Mission and Vision

**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.
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.
Expected Student Achievement Outcomes

1. All schools will remain fully accredited without condition

2. 95% of third graders will be reading on-grade level (*as measured by the Reading Inventory*) by the end of the 2020 school year
Expected Student Achievement Outcomes  continued...

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

4. 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  continued...

5. 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

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

Tier I - Core

Tier II - Targeted

Tier III - Intensive
Multi-Tiered Systems of Support: Academics Tier I

- Guaranteed & Viable Curriculum
- HCS High-Yield Strategies
  - Instructional Technique Library
- CIA Headquarters
- Three-Year Professional Development Plan
  - UbD Learning Modules
- Student Achievement Game Plans

Website
Multi-Tiered Systems of Support: Academics Tier II

- Response to Intervention (RtI) Database for Progress Monitoring
- Small Group Instruction
- Extended Day Learning Opportunities
- Teacher Planning with Curriculum Leaders/Teacher Specialists
- School-Based Student Intervention Teams
Multi-Tiered Systems of Support: Academics Tier III

- Special Education Services
- 504 Plan
- Extended Day Learning Opportunities
- Response to Intervention (RtI)
- Database for Progress Monitoring
Multi-Tiered Systems of Support: Climate Tier I

- HCS Climate and Culture Toolkit
  - Social Emotional Learning (SEL) practices to create a welcoming environment
  - Positive relationships with students
  - Proactive approach to parent contacts
  - Clear expectations and reinforce with consistency
  - Verbal and nonverbal cues for redirection
Multi-Tiered Systems of Support: Climate Tier I

- HCS Climate and Culture Toolkit (continued)
  - Continuum of classroom responses to manage minor infractions
  - Self-awareness and self-management techniques
  - Mindfulness of the impact of trauma
  - Learning relative to the critical five competencies: self-awareness, self-management, social-awareness, relationships and responsible decision-making
Multi-Tiered Systems of Support: Climate Tier II & III

- Create restorative approaches to help restore the learning community
- Connect students with mentors and behavior intervention groups using SEL strategies
- Create plans to explicitly address the impacts of student re-entry on school climate and implement a plan of action
Tier I: Expanded Learning Opportunities for Students

*Surface - Deeper - Transfer*

- Performance Assessments (PAs)
  - Signature PAs in grades K-8
  - Project-Based Learning (PBLs) in grades 9-12
  - Challenge-Based Learning in grades 10-12
ACCOMPLISHMENTS
- Academically prepared with a diploma that verifies postsecondary readiness
- College credit, a nationally-recognized professional certification, or both
- Ten-year academic and career plan
- College-ready PSAT score
- Internship, work-based, service learning experience, and/or capstone research project
- Completed at least one virtual course
- Professional portfolio aligned with the 21st Century Employability Skills

CONTENT KNOWLEDGE
Achieves and applies appropriate academic and career-focused knowledge
- Exhibits college and career readiness and an ability to connect education to meaningful employment and productive citizenship
- Demonstrates the ability, knowledge, confidence, creativity, and initiative to take ownership in problem solving and goal setting

CAREER AND LIFE SKILLS
Integrates and applies classroom knowledge to navigate the real world
- Thinks critically and has the ability to deconstruct global problems, create solutions, and effectively articulate processes and results
- Applies creative thought to individually and collectively impact our region and the world as global-minded, innovative citizens
- Commits to achieving their goals as life-long learners displaying resiliency, persistence, adaptability, and a strong work ethic

COMMUNICATION, COLLABORATION, AND LEADERSHIP
Builds connections and works with individuals and diverse communities
- Communicates and collaborates to effectively express ideas through speaking, writing, and multimedia
- Respects, values, and embraces the diversity of others, as an inclusive leader, with an openness to new and unique ideas

POSITIVE SENSE OF SELF AND PURPOSE
Demonstrates mindfulness of self, others, and personal journey
- Conveys a positive sense of self, self-worth, and purpose
- Maintains healthy interpersonal relationships and supportive personal, social, and professional networks
- Sets goals to achieve full potential as empowered and committed individuals within the context of their family, community, and the world
- Demonstrates the social, intellectual, and creative ability to act with integrity, empathy, and flexibility in making reasoned, ethical, and responsible decisions

College, Career, and Life-Ready
High School Transformation

5 Academies → 16 Academies

18 Pathways → 41 Pathways
Celebrations of Our Work
Accreditation Status for HCS
HCS On-Time Graduation Rate (%)
HCS Dropout Rate (%)
Celebrations of Our Work continued…

- Dual enrollment credit hours have increased 642% since 2015-2016
  - The 10,820 Thomas Nelson Community College credits taken through dual enrollment has potentially saved students and families over $6.4M, based on current average costs in Virginia to earn these credits at a four-year college or university

- Greater numbers of students are graduating with industry credentials with 74% of the class of 2019 earning 2,604 industry credentials across 68 different examinations
Transforming Learning Environments: Restroom Renovations

Renovated 20 Restrooms
Transforming Learning Environments: New Roofs

Replaced 57,450 sq. ft of Roof
Transforming Learning Environments: HVAC Upgrades

72,000 sq. ft or 257 tons of New Cooling/Heating Capacity
Transforming Learning Environments: Fully Remodeled Three Cafeterias

Added 268 New Cafeteria Tables
All Elementary Schools and Most Middle Schools
Transforming Learning Environments: Landscaping

Added 877 New Plantings & Landscaped 27,000 sq. ft of Space
Transforming Learning Environments: Flooring

Tiled 37,710 sq. ft of Flooring
Carpeted 6,543 sq. ft of Space
Transforming Learning Environments: Remodeled High School Gymnasiums

Remodeled 38,892 sq. ft of High School Gymnasium Floors
Sanded and Sealed 65,159 sq. ft of Gymnasium Floors
HAMPTON CITY SCHOOLS

ONE DIVISION

ONE TRANSFORMATION

DIFFERENT SCHOOLS FOR A DIFFERENT WORLD