

H A M P T O N C I T Y S C H O O L S

SUPERINTENDENT'S **YEAR IN REVIEW**



Submitted by:

Dr. Jeffery O. Smith

SUPERINTENDENT

JUNE 2017



EVERY CHILD, EVERY DAY, WHATEVER IT TAKES!



Hampton City Schools Administrative Center

ONE FRANKLIN STREET
Hampton, Virginia 23669-3570

Jeffery O. Smith, Ed.D.
Superintendent

June 30, 2017

Dear Community Members:

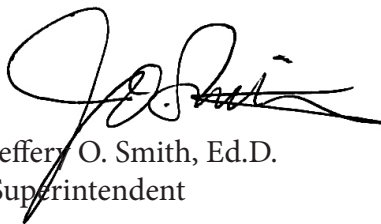
This summative document provides highlights of the progress and accomplishments made to date during the 2016-2017 school year. Again, I am reminded that the work associated with accomplishing our priorities is multi-faceted and continual.

The 2020 Hampton City Schools Strategic Plan serves as an essential document to guide our day-to-day work. Continuous improvement requires we remain strategic, process-driven, and collaborative. We must also ensure that we possess 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 together to prepare our young people to be college, career and life ready. We must ensure they are prepared to meet the demands of an ever-changing world.

Please know I remain committed to an environment of sustained student achievement and success - Every Child, Every Day, Whatever It Takes!

Warm regards,



Jeffery O. Smith, Ed.D.
Superintendent

Maximize Every Child's Learning

Mission, Vision and Goals

- Created a process and met with Hampton City Schools' (HCS) administrative team (Division Leadership Team, curriculum leaders, principals and assistant principals) during June 2016 and August 2016 to set the stage as well as to re-engage the leadership around understanding and actualizing the mission, vision and goals of HCS. Since June 2016, the following essential actions have been taken and accomplished:
 1. Established expected student achievement outcomes for HCS that will enable all staff to have a clear and united sense of purpose in order to influence as well as guide the daily work within HCS.
 2. Operationalized the mission statement of HCS by providing a working definition for Every Child, Every Day, Whatever it Takes.
 3. Ensured appropriate follow up for members of the Transportation Department to participate in a full day in-service training and presented at their professional development session to set the stage for the 2016-2017 school year.
 4. Ensured appropriate follow up for the school security team to engage in a full-day professional development session as well as presented at their session as a means to set the stage for the 2016-2017 school year.
 5. Accepted the invitation and co-presented with the city manager at the Hampton State of the City Address and emphasized the accomplishments as well as the important work of HCS.
 6. Established and set the expectation for the Ford Next Generation Learning designation ceremony for HCS around the premise of showcasing talent and accomplishments of students in order to further facilitate strong business and community partnership opportunities.
 7. Met with the professional development team to further facilitate the vision of a well-defined tiered system of support to ensure alignment with the 2020 HCS Strategic Plan in the areas of climate and culture as well as teaching and learning.
 8. Developed and presented on the topic of Why and How We Learn: A Focus on Tier I at the June 2017 Leadership Summit as a means of setting the focus and stage for the 2017-2018 school year.
 9. Explored with the leadership team the concept of hosting a regional/state digital learning conference.

Planning and Assessment

- Established and continued the Superintendent's Success Indicators bi-weekly meetings to review student achievement data, develop action plans, monitor progress and plan for other division-level priorities. The deputy superintendent of curriculum, instruction and assessment, executive directors of school leadership, curriculum leaders and principals at designated schools have attended meetings to review student achievement data as well as to identify next steps. Since June 2016, the following action steps have been taken and accomplished:
- Provided the appropriate level of leadership for the expansion of the Academies of Hampton. Since June 2016, the following action steps have been taken and accomplished:
 1. Attended each visioning and framing meeting and actively participated with a demonstrated level of commitment to the process and subsequent full implementation.
 2. Received a High School Innovation Grant for \$50,000.
 3. Hired a Director for the Academies of Hampton.
 4. Provided members of the Division Leadership Team (DLT) with feedback at each phase of the planning process to date.
 5. Requested and obtained the commitment of the city manager to co-chair with the superintendent the operating and the steering committees of the Academies of Hampton.
 6. Remained abreast of the progress to date of the associated work of the Academies of Hampton at bi-weekly Superintendent's Success Indicators meetings.
 7. Co-facilitated the work of the steering committee to date with the expectation that the master plan for the Academies of Hampton will be completed and submitted to Ford Next Generation Learning for review and feedback by January 9, 2017.
 8. Completed draft of the master plan of the Academies of Hampton.
 9. Pursuing Law and Public Safety Academy through partnership with chief of police, assistant fire chief, commonwealth attorney, and the juvenile court judge.
 10. Informed the Hampton School Board of the progress and accomplishments associated with the Academies of Hampton to date.
- Initiated the development of a five-year Capital Improvement Plan for HCS. Since June 2016, the following essential actions have been taken and accomplished:



1. Formed a planning committee structure.
 2. Convened internal stakeholder group to establish criteria and initiate preliminary priority projects by school.
 3. Collaborated with the city to identify stakeholders for stage 2 of the committee work.
 4. Developing a framework for the CIP five-year plan.
- Remained abreast of state revenue projections for FY 2017 and worked collaboratively with HCS staff to proactively address the shortfall in the Governor's budget that protects the three percent compensation increase. I met with department supervisors who provide budgetary oversight to discuss the HCS plan of action, as well as to obtain feedback.
 - Continued Superintendent Success Indicators bi-weekly meetings with the deputy superintendent of curriculum, instruction and assessment, executive directors of school leadership, and principals of Tier III schools.
 - Reviewed and provided feedback on the development of the Academies of Hampton Master Plan.
 - Implemented a Success 101 course as the foundation for launching a full scale Freshman Academy. Through the work of a tactic team, a robust Freshman Academy will be fully implemented at each high school during the 2017-2018 school year. We have also provided over 70 teachers with professional development through the Ford NGL network in this area.
 - Facilitated or co-facilitated three Academies of Hampton operating board meetings with business leadership and community members to provide senior level oversight and advisement to ensure implementation with fidelity.
 - Facilitated or co-facilitated six Academies of Hampton steering committee meetings with business leaders and community member participation to provide senior level oversight and advisement to ensure implementation with fidelity.
 - Ensured the Hampton School Board remained regularly informed on the Academies of Hampton progress and accomplishments through Notes and General Briefing updates as well as through school board presentations.
 - Sought school board guidance and approval at major decision points relative to the Academies of Hampton.
 - Met with the following business leaders to build and strengthen partnerships around the Academies of Hampton:
 1. Canon Enterprises
 2. Newport News Shipbuilding
 3. Newport News Shipbuilding Apprentice School
 4. Virginia Peninsula Chamber of Commerce Board of Directors

Instructional Leadership

- Assessed and identified opportunities to strengthen the division's instructional program. Since June 2016, the following essential actions have been taken and accomplished:
 - Worked collaboratively with the deputy superintendent of curriculum, instruction and assessment to provide follow up in the areas of revising the division's curriculum to ensure it is guaranteed and viable. Since June 2016, the following essential actions have been taken and accomplished:
 1. Members of the CIA Department adopted the philosophy of Understanding by Design to embark upon curriculum rewrites for all HCS curricula. Extensive study was undertaken by members of the department, which included the development of a revised curriculum template.
 2. A training plan was developed to train HCS curriculum writers. Each team of curriculum writers will participate in a three-stage training process. The first group of writers, over 50 HCS teachers, participated in Stage 1 training in December 2016.
 3. Continued emphasis on the development of a Guaranteed and Viable Curriculum through the rewriting of the curriculum. To date, 93 curriculum writers have been trained. We have embarked upon rewriting 93 courses that will be released August of 2017.
 - Advocated for and ensured appropriate follow up on the identification of evidenced-based strategies that teachers will incorporate as a part of the instructional delivery program for HCS. To date, the following essential actions have been taken and accomplished:
 1. A professional learning opportunity was presented to over 300 HCS staff during the 2016 Leadership Summit (August 2016) on the use of select evidence-based strategies during instruction.
 2. Beginning in September 2016, the CIA Department worked to select three evidence-based strategies (e.g., Questioning, Nonlinguistic Representations, Summarizing & Note Taking) that will be emphasized in the curriculum and training sessions beginning in January 2017. Subcommittees were formed to select at least two activities for each strategy that will be developed into training opportunities for staff and embedded into the curriculum.
 3. Members of the CIA Department presented professional development on each of the three evidence-based instructional strategies to the CIA Focus Group (approximately 55 individuals from varied instructional roles) in December 2016.
 4. Information regarding this work was communicated to staff in December via an "everyone" e-mail. Members of the CIA Department will continue working in January 2017 to develop a timeline and process for a division-wide rollout of this work. For example, curriculum writers are being trained on this work beginning February 2017. There is an expectation that these strategies will begin to be embedded in the curriculum for the start of the 2017-2018 school year.



- Established as a priority and continued to articulate the need for an early literacy program (birth to post-secondary) for HCS. Since June 2016, the following essential actions have been taken and accomplished.
 1. Analyzed data of preschool students to determine program impact on school readiness. Reported to the School Board on the positive impact preschool has on incoming HCS kindergarten students.
 2. HCS has been engaged in ongoing dialogue with Smart Beginnings and Newport News Public Schools regarding efforts to address early literacy needs. Both school divisions are collaborating on communication documents/resources to inform community members about school readiness (e.g., literacy needs, social/emotional needs).
 3. Kindergarten instructional assistants are participating in a training series during the 2016-2017 school year to further develop their skills to work with students in the area of literacy.
 4. Reading comprehension assessments are being created for students in first and second grade that will be administered on a quarterly basis beginning in January 2017. These reading passages will be used to monitor progress and to provide support to schools based on the data.
 5. Planning is underway to offer a summer program for rising kindergarten students who have not had an opportunity to participate in a preschool program. The plan of action will be developed and shared with the board.
 6. A work team is currently exploring the design of a formal writing program that will be used in grades kindergarten through second grade.
 7. Division-wide reading comprehension measures for students in first and second grade were developed during January 2017. These assessments were administered during the third and fourth marking periods of the 2016-2017 school year. Prior to the administration of these assessments, we did not have reliable division-wide reading comprehension data for students in these grade levels. Beginning with the 2017-2018 school year, these assessments will be administered quarterly in second grade and three times in first grade (end of first semester, end of third and fourth quarters). Results from the spring 2017 administration of these assessments indicated that 80% of first grade students and 90% of second grade students met or exceeded the comprehension benchmark (score of 70%).
 8. Members of the Division Leadership Team continue to monitor student data in the Response to Intervention (RtI) database related to reading based on the division's student progress monitoring schedule. Particular attention is given to the progress of students in the primary grades who are receiving Tier II or Tier III support in the area of reading.
 9. The Language Arts Department presented grade level lists of student achievement success indicators for students in grades kindergarten through eighth grade to the Board on January 18, 2017. These lists highlighted the essential information and skills that students must know, understand, and are able to do in order to be successful readers and writers prior to entering high school.

10. An in-service was held on January 30, 2017 for all Pre-K and kindergarten teachers. The purpose of this training was to share information regarding the Hampton Reads initiative and efforts underway in the division to address the literacy needs of students in the primary grades. This training also provided an opportunity for Pre-K and kindergarten teachers to share strategies with each other, to provide input on the HCS Kindergarten Readiness Checklist, and to learn new instructional strategies related to reading and comprehension. All HCS first grade teachers participated in the same training on April 12, 2017, while all HCS second grade teachers received this training on April 19, 2017.
11. A presentation regarding the Hampton Reads initiative was made to the Hampton Workforce Development Team on March 20, 2017. This event provided an opportunity to share the division's focus on early literacy with key stakeholders in the Hampton community. The same presentation was shared with the Hampton Council PTA on March 28, 2017.
12. Benchmark Literacy is the reading program that is currently being used in first through fifth grade. This program will be adopted in kindergarten beginning with the 2017-2018 school year. Language Arts curriculum for kindergarten is being rewritten during summer 2017, while all Language Arts curriculum in the primary grades is scheduled to be rewritten prior to the start of the 2018-2019 school year.
13. The Language Arts Department is currently working with a consultant to examine best practices in early literacy for the development of a formal writing program in the primary grades (K-2).
14. The Language Arts Department team will be implementing a supplemental phonics program in five to seven Title I schools beginning with the 2017-2018 school year. This program was piloted at Forrest Elementary during the previous school year, where students demonstrated considerable progress. Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) provides a systematic approach to decoding to support students in gaining reading fluency and comprehension.
15. The summer of 2017 marked the beginning of a program for rising kindergarten students who did not participate in a formal Pre-K program, at no cost to families. A total of 55 students who will be entering kindergarten in the fall of 2017 participated in a 16-day summer program that focused on social, emotional, literacy, and numeracy school readiness skills.
16. Kindergarten Instructional Assistants participated in a training series during the 2016-2017 school year to further develop their skills to work with students in the area of literacy. This training, conducted by members of the Language Arts Department, continued to build the skill sets of the division's instructional assistants to prepare them to assist classroom teachers in meeting the needs of struggling primary readers.
17. HCS engaged in a collaborative effort with Smart Beginnings and Newport News Public Schools (NNPS) to develop a kindergarten readiness checklist that will be distributed via a variety of vehicles throughout the region. Families may use the checklist in order to gauge students' literacy, numeracy, social, and emotional readiness for kindergarten. Having reached consensus on the checklist, a next step for this work team will involve soliciting support from various community organizations/agencies and other stakeholders to market the information and accompanying resources.

18. Developed and presented to the school board the portrait of students, kindergarten through eighth grade, for Hampton City Schools as well as our graduates.
 19. Members of the Language Arts Department collaborated with members of the Special Education Department and embarked upon a curriculum rewrite for self-contained classrooms for students with disabilities in grades kindergarten through eighth. The revised curricula emphasize foundational literacy skills that are integral to Tier I instruction.
 20. The Hampton Reads work team met with a representative group from the faith-based community on October 16, 2016 to discuss the role that local church congregations can have in supporting school readiness efforts. A collaborative effort will occur in order to develop a toolkit that community church members can disseminate. NNPS, HCS, and Smart Beginnings will base the toolkit on the checklist that has been developed.
 21. The second annual Hampton Reads event with childcare providers was held on February 4, 2017 at the Hampton Healthy Families building. The purpose of this event was to provide this stakeholder group with an update on the work surrounding school readiness and literacy and to share strategies for working with primary students in the area of literacy.
- Continued to strengthen the partnership with Thomas Nelson Community College (TNCC). Since June 2016, the following action steps have been taken and accomplished:
 1. Coordinated with the Thomas Nelson Community College president the development of structures and processes to increase HCS dual enrollment in the four high schools and on the Thomas Nelson Community College campus.
 2. Increased the number of HCS faculty who meet the SACS criteria for community college faculty rank by TNCC to 19.
 3. Supported the development of 11 TNCC dual enrollment courses offered on the high school campuses.
 4. Facilitated sessions with Division Leadership Team members to develop a 9-12 compendium of post-secondary learning opportunities.
 5. Maintained a collaborative working relationship with Dr. John T. Dever, President of Thomas Nelson Community College, to foster a strong dual enrollment program, which is an important pillar of the Academies of Hampton work.
 6. Increased the number of teachers with dual enrollment credentials by 32%.
 7. Established the expectation and provided senior level leadership to expand the HCS dual enrollment program with Thomas Nelson Community College which has yielded a 430% increase in the number of dual enrollment credits earned by HCS students.



- Provided appropriate division level leadership to foster the importance of refining and strengthening the digital learning program to work toward fidelity of implementation. Since June 2016, the following essential actions have been taken and accomplished.
1. Began to embed digital lessons into the written curriculum in an effort to further support teachers' technology integration efforts.
 2. Training was conducted for all high school students and staff on the effective use of Chromebooks as a tool to enhance teaching and learning.
 3. Job-embedded professional learning is being provided to all middle school teachers in a differentiated manner at varied points during the 2016-2017 school year.
 4. Planning is underway to host the second annual regional technology conference (e.g., Googlepalooza) during the summer of 2017.
 5. Planning is underway to host a national technology conference during the fall of 2017.
 6. Began to explore the use of OERs (Open Educational Resources) to support the teaching and learning process.
 7. Restructured staff assignments (Instructional Technology Resource Teachers) to ensure greater support is being provided to middle and high school teachers.
 8. Plans are underway to convene a work group to establish minimum technology expectations for HCS teachers.

Create Safe, Nurturing Environments

Organizational Leadership and Safety

- Initiated a process to systematically review the major priorities of the school division during weekly division leadership team meetings. Since June 2016, the following areas have been addressed: PRIDE, security cameras, early literacy, instructional strategies, five-year professional development plan, five-year capital improvement plan and tiered intervention plan.
- Provided staff with a clear and consistent focus relating to the priorities and daily work associated with HCS. This is accomplished through reviewing expected student achievement outcomes on a monthly basis and defining the criteria for success.
- Established a Superintendent's Leadership Academy to provide principals and assistant principals of HCS with the opportunity to further enhance their leadership skills, especially during the first two years of a new leadership assignment.
- Initiated the PRIDE program to support teaching and learning.
- Instituted a process for replacing, upgrading and adding security cameras at the schools.

- Initiated the formation of a Superintendent's Climate and Culture Task Force that met several times throughout the 2016 - 2017 school year.
- Developed climate and culture measurable objectives that have been communicated during the June 2017 Leadership Summit.

Attract, Retain and Develop Exceptional Staff

- The FY 2018 budget included a minimum two percent salary increase for full and part time employees with the exception of flat rate positions (tutors, groundskeepers) and temporary positions. The FY 2017 budget provided for a minimum three percent salary increase.
- In addition to the two percent salary increase, the FY 2018 budget included funds to increase specific salary steps within the scale. For the FY 2017 budget year, adjustments were made to the beginning teacher salary. For FY 2018, in an effort to become more competitive in recruiting teachers, a \$1,000 increase to the entry of the teacher salary also occurred. All other steps on the bachelor's lane of the teacher scale received at a minimum a \$175 increase over the two percent. Also, the top of the teacher scale was shortened to 38 years of service, which benefited teachers with greater years of experience.
- Bus drivers, automotive/maintenance trades and technology specialists, health services employees and some building level administrators (based on years of experience versus what was their current salary) received additional salary adjustments in order for the division to remain competitive in these areas.
- In collaboration with over 100 HCS teachers, we embarked upon rewriting the HCS curriculum. The curriculum rewriting process has ensured that the voices of teachers are at the table for a stronger guaranteed viable curriculum. The curriculum rewriting process has also provided teachers with job embedded professional development.
- HCS has provided more than 260 professional development learning opportunities during the 2016-2017 school year that are directly aligned with the division's 2020 vision of the future and the superintendent's expected student achievement outcomes.

Maintain Effective, Efficient and Innovative Support Systems

- Proposed and supported the addition of three full-time equivalent technology positions in the FY 2017 budget for building level support of one-to-one division initiative.
- Proposed and supported increased funding in the FY 2018 for the expansion of bandwidth to increase the speed of accessing and connectivity to the internet freeway given the increase in the number of devices and use of technology in HCS.
- Supported the launching of a cyber café to enable staff members to deepen their knowledge through virtual professional learning opportunities.

- Promoted opportunities for teachers to know HCS teaching and learning expectations which fostered the awareness and the subsequent redesigned teacher resource website.
- Initiated the Superintendent's Climate and Culture Taskforce as an essential path for defining a safe and nurturing environment for HCS, establishing goals for schools/departments as well as to identify resources and strategies.

Enhancing Family and Community Engagement and Satisfaction



Communication and Community Relations

- Presented at business/civic organizations and faith-based groups on various topics relating to the mission, vision and goals of HCS.
- Maintained two-way communication with members of the school board through either weekly or bi-weekly notes and general briefings.
- Initiated “power tweets” as an additional communication vehicle to share the great work of HCS.
- Participated in the identification of business and community leaders to support the Academies of Hampton and as appropriate contacted various members of the community to serve on committees.
- Facilitated or co-facilitated with the city manager business partnership meetings with various business leaders.
- Appointed or elected to the following boards or councils which further supports the mission of Hampton City Schools and the expansion of business partnership opportunities:
 1. Sentara Healthcare Board of Directors
 2. Go Virginia Hampton Roads Regional Council
 3. Virginia Air and Space Center Board of Directors
 4. Smart Beginnings Board of Directors
 5. Region II Superintendents Study Group Legislative Representative
 6. President-elect of the Virginia Association of School Superintendents
 7. United Way of the Virginia Peninsula Capital Campaign Cabinet
 8. Williamsburg Health Foundation
- Invited to present at the July 2017 Virginia School Boards Association for new school board members and new superintendents.

Manage Fiscal Resources Effectively and Efficiently

- Advised the deputy superintendent of operations and support on matters to proactively mitigate a shortage in state revenue impacting FY2017, which has yielded a strong end-of-year financial position.
- Established a defined process and worked collaboratively with the Division Leadership Team to develop an FY 2018 HCS budget that reflected goals of the school board and community.
- Ensured board members and city council members were well informed and had sufficient opportunities to provide feedback relative to the FY 2018 HCS budget.
- Worked collaboratively with the city manager to garner additional funding (\$265,000) for the important work associated with transforming our schools through the Academies of Hampton.
- Established the expectation and held five Superintendent's Town Hall Staff Budget meetings on the proposed FY 2018 budget to provide HCS employees an overview as well as the opportunity to ask questions and receive clarification regarding the new health insurance provider/program. The meetings were held at Hampton High School, Kecoughtan High School, Syms Middle School, Phenix PreK-8 School, and Spratley Gifted Center.

Division-wide Student Academic Progress

- Building from places of strength and strategically addressing opportunities with a laser focus, we realized the following student achievement progress:
 - Overall growth in reading by 2.9 percentage points.
 - An 8.8% decrease in the number of K-2 students identified as needing reading support based on the Phonological Awareness Literacy 2016 spring testing.
 - Moved the needle on schools fully accredited from 41% to 55%, which is the highest rate in four years.
 - Achieved a 90.7% graduation rate. The associated work plan for this achievement was presented at a school board meeting. In this area, we top 60% of other school divisions in Virginia.
 - Increased dual enrollment opportunities for students from 15 students who earned a total of 53 college credits last year to 393 students (duplicated count) pursuing over 2,200 college credit hours this year.
 - Decreased the dropout rate from 5.7% to 2.8%, which is lower than 83% of other school divisions in Virginia.
 - Provided clearly defined expectations and senior level leadership regarding the realignment of building level human resources based on division-wide student achievement needs.

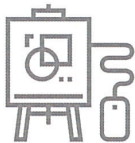
- Continued the emphasis of continuous improvement and specifically provided senior level leadership through a systems approach to address student achievement and school accreditation by reviewing student achievement data on a monthly basis and raising the essential question of what, why, and how (next steps). As appropriate, the implementation of various resources was monitored on a regular basis to determine levels of impact on achievement.
- The number of schools fully accredited in HCS continues to increase. Preliminary results indicate that 66% of schools will be fully accredited based on 2016-2017 SOL (Standards of Learning) assessment data. This represents the highest rate in five years. In the last two school years HCS has increased the percentage of schools fully accredited by 25% points (41% to 66%).
- Division-wide pass rates on SOL assessments continue to trend in the right direction. Preliminary SOL data results from the 2016-2017 school year indicate the following increases in division average pass rates:
 - o HCS division-wide SOL pass rates exceeded state benchmarks for each of the four content areas.
 - Reading SOL pass rate - 76%
 - Math SOL pass rate - 75%
 - Science SOL pass rate - 75%
 - History SOL pass rate - 82%
- Initiated and developed a Superintendent's Leadership Academy to support either new principals or principals in new assignments to provide them with the opportunity to further enhance their leadership skills, especially during the first two years of a new leadership assignment.

— PORTRAIT OF A — HAMPTON GRADUATE

Prepared for success in careers, lifelong learning and life



Diploma



Professional Portfolio



CONTENT KNOWLEDGE


Achieves and applies appropriate academic and career focused knowledge

CAREER & LIFE SKILLS

Integrates and applies classroom knowledge to navigate the real world



Virtual Class


College-Ready
PSAT Scores



Certification

COMMUNICATION, COLLABORATION, & LEAD

Builds connections and works with individuals and diverse communities

POSITIVE SENSE OF SELF & PURPOSE

Demonstrates mindfulness of self, others, and personal journey



College Credit



Internship

HAMPTON
City Schools
Every Child, Every Day,
Whatever It Takes!

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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.