member orientation for the Virginia School Board Association – July 2017 and January 2018.

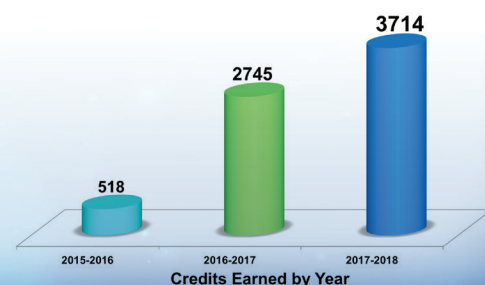
Manage Fiscal Resources Effectively and Efficiently

- Ensured appropriate follow through with rightsizing the organization for greater efficiency in the areas of course selection and student-to-teacher class ratios.
- Continued to identify other funding streams such as grant opportunities in which HCS was awarded \$1 million to support the *Academies of Hampton* for extending learning. Additionally, \$2 million were awarded for 21st Century Community Learning for after school programming.
- Collaborated with the city manager to further the cause of addressing various facility needs through the addition of \$1 million in one-time funds beyond the annual allocation for capital improvement.
- Launched an initiative to design open educational resources (OERs). 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.
- Continued 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.

Divisionwide Student Academic Progress

- Based on a laser teaching and learning focus and the aforementioned important work, 93% of HCS schools are accredited without conditions (fully accredited).
- Increased dual enrollment credit hours in HCS by 600 percent between the 2015-2016 and 2017-2018 school years. During the school year of 2015-2016,

Over **600%** increase in overall dual concurrent coursework completed over the past three years



students took 518 credit hours through the HCS dual enrollment program. During the 2016-2017 school year, students took 2,745 credit hours. During the 2017-2018 school year, students took 3,714 credit hours.

- Experienced SOL growth for the school year of 2017-2018 as noted below:

English: **Gains at 18** schools

Math: **Gains at 10** schools

History: **Gains at 13** schools

Science: **Gains at 18** schools

These gains depict a comparison of combined SOL rates between 2016-2017 and 2017-2018. The combined rates in English and math represent a combination of pass rates, expedited retakes and student growth rates.

- Posted the highest accreditation rate in six years. In 2015, 12 schools, or 41 percent of schools, earned full accreditation. In 2016, 16 schools, or 55 percent, earned full accreditation. Last year (2017-2018), 19 schools earned full accreditation, representing 66 percent of schools. This year, 27 of 29 schools are accredited without conditions (fully accredited) representing 93% of schools.
- Posted the highest division on-time graduation rate and the lowest dropout rate since 2008 for the graduating class of 2018. In Hampton, 92.6% of 2018 graduates earned their diplomas in four years, surpassing the statewide average. This represents a 29% increase since 2008.
- The dropout rate for the Class of 2018 in the Commonwealth of Virginia is 5.5%. Hampton's 2018 dropout rate is 1.57%, reflecting a decrease of 1.02 percentage points when compared to 2017's rate of 2.59% and a decrease of 12.53 percentage points when compared to 2008's rate of 14.1%.

The Hampton City School Board

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Look Listen Learn



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