

Hampton City Schools

City Council Work Session
September 28, 2016
1:00 p.m.

Dr. Jeffery O. Smith, Superintendent
Hampton City Schools

Look Listen Le^{arn}

Assessing the Current Reality & Creating Navigable Paths

- Superintendent's Look, Listen and Learn Tour
 - Observations
 - Opportunities

New Superintendent's Tour

- Engaged over 1,000 stakeholders:
 - School Board members
 - HCS Staff members
 - PTA Council/parent groups
 - City and state leaders
 - Community groups
 - Civic and business leaders
 - Higher education

*A detailed list can be found in the Superintendent's Look, Listen and Learn Tour Update, pages 20-21.

Maximize Every Child's Learning Observations

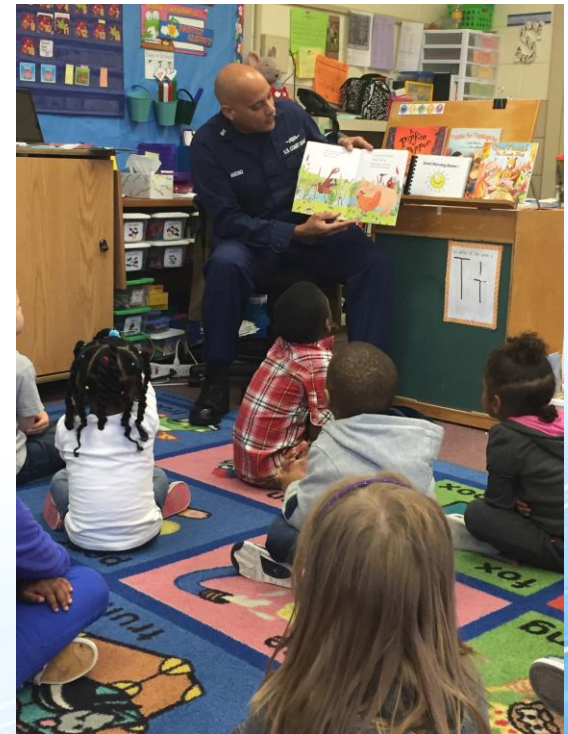
- Stakeholders expressed clear desire for:
 - Increased student achievement
 - Emphasis on academic excellence
 - Attaining fully accredited schools
 - Ensuring HCS is the division of choice for students and staff

Maximize Every Child's Learning Opportunities

- Ensure a guaranteed and viable curriculum
- Ensure alignment of lesson design & delivery with curriculum
- Enhance alignment of assessment program with curriculum

Maximize Every Child's Learning Opportunities

- Create a literacy program from birth to postsecondary
- Create academic portraits of HCS students in 5th, 8th, and 12th grades



Maximize Every Child's Learning Opportunities

- Expand dual enrollment and industry certification programs
- Transform teaching and learning via academy programs



Maximize Every Child's Learning Opportunities



- Create an intense accreditation plan of action for schools
- Formulate a plan of action to address on-time graduation

Create Safe, Nurturing Environments

Observations

- Stakeholders expressed clear desire for:
 - Defining safe, nurturing environments
 - Ensuring consistency in our focus and practices

Create Safe, Nurturing Environments Opportunities

- Define safe, nurturing environments for HCS and expand written protocols



Create Safe, Nurturing Environments Opportunities

- Develop a five-year professional development program
- Expand the implementation of Positive Behavior Interventions & Supports (PBIS)



Create Safe, Nurturing Environments

Opportunities

- Create a model of excellence for facilities, grounds & maintenance



Attract, Develop, and Retain Exceptional Staff Observations

- Stakeholders expressed an appreciation for:
 - Great staff
 - Exceptional programs
 - Meaningful professional learning opportunities

Attract, Develop, and Retain Exceptional Staff Opportunities

- Ensure regional compensation competitiveness
- Develop and deliver a five-year professional development plan

Maintain Effective, Efficient, and Innovative Support Systems

Observations

- Commitment to the overall mission
- Ensure the work is connected in a purposeful manner
- Strong academic data system

Maintain Effective, Efficient, and Innovative Support Systems Opportunities

- Ensure a systems approach
- Expand and ensure meaningful partnerships



Enhance Family and Community Engagement and Satisfaction Observations

- Expressed an interest and commitment to student success
- Demonstrated a desire to be meaningfully engaged in the work



Enhance Family and Community Engagement and Satisfaction Opportunities

- Ensure families and community members are connected to the real work
- Create & implement a five-year family and community engagement plan



Manage Fiscal Resources Effectively and Efficiently

Observations

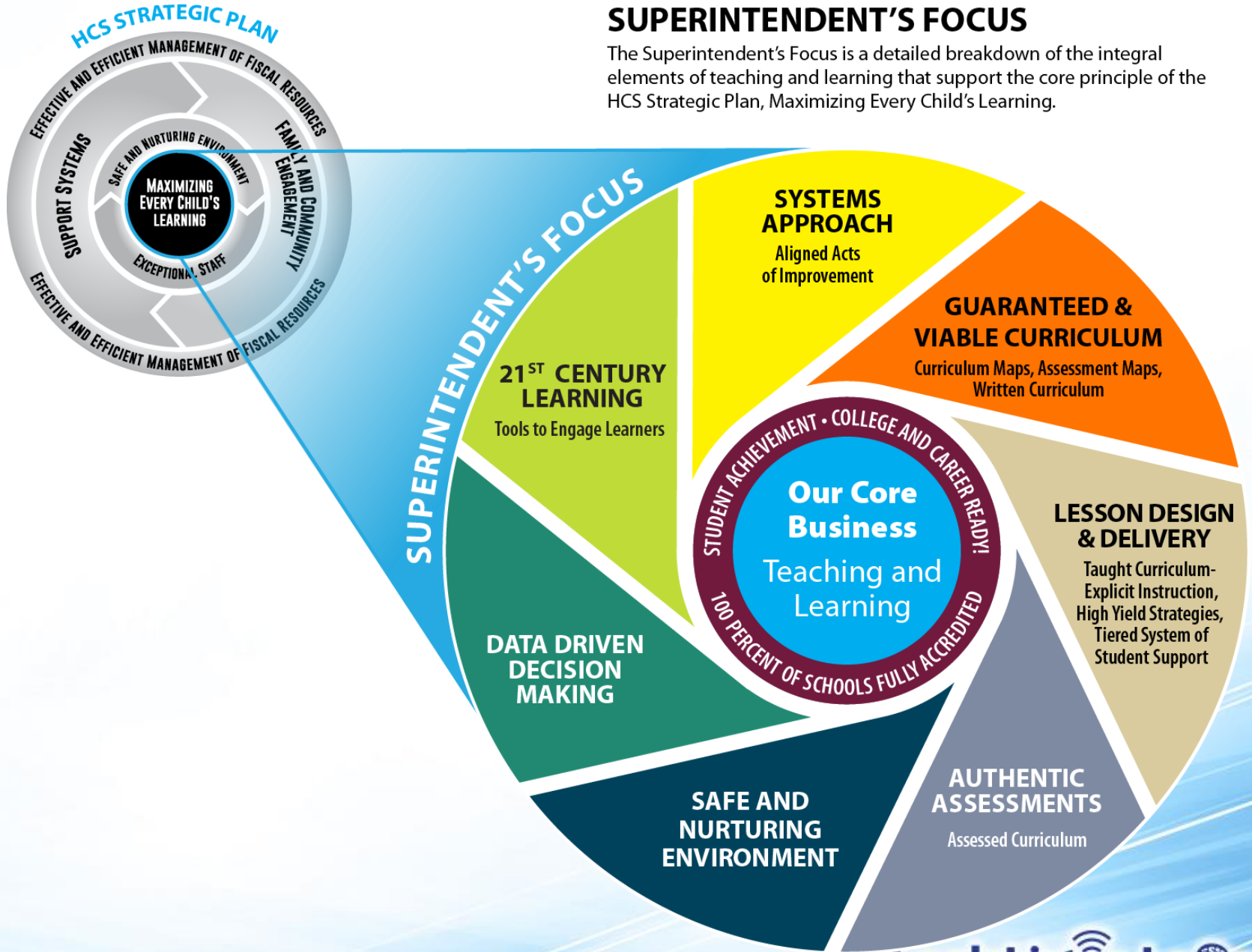
- Excellent system of checks and balances
- Strong business practices to support the mission of HCS

Manage Fiscal Resources Effectively and Efficiently Opportunities

- Increase vertical discussions
- Expand outcome-based budgeting

SUPERINTENDENT'S FOCUS

The Superintendent's Focus is a detailed breakdown of the integral elements of teaching and learning that support the core principle of the HCS Strategic Plan, Maximizing Every Child's Learning.



HCS Setting the Stage for the 2016-17 School Year

Telling Our Story

2016-17 Results

- From 12 to 16 schools fully accredited (41% to 55% accredited)
- Denied to fully accredited
 - Andrews Pre-K-8 School
- Partially to fully accredited
 - Booker Elementary School
 - Phillips Elementary School
 - Eaton Fundamental Middle School
 - Bethel High School

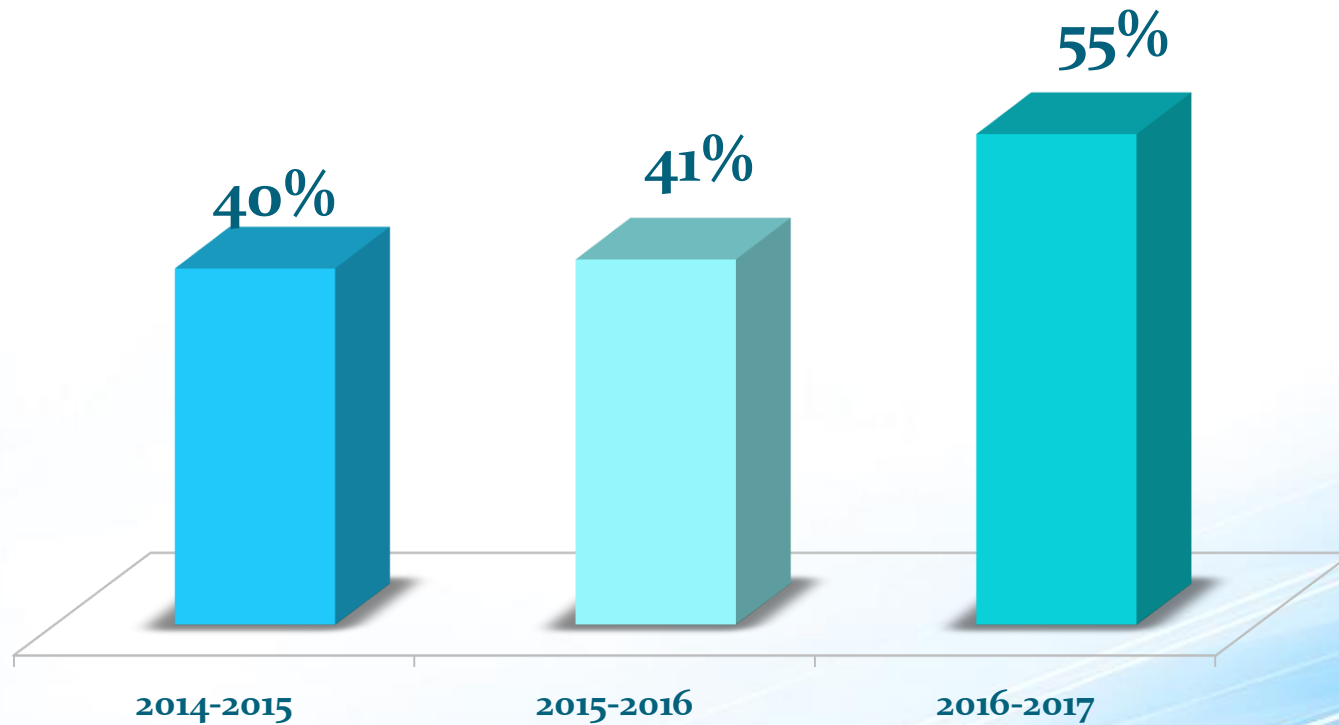
Telling Our Story

2016-17 Results

- Schools remaining fully accredited
 - Armstrong Elementary
 - Asbury Elementary
 - Barron Elementary
 - Burbank Elementary
 - Cooper Elementary
 - Langley Elementary
 - Tucker-Capps Fundamental School
 - Jones Magnet Middle School
 - Phenix Pre-K-8 School
 - Kecoughtan High School
 - Phoebus High School

Accreditation Results

Schools Fully Accredited



Telling Our Story

2016-17 Results

- 91% on-time division graduation rate, which is up by 3%
- Over 1,300 graduates this year
- Class of 2016 offered more than \$30 million in scholarships and grants
- Dropout rate down to just 2.8% from 5.1%
- Dual enrollment increase (53 credit hours earned to 2,293 credit hours being pursued)

Telling Our Story

2016-17 Results

- Growth in overall pass rates in both reading (2.7%) and mathematics (.7%)
- 8.8% decrease in the number of K-2 students PALS identified this spring
- 5% decrease in students and staff identifying bullying as a problem
- 2% increase in positive perceptions of cultural competence and care and support in our schools.

HCS Setting the Stage for 2016-17 School Year

The Power of Purpose

Mission: In collaboration with our community, Hampton City Schools ensures academic excellence for every child, every day, whatever it takes.



Vision: Hampton City Schools: the first choice for success for every student.

The Power of Purpose You Make a Difference

- Defining “Whatever it Takes”
 - Building leaders set the expectations for the culture of teaching and learning
 - Belief that all students can achieve and that they deserve the opportunity
 - Shared responsibility for student success
 - Culture can improve or hinder a school’s effectiveness

(Hoy & Woolfolk, 1990, 1993; Tschannen-Moran, Woolfolk Hoy & Hoy, 1998; Woolfolk, Rosoff, & Hoy).

Expected Student Achievement Outcomes

- All schools will be fully accredited.
- 95% of third graders will be reading on-grade level (*as measured by the Scholastic Reading Inventory*) by the end of the 2020 school year.

Expected Student Achievement Outcomes

- By the year 2020, each middle school student will explore at least two career pathways prior to entering ninth grade.

Expected Student Achievement Outcomes

- By the year 2020, each middle school student will be involved in at least one extracurricular activity with a mentorship component.

Expected Student Achievement Outcomes

- 95% of the 2017-2018 ninth grade cohort will graduate on time with a diploma and credentials that verify they are prepared to succeed in the economy and the community.

Expected Student Achievement Outcomes

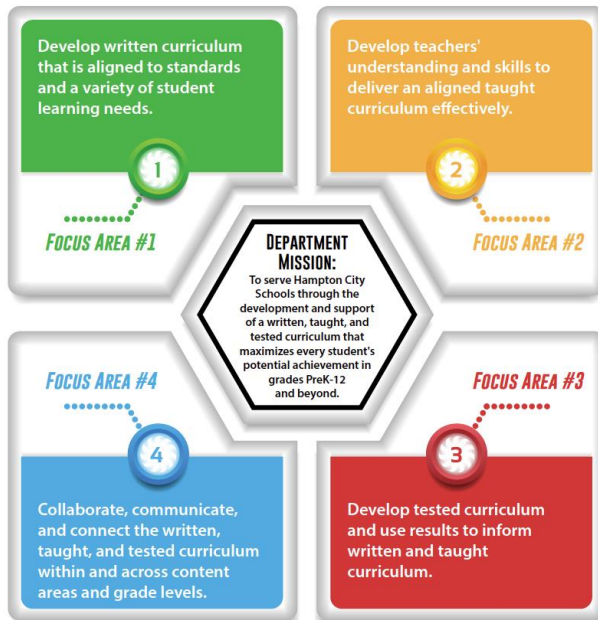
- The division's SAT or ACT composite score in reading and mathematics will be at the national average by 2020.
- All schools will meet the division's established safe and nurturing learning environment criteria/goals.

HCS Path of Continuous Improvement

HCS Curriculum, Instruction, and Assessment



HAMPTON CITY SCHOOLS Department of Curriculum, Instruction & Assessment



DEPARTMENT VISION: HCS ensures academic success for every child, every day with instruction that is aligned, purposeful, higher level, actively engaging, and rich in vocabulary and feedback.

CIA: Focus Areas

Focus Area 1: Written Curriculum

1. Review current curricula to ensure alignment with state Standards of Learning/competencies in terms of content, cognitive level, emphasis, and student learning needs
2. Determine "Big Ideas" for units that prioritize standards and Essential Knowledge & Skills
3. Use assessment data to inform pacing and prioritize the curating of high-quality available resources/materials
4. Improve the written curriculum by seeking feedback from stakeholders and monitoring its implementation

Focus Area 2: Taught Curriculum

1. Design and deliver data-driven professional development (based on observations and assessments) that supports implementation of the written curriculum, HCS endorsed instructional priorities, and principles of adult learning
2. Provide resources that define and model HCS expectations for teaching and learning
3. Monitor implementation of professional development concepts/skills and provide follow up as needed

Focus Area 4: Collaborate, Communicate, & Connect

1. Communicate curriculum, instruction, and assessment updates in a clear, consistent manner to all stakeholders, with a constant focus on improving student learning
2. Work across curriculum departments to identify and communicate explicit connections, both vertical (between grade levels) and horizontal (between content areas) within the written, taught, and assessed curriculum
3. Maintain a central location for technological distribution of curriculum that includes consistent templates and organization
4. Provide on-going professional development for stakeholders on the written curriculum, implementing the taught curriculum, and assessing student learning to improve student outcomes

Focus Area 3: Assessed Curriculum

1. Create and/or curate summative assessments aligned to standards in formats most appropriate to knowledge and skills required (e.g., critical skills assessments, unit tests, performance assessments, etc.)
2. Create and/or curate formative assessments aligned to standards in formats most appropriate to knowledge and skills required (e.g., diagnostic assessments, checks for understanding, etc.)
3. Analyze data with stakeholders and use to improve written curriculum and provide support for the taught curriculum

HCS Instructional Priorities

1. **ALIGNED:** Lessons are **aligned** in both content and cognitive level to established standards or competencies.
2. **PURPOSEFUL:** Teachers set and clearly communicate a **purpose** for learning.
3. **HIGHER-ORDER THINKING:** Students engage in college-, career-, and life-readiness skills that emphasize **higher-order thinking**.
4. **ACTIVE ENGAGEMENT:** Students are **actively engaged** in experiences that support the learning objective(s) throughout the lesson.
5. **FEEDBACK-RICH:** **Feedback** is used to improve learning.
6. **VOCABULARY-RICH:** **Vocabulary** development supports students' acquisition of knowledge and skills.



HAMPTON CITY SCHOOLS Department of Curriculum, Instruction & Assessment

Search this site

[CIA HQ Homepage](#)

[From the Deputy Superintendent](#)

[Mission](#)

[Guaranteed and Viable Curriculum](#)

[Instructional Priorities](#)

[Power Standards](#)

[CIA General Resources](#)

[Helpful Sites](#)

[CIA PD Calendar](#)

[FAQs](#)

Curriculum

▶ [CIA HQ Homepage](#)

▶ [1: Pre-Kindergarten](#)

▼ [2: Elementary](#)

▶ [0: Kindergarten](#)

▶ [1: First Grade](#)

▶ [2: Second Grade](#)

▶ [3: Third Grade](#)

▶ [4: Fourth Grade](#)

▼ [5: Fifth Grade](#)

[English Language Arts](#)

[Mathematics](#)

[Science](#)

[Social Studies](#)

▶ [3: Middle](#)

▶ [4: High](#)

▶ [Career & Technical Education \(CTE\)](#)

▶ [Foreign Language](#)

▶ [Health & Wellness](#)

[Library Services](#)

[Music](#)

[Success 101](#)

▶ [Visual Arts](#)

[2: Elementary](#) > [5: Fifth Grade](#) >

Social Studies

Grade 5 Social Studies

[Alma Dietz](#)

Social Studies Curriculum Leader

[Charles Baumgardner](#)

Social Studies Elem. Teacher Specialist

[Elizabeth Leatherwood](#)

Social Studies Sec. Teacher Specialist

Click on a link below to access curriculum resources.

First Nine Weeks

- [Unit 1: Bordering States, Water Features, and Products and Industries](#)
- [Unit 2: Virginia's First People](#)
- [Unit 3: Jamestown](#)
- [Unit 4: Life in the Virginia Colony](#)
- [Unit 5: American Revolution](#)

[1st Nine Weeks Pacing Guide](#)

[1st Nine Weeks General Resources](#)

[1st Nine Weeks Power Standards](#)



Go to Reports

Go to Teacher Snapshot

Quit

Go to Watchlist

Go to Student Snapshot



FORMS

15 of 411 Record(s) Found

Q1 Q2 Q3 Q4 EOY

Student Data

Print Benchmark Print SOL at a Glance Print ELL Print History

R Tier
M Tier Tier 1

Find Show All Print ALL Individual Student Goals Print Found List Sort

Attending: Phillips Elementary School Grade Level: 04 HR: School Year: 2016
 Gender: Student ID:
 LEP: LEP Proficiency: Enrollment Status: ACTIVE State Testing ID:
 Contact Phone: Entry Date: 07/04/2016
 Contact Email: Exit Date: 06/17/2017
 Entry Code: Original Entry in Va public school

Promoted

15 of 411 Record(s) Found

Student Staff Logs Log Summary Hist. Grades/Att/Sus CSA SOL Cogat & ELL Reading Math Hist.Data Charts SIT Referrals summer Info

PALS-K PALS-1 PALS-2 PALS-3 DRA Word Study DSA Progress Monitoring SRI

- [Click Here to view or download the Recommended Intervention Criteria for grade KG document.](#)
- [Click Here to view or download the Recommended Intervention Criteria for grade 1 document.](#)
- [Click Here to view or download the Recommended Intervention Criteria for grade 2 document.](#)
- [Click Here to view or download the Recommended Intervention Criteria for grades 3-5 document.](#)

Notes: Enter data according to the guidelines provided on the K-5 Language Arts Progress Monitoring Document. Click Here to download this document.

Teachers, Reading Specialists, and Interventionists may collaborate on entering data.

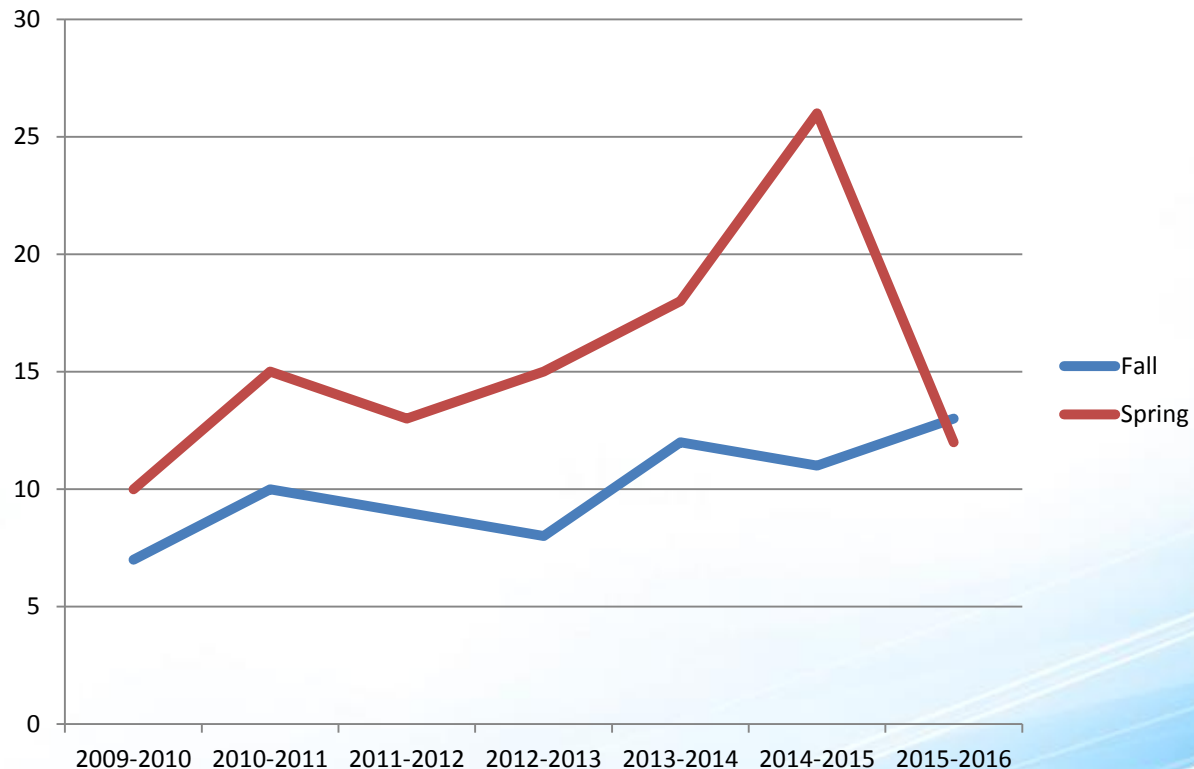
New You must click the green plus sign to the left to create a record.

Date	Instructional DRA Level	DRA title	F or NF	Accuracy	WPM	Notes
5/24/2016	30	Tiger's Whirlwind Day	F	99	80	
3/14/2016	30	Rhino Rescue	NF	98	71	
12/14/2015	28	Steam Engines	NF	98	51	
11/30/2015	28	The Haunted House	F	98	78	
11/20/2015	24	The Sun	NF	97	68	
10/13/2015	24	The Wonderful Day	F	97	80	

Phonological Awareness Literacy Screening (PALS)

Percentage of
Gr 1 HCS
students
identified by
PALS as needing
foundational
literacy support
(fall vs. spring)

*Benchmark is
more rigorous in
spring than fall

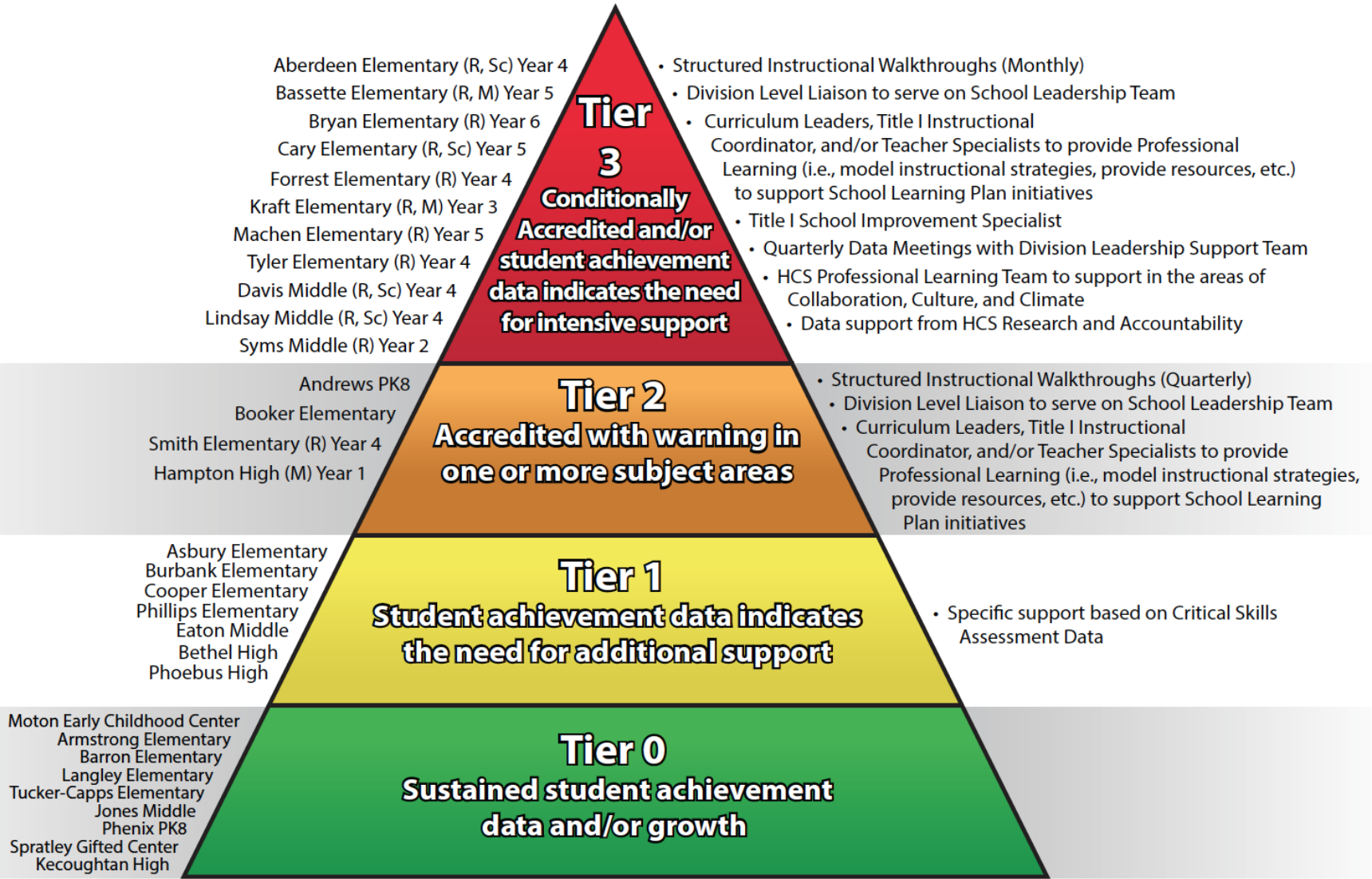


Hampton Reads Initiative

“Early literacy intervention is essential. The longer the delay, the wider the gaps become, which increases the difficulty of correcting those gaps. Historically, intervention programs have not provided services to students until documented failure occurred.” (Canady, 2015)



HCS 2016-2017 Pyramid of Interventions for School Support



Support for all schools

- School Improvement Plans
- HCS RtI Database
- Instructional Coaches
- Walkthroughs
- Voyager Reading & Math Program
- Quarterly Reports
- School Based Professional Learning
- Monthly CLT Meetings with Principals
- New Teacher Mentors

R= Reading M= Mathematics Sc= Science



HAMPTON CITY SCHOOLS DIGITAL LEARNING PROGRAM

- Program goals:
 - Improving student achievement
 - Increasing student engagement
 - Enabling personalized learning
 - Engaging parents and the community in education



The logo features a stylized blue open book with a grey stem and branches extending upwards. The branches are adorned with four colored circles: a red one at the top, two green ones, and two yellow ones. To the right of the book icon, the text "HAMPTON CITY SCHOOLS" is in blue, "DIGITAL LEARNING" is in pink, and "PROGRAM" is in a larger, bold pink font.

HAMPTON CITY SCHOOLS DIGITAL LEARNING PROGRAM

- Program evolution:
 - Device distribution
 - Training for staff and students
 - Connectivity between students, teachers, and families





Academies of Hampton

TRANSFORMING TEACHING & LEARNING

Creating meaningful learning experiences that enable students to learn and apply academic, 21st century, and technical knowledge and skills to real-world challenges

TRANSFORMING THE SECONDARY SCHOOL EXPERIENCE

Creating and maintaining career and interest-themed academies and collaborative culture, structures, and practices

TRANSFORMING BUSINESS & CIVIC ENGAGEMENT

Engaging employers, educators, and community leaders in building and sustaining a transformed secondary school experience

NEXT GENERATION LEARNERS

Engaged and able to apply learning in the real world



Prepared for success in college, career, and life

Equipped with critical 21st Century skills

The FORD NGL ROADMAP

PHASE 5: GO FURTHER

1. Deepen and broaden the community-driven transformation and apply it to the entire education system.
2. Create and share innovations that will support the entire Ford NGL network, or "serve as models for creativity, innovation, and risk-taking as well as demonstrated competence."

05

PHASE 3: PLAN

1. Achieve community-wide consensus on and ownership of a vision for transformation and learn what it will take to implement the vision.
2. Create a community-wide three year master plan for achieving the vision that is aligned with the school district's plans.
3. Agree on a set of priorities for the first year of implementation.
4. Strengthen the systems, structures, processes, and competencies needed to implement the plan and guide continuous improvement.

03

04

PHASE 4: IMPLEMENT

1. Strengthen community-wide capacity to implement and continuously improve the master plan.
2. Implement the systems, structures, processes, and competencies to support and sustain continuous improvement, with all key individuals and groups engaged.
3. Inspire, share and contribute to the Ford NGL network.

02

PHASE 2: ENVISION

1. Deepen community-wide understanding of the benefits and features of transforming the secondary school experience using a community-driven approach.
2. Understand and identify the systems, structures, processes and competencies needed to implement the plan and guide continuous improvement.

01

PHASE 1: EXPLORE

1. Understand the benefits and features of transforming the secondary school experience using the Ford NGL community-driven approach.
2. Readiness and commitment to embrace the Ford NGL transformation.

TIMELINE:
2 YEARS, 9 MONTHS -
3 YEARS, 6 MONTHS

The Journey So Far...

- ✓ **Phase 1: Exploration (March 15-16, 2016)**
 - Successfully met with Ford NGL to discuss structures, systems and processes; steering committee selection
- ✓ **Phase 1: Exploration (April 27, 2016)**
 - Brought together over **80** community members to build awareness and support for the Academies of Hampton (AoH)
- ✓ **Phase 2: Visioning and Framing Session (May 18, 2016)**
 - Brought together over **80** community members to develop the mission, goals and objectives, and the portrait of the AoH graduate
- ✓ **Phase 3: Master Planning Sessions (June 27, 2016 and August 17, 2016)**
 - Successfully transitioned from Phase 2: Visioning and Framing to Phase 3: Master Planning
 - Worked with over **80** community members to craft and tailor the AoH blueprint

Where we were

Where we are

Where we are going



2014 – 2016 School Year

- Research into high school transformation models
- Academy model selected and supported by School Board and community

2016 – 2017 School Year

- Success 101 Curriculum written and piloted in each high school
- Freshman academy tactic plan implemented

2017 – 2018 School Year

- Full scale freshman academy
- Career pathways clearly outlined for students/parents

2018 – 2021 School Year

- All high school students will be in an academy at all of our high schools



PENINSULA COUNCIL
For Workforce Development

Community Convening Organization

Community Coordinators
Matthew James
Sharnya Smith



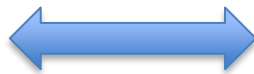
HAMPTON
City Schools
HAMPTON VIRGINIA

District Representative
Veronica Hurd



FORD
NEXT GENERATION
LEARNING
Education Innovation

Coach
Charles Mojkowski



Steering Committee

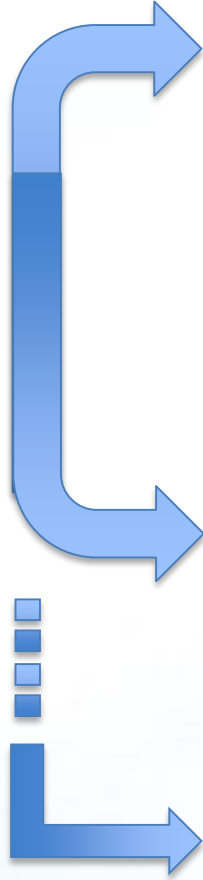
Dr. Smith	Ms. Bunting
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Operating Board

- Steering Committee Co-Chairs
- Community Coordinators
- District Representative
- Tactic Team Co-Chairs

Tactic Teams
Co-Chairs
(HCS & Business Representative)





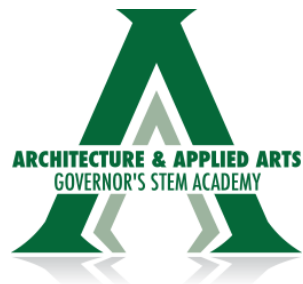
Tactic	Tactic Co-Chairs Business Representative	Tactic Co-Chairs Hampton City Schools
Career Exploration Opportunities	Lisa Wornom-Zahraiddin Peninsula Worklink	Carla Mahn
Communication and Marketing	Claire Bellecci Mellen Street Creative	Diana Gulotta
Community Convening Organization	Matthew James Peninsula Council for Workforce Development	Veronica Hurd
Dual Enrollment	Dr. Charles Swaim Thomas Nelson Community College	Dr. Donna Woods
Freshman Academies	Tina Banks-Gray Peninsula YMCA	Dr. Donna Woods
Parent/Family Engagement	Kathryn Johnson Alternatives, Inc.	Ann Bane
Shared Accountability	Mike Kuhns Virginia Peninsula Chamber of Commerce	Dr. Cynthia Cooper
Start - Stop - Sustain	Leonard Sledge Hampton Economic Development Authority	Veronica Hurd
Steering Committee	Mary Bunting City of Hampton	Dr. Jeffrey Smith
Workplace Learning Experiences for Teachers	Andrea Arnett Sentara Healthcare	Robbin Ruth Whitney Ketchledge



THE
ACADEMIES
OF HAMPTON



Hampton High School



Kecoughtan High School



GOVERNOR'S
Health Sciences
Academy

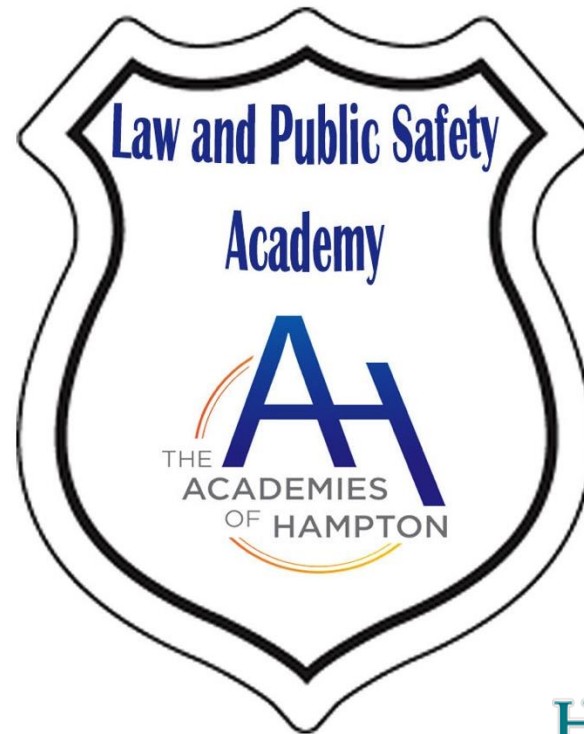
Bethel High School



Phoebus High School

Law and Public Safety Academy

First 2017-
2018
Identified!



POLICE
HAMPTON VA

HAMPTON *City Schools*
EVERY CHILD, EVERY DAY,
WHATEVER IT TAKES!

Look Listen Le**arn**

Law and Public Safety Academy

Law Enforcement Pathway

Grade Level	Required Pathway Course	Recommended Pathway Course
9th	<ul style="list-style-type: none">• Success 101 (Freshman Academy)	<ul style="list-style-type: none">• N/A
10th	<ul style="list-style-type: none">• Criminal Justice I	<ul style="list-style-type: none">• Business Law
11th	<ul style="list-style-type: none">• Criminal Justice II• Economics and Personal Finance	<ul style="list-style-type: none">• Public Safety I
12th	<ul style="list-style-type: none">• Forensic Technology• Capstone Course<ul style="list-style-type: none">• <i>Mentorship, Internship, etc.</i>	<ul style="list-style-type: none">• Public Safety II

Law Enforcement Pathway Courses

Criminal Justice I

Introduction to the legal foundations and processes

Explore crime scene investigation, the court system, the rule of law, policing, and juvenile justice.

Criminal Justice II

Legal foundations and processes

Principles, techniques, and practices for exploring careers within the criminal justice system

History of terrorism in the United States

Forensic Technology

Introduction to establishing facts through scientific analysis using current technologies and techniques

Partnership Opportunities

- **Advisory Boards**
- **Field Trips**
- **Guest Speakers**
- **Teacher Externships**
- **Project-Based Learning Activities**
- **Classroom Instruction**

