



Executive Summary of the Targeted Extended School Year Grant Program

TO THE GOVERNOR AND
THE CHAIRMEN OF THE SENATE FINANCE
AND HOUSE APPROPRIATIONS COMMITTEES

OFFICE OF STEM AND INNOVATION
DEPARTMENT OF LEARNING AND INNOVATION

NOVEMBER 2023

Executive Summary

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TRANSMITTAL LETTER



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. BOX 2120
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November, 2023

The Honorable Barry D. Knight, Chair
House Appropriations Committee
1852 Mill Landing Road
Virginia Beach, VA 23457

The Honorable John G. Avoli, Vice Chair
House Education Committee
P.O. Box 1942
Staunton, VA 24402

The Honorable Janet D. Howell, Chair
Senate Finance and Appropriations
P.O. Box 2608
Reston, VA 20195-0608

The Honorable L. Louise Lucas, Chair
Senate Education and Health Committee
P.O. Box 700
Portsmouth, VA 23705

The Honorable George L. Barker, Co-Chair
Senate Finance and Appropriations Committee
P.O. Box 10527
Alexandria, VA 22310

Dear Delegates Knight and Davis, and Senators Howell, Barker, and Lucas:

I am pleased to submit the Targeted Extended School Year grant program annual progress reports from the participating school divisions and an executive summary of the program's overall status and levels of measured success pursuant to [Item 136M of Chapter 1, 2023 Acts of Assembly](#).

If you have questions or require additional information relating to this transmittal, please do not hesitate to contact Brendon Albon, Assistant Superintendent of School Quality, at 804-750-8117, or by email at Brendon.Albon@doe.virginia.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "Lisa Coons", with a long horizontal flourish extending to the right.

Dr. Lisa Coons

LC/KC/ba

Enclosure

c. The Honorable Glen Youngkin
The Honorable Aimee Guidera
Virginia Board of Education

OVERVIEW OF THE GRANT PROGRAM

This Executive Summary includes the activity of the Targeted Extended School Year Payments grant program for fiscal year 2023. Since the General Assembly began appropriating and authorizing grants to extend the school year in FY2014, the Virginia Department of Education has administered the voluntary grant application and award process. In the nine years of dedicated appropriations for this grant, 34 different school divisions have received awards to conduct planning and/or start-up activities.

To encourage applications for the FY2023 grant program, the Virginia Department of Education (VDOE) promoted the availability of \$7,150,000 in start-up funds and \$613,312 in planning funds included in the FY2022 Appropriation Act for a total of \$7,763,312 in available funds.

Using the guidelines established by the 2023 Appropriation Act Item 136M, the VDOE awarded start-up grants totaling \$7,763,362.00 to four school divisions—Hampton City, Newport News City, Salem City, and Roanoke City. Two of the four school divisions were prior year planning grant recipients implemented programs during fiscal year 2023.

Only Waynesboro City applied for and received a total of \$50,000 in planning grant funds.

GRANT REQUIREMENTS

Grant opportunities were shared with all Virginia school divisions in a Superintendent's Email (Appendix B). In addition, a dedicated webpage on the VDOE website offered grant information, applications, and instructions. The VDOE Department of Learning and Innovation provided technical support and coordinated the grant application process.

To be eligible to receive a grant, interested divisions or schools had to complete an application package and a detailed budget. Budgets were required to be used directly for program implementation and operation. Applications included narrative responses on the following elements of the proposed program:

1. The purpose, title, and description of the program, including goals and objectives and anticipated outcomes based upon the start-up work completed.
2. The names and roles of any other organizations or school divisions involved in the program and other relevant information.
3. Information on the necessity of opening prior to Labor Day, (if applicable) including opening and closing dates as well as a copy of the school calendar and duration of the waiver that would meet the "good cause" requirements of § [22.1-79.1.B.3](#), *Code of Virginia*, related to year-round schools;
4. Logistics for transportation and other support services affected by a year-round or extended year program.
5. Estimated student enrollment, including projected demographic information and the community served, and grades to be served.
6. A description of proposed community engagement and partnership activities to build support for the program and ensure sustainability.
7. Evaluation procedures, including mechanisms for measuring goals and objectives demonstrating student achievement goals; and
8. A timeline and description of the initiatives and tasks involved in the start-up process.

REPORTING REQUIREMENTS

Year-Round or Extended School Year Programs which operated during FY2023 were required to report their progress on a number of factors needed to ensure the viability and success of a program, including staffing, transportation, and support services; steps to solicit and secure participation and support from a variety of stakeholders, and efforts to identify challenges to success and implement improvements as programs progressed. In addition, the grantees assessed the impact of their programs based upon their original goals. These factors and outcomes are highlighted in the narrative sections of the divisions' annual reports included within this document.

The Department of Education provided parameters for grant recipients' year-end reports, which included:

1. Executive Summary: goals, objectives, strategies utilized, and results (effect and impact);
2. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served.
3. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere.
4. Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development; and
5. Data on the impact of the program. (Divisions were required to report on the metric, *Student Achievement*, optionally, *two additional metrics* may be reported on. In the case of Year-Round School programs, *Chronic Absenteeism* was also a required metric.)

a. Student Achievement Metric

The school divisions provided a description of the instrument(s) used to assess the program's impact on *student achievement* based upon the goals and objectives identified in their applications. (Suggested assessment instruments included: Phonological Awareness Literacy Screening [PALS, including PALS-PreK] and the Developmental Reading Assessment.)

HIGHLIGHTED DIVISION Summary

Grant recipients took a different approach to the design and implementation of programs extending the school year or offering year-round instruction. Many targeted their offerings to students identified as having, or being at risk of, lower academic performance. However, others also made programs open to all interested students.

Most programs offered a balance of enrichment and remediation. Some offered intercessions during typical school vacation times, while others extended time for learning in nontraditional time periods, such as evenings or weekends. Certain School Divisions used these funds to implement summer or intercession programs that promote early literacy and high school career academy opportunities.

Despite these differences, grantees reported a common commitment to finding new ways to engage students in their learning with the intent of improving academic achievement. For FY2022, due to the COVID-19 pandemic and the related challenge of determining the most appropriate methods of providing instruction, along with the availability of federal funds related to the pandemic, most school divisions postponed or modified the implementation of their programs. Some divisions carried over funds to FY2023, as allowed in legislation.

The programs highlighted in the report represent a total of \$3,822,855 spent in FY2023.

Awarded School Division Startup Grants	Amount Awarded	Expended Funds	Funds to be carried over to 2024
Hampton City	\$1,500,000	\$850,889.77	\$640,110
Newport News City	\$4,984,092	\$2,220,718.34	\$2,763,374
Roanoke City	\$929,220	\$420,480.80	\$508,739
Salem City	\$300,000	\$330,766.37	-\$30,766 (From FY22)
Total Startup Grant Awarded	\$7,713,312	\$3,822,855	

Awarded School Division Planning Grants	Amount Awarded	Expended Funds	Funds to be carried over to 2024
Waynesboro	\$50,000	\$50,000	\$0

While the total awarded sum is significantly less than the legislated amount, the Virginia Department of Education has taken steps to make changes to the implementation of the grant awarding process. This grant will now be housed under the management of the Virginia Department of Education's Office of School Quality which will use this grant as a tool to highly encourage school divisions with students who are struggling academically to consider exploring and implementing alternative school calendar options, which is the intent of this bill.

Within this executive summary, four divisions that implemented their programs and conducted pre- and post-program assessments of student outcomes are highlighted. The annual reports of those highlighted programs and the other school division programs are available after the conclusion to this executive summary.

Hampton City Schools

Targeted Extended School Year Grant Program

2023 Annual Progress Report

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FISCAL YEAR(S) FUNDS USED:

2019-2020; 2020-2021; 2022-2023

NAMES & ADDRESSES OF THE SCHOOL DIVISION AND PARTICIPATING SCHOOLS

Hampton City Schools - One Franklin Street, Hampton VA. 23669

- Bethel High School - 1067 Big Bethel Road, Hampton, VA 23666
 - Hampton High School - W. Queen Street, Hampton VA 23669
 - Kecoughtan High School - 522 Woodland Road, Hampton VA 23669
 - Phoebus High School - 100 Ireland Street, Hampton VA 23663
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GRANT COORDINATOR CONTACT

Veronica Hurd, Director of the Academies of Hampton

Telephone: (757) 727-2006 Email: vhurd@hampton.k12.va.us

PROGRAM SUMMARIES

This section of the report summarizes the key programs and activities that support the goals and objectives described in the grant. Each description includes the program's Executive Summary, Logistical Description, Description of Stakeholder Engagements, Description of the Barriers and Aides specific to the strategy, and Data on the Impact of the specific program or strategy.

ELT GOAL

Hampton's Extended Learning Programs will give students the skills they need to pursue careers of interests and support and grow the region's talent pipeline by preparing graduates for college, work in high-demand, sustainable career fields, and life while providing regional businesses and industries the talent pool they need to meet current and emerging operational needs and strategic priorities.

ELT program include (1) instructional supports personalized to student needs; (2) enrichment opportunities that help students make the connections between who they are, who they want to become, and how they are going to get there; and (3) work-based learning experiences that build 21st century work skills and provide meaningful work experience linked to the student's plans for the future. The aim is to give students the encouragement and support they need to be fully engaged in their learning, develop an understanding of "why do I need to learn this and when will I ever use it," and, through exposure to the world beyond their neighborhood, expand their understanding of their place in the world and the legacy they leave.

Strategies for each of the three objectives identified in this grant application highlight how HCS naturally expands, extends, and connects classroom learning to

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real-life ideas and goals. The learning opportunities described under each of the objectives share similar attributes (e.g. specific academic, career exposure, and social outcomes); align intentional and focused instructional designs with classroom instruction; provide highly targeted and personalized attention and needed support; and reflect age-appropriate, evidenced-based, culturally relevant programming. Through these powerful learning experiences students are presented real-world opportunities to apply the skills and knowledge attained in the classroom. Students are challenged to do more, expected to rise to the challenge, and rewarded with increased confidence associated with their newfound agency. Through two key approaches, out-of-school time opportunities and Signature Experiences, ELT brings together instruction, community engagement, family involvement, and fun through a series of experiences that align and build upon curriculum, instruction, and classroom learning experiences.

OBJECTIVE 1

By June 2024, a minimum of 95% of first-time ninth grade students will progress toward mastery of academic standards as measured by promotion to the 10th grade and miss less than 10% of instructional time per year indicated by the standards of the VDOE learning climate.

As part of a small learning community, 100% of first-time ninth grade students will be enrolled in a Success 101 course that explores various career fields, strengths, and interests through engaging experiences both in and outside of the classroom, and will participate in strategies aligned on the work-based learning continuum (Appendix A). As a result, all ninth-grade students will produce a viable four-year academic plan while enrolled in Success 101 and make an informed decision to select their first choice career academy prior to entering their sophomore year.

Objective 1 Target Population: 2026 cohort, approximately 1,548 freshmen

Signature Experiences, goal is 100% of all freshmen

Freshman Census (Cohort 2026)				
Bethel	Hampton	Kecoughtan	Phoebus	Total
459	387	378	324	1,548

Out-of-school time programs with limited 'seat' capacity are open to all students; however, the goal is 75% of participants will be Target 1 (students from historically underrepresented populations) and/or Target 2 (students struggling with academic, behavioral, emotional, and/or social challenges and in need of additional support to reach their potential)

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Objective 1 Strategies

The following strategies support the objective 1. build relationships. Collectively, they create a culture of support and a sense of community, provide students with hands-on learning experiences, and connect what young people are learning in school to their career choices after high school.

Summer Bridge

Executive Summary

Summer Bridge prepares young people for a successful transition from middle to high school through engaging, relevant, and fun activities. Each activity provides students with hands-on learning experiences, connects what is taught in school to career choices after high school, helps to build positive relationships, and creates a culture of support and a sense of community,

The goals of this four-day freshman orientation program: help students get to know their high school community; start to build relationships with their peers, teachers and leadership; connect with upperclassmen and learn about the school's traditions and opportunities; acclimate to academic and social expectations as a high school student; and tour the high school and discover the many extra co-curricular, extracurricular, and sport opportunities offered at their school. Academic-readiness experiences help students brush off the academic dust that may have accumulated over the summer. Highly interactive sessions help students understand the differences in expectations between middle and high school, build a social support network, and make positive connections with the teachers they can rely on during freshman year. Additionally, students engage in self and career discovery through a themed project.

Logistical description of the project

Total days of instruction	4
Hours of instruction per day	4 hours - 8:30 AM to 12:30 PM
Time of program operation	Summer
Dates of Operation	August 8, 2022- August 11, 2022
Content Area(s)	Successful high school transition that ultimately leads to college and career readiness

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Student Demographics											
School	Census	Engaged	Special Population		Race						
			504	IEP	01- Amer Indian	02- Asian	03- Black	04- Hispanic	05- White	06- Hawaiian	07- Multi-Racial
Bethel	459	228	9	22		2	162	13	38	0	13
Hampton	387	235	10	21	1	6	180	2	32	2	12
Kecoughtan	378	224	17	27	0	6	94	17	90	1	16
Phoebus	324	168	6	24	0	1	103	13	30	2	19
Results Narrative (effect, impact, etc)											
<p>All rising freshmen are invited to attend Summer Bridge as the first step in their transition to high school. Students attend programming at their zoned high school, engaging in activities built around becoming the Portrait of a Hampton Graduate.</p> <p>Of the 168 students responding to the post survey, 87% rated the experience favorable; 66% reported being more comfortable with their teachers; 50% reported being more comfortable with their academy principal and counselor; 69% reported being more comfortable with their peers; and 98% reported feeling more prepared and ready for high school. When asked during the post-assessment process, Would you recommend the Summer Bridge Experience to a future 9th grader? 126 out of 145 (87%) said yes.</p>											
Bethel	Out of the 459 registered BHS freshman 2026 Cohort, 322 students registered for Summer Bridge. Of the 228 students who attended, 201 attended at least 3 of the 4 days, representing an 88 percent retention rate. All students created goals sheets for their freshman year.										
Hampton	Out of the 387 rising HHS freshmen/Cohort 2026, 235 students registered for Summer Bridge. Of the 235 students who attended, 132 attended at least 3 of the 4 days, representing 56% retention rate.										
Kecoughtan	Out of the 378 rising KHS freshmen/Cohort 2026, 248 students registered for Summer Bridge. Of the 248 students registered, 224 actually attended and 167 attended at least 3 of the 4 days, representing 75% retention rate.										
Phoebus	Out of the 324 rising PHS freshman/Cohort 2026, 200 students registered for Summer Bridge. Of the 200 students who attended, 168 attended at least 3 of the 4 days, representing a 79% retention rate.										
Stakeholder Engagement											
Teachers	Summer Bridge planning, organizing, and implementing relies heavily on the collaborative efforts of the Freshman Academy teaching teams and building-level administrators. Together they invest time and energy to create new and revitalize existing activities that will motivate students										

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	to be engaged in their learning and allow them to more easily transition from middle to high school while exploring new opportunities to discover more about themselves and their role and impact in their world, from school to community and beyond. Their efforts provide activities designed to help every student become the Portrait of a Hampton Graduate; student experiences include four days of interconnected activities, including interactive classroom workshops, project-based and team-building activities, and workplace and college exploration.
Parents	All ELT programs place a premium on involving families. Along with distributing information on the summer opportunities to families, Parent Coffee Chat brings parents together in conversations that reinforce the essential role parents play in their child's success while also introducing and stressing the value of the middle to high school transition programs and the expanded and extended learning opportunities offered in high school.,
Community	Community partners actively engaged in Summer Bridge support the agenda through guest speakers and activity facilitators.
Business & Industry	Business partners are not directly involved in Summer Bridge activities.
Barriers and Aids	
Student Engagement	<p>Ideally all incoming freshmen would attend Summer Bridge. However, the recruitment strategies being used are having a positive result - the percentage of students participating is increasing each year. Recruitment strategies include the EEL Summer Programs Website, Parent Square emails, school website, "Save the Date" mailing, counselor referrals. And personal phone calls. These strategies, along with marketing Summer Bridge as a part of an overall transition program, (including Summer Career College and Freshman Orientation) created greater awareness and increased participation and retention.</p> <p>Moving forward recruitment efforts will include marketing the opportunity at the middle schools with Academy Ambassadors attending middle school lunch periods to better inform middle school students and create a level of interest and excitement that leads to a "got to be there" attitude. Other new or reformatted strategies will include: Zoom with freshman parents to advise of summer offerings; meet with middle school counselors to discuss the transition program; attend faculty meetings at the middle school to market to teachers</p>
Parent Engagement	Creating additional parent engagement opportunities is an important factor in their child's success and essential when trying to engage

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	<p>students in extended learning time programs. While the Freshmen Academy team continues to host the Parent Coffee Chat to bring parents together to introduce them to high school learning opportunities, expanded strategies intended to generate greater parent participation will include more opportunities to accommodate different schedules as well as earlier marketing. Additional opportunities will include hosting a Zoom for parents on summer offering and hosting lunch and learn sessions for parents on the importance of participating in after school and summer programs throughout high school.</p>
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Summer Career College

Executive Summary

Summer Career College (SCC) offers incoming freshmen an early introduction to the career quadrants that make up the Academies of Hampton. The goal is to prepare students to make informed choices by providing exploratory experiences in a variety of careers. The week-long programs create the space and place for incoming high school students to take the time to explore an area they are passionate about or find a new passion. These experiences offer students an opportunity to engage in new experiences and activities that they might not have otherwise discovered. Each program allows students to explore new and exciting fields they may want to pursue and make friendships with others who share a similar interest. With alignment with specific career quadrants, SCC provides opportunities for students to engage in programs that reflect their interests, whether academic or otherwise.

SCC are fun and engaging curated weeklong experiences that introduce one of five career clusters - Public Service, Health Science, Engineering and Technology, Creative Arts, or Business and Technology. The four-day micro-exploratory modules expose students to the concepts and technical content of one of the career clusters, introduce career possibilities within that cluster, and build understanding of the college and career academies that support college and career preparation for careers that support the cluster. Experiences include visits to local postsecondary institutions, field trips that connect to college- and career-readiness, workplace experiences, and project based learning aligned to the career cluster. Each interconnected experience builds the soft-skills and workplace experience teens will need for the future. Students may choose to participate in one weeklong module or up to three over the course of three weeks.

Logistical description of the project

Total days of instruction	11 days
Hours of instruction per day	10:00 am - 2:00 pm, Monday - Thursday
Time of program operation	44 hours
Dates of Operation	June 27 - July 14, 2022
Content Areas	College and Career Exploration and Work-based Learning

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Student Demographics

School	Engaged	Special Population			Race						
		Low Income	504	IEP	01- Amer Indian	02- Asian	03- Black	04- Hispanic	05- White	06- Hawaiian	07- Multi-Racial
Bethel	31	15	2	2	0	0	29	0	0	0	2
Hampton	24	9	2	4	0	0	19	1	4	0	0
Kecoughtan	34	9	2	2	0	0	26	3	3	1	1
Phoebus	129	60	7	12	0	0	102	6	14	1	6

Results Narrative (effect, impact, etc)

There were two pre-assessments created. One of the assessments tested students' knowledge on the Portrait of a Graduate qualities and academy knowledge and scored the answers. A perfect score of 30 would demonstrate a good understanding of the academies. Of the 32 students who took the assessment 16 were able to identify the 4 career quadrants from a multiple choice response; 11 were able to correctly identify academy quadrants by high school; when asked to match the academy names to high schools 28 matched Bethel correctly, 20 matched Hampton correctly, 26 matched Kecoughtan correctly, and 19 matched Hampton correctly,

The second pre-assessment had 61 responses and asked students why they chose the career cluster and who was responsible for enrolling them in the program. Teachers had access to both pre assessments. The scored assessment was the assessment that was aligned to assessing the program goals and was created after the pre this pre assessment was released to the teachers. When asked why they selected this cluster, 50% said it was because they were still trying to decide what academy they wanted to attend. When asked about whether their familiarity with the cluster had increased, 77% scored favorably.

Stakeholder Engagement

Teachers	Teachers make all the difference in student engagement and student outcomes. Beyond collaboration with their instructional leadership/coaching team to design, write, and implement the experiences, SCC teachers ensure that students' time is well-spent, resulting in their growth and achievement and exciting them about the learning process. Recognizing they are working with students transitioning from middle to high school and facing uncertainty about increased academic demands, high school expectations, and new peer groups, SCC teachers create an atmosphere where students feel supported; where they feel they are in a safe place and space to be curious, explore their ideas and sense of self, accept challenges, ask
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	<p>questions, and learn new things; and, where they are able to encourage and support one another and begin to create positive peer relationships before they start their first day of high school.</p>
Parents	<p>Along with informing parents in advance of the Summer Career College opportunities and its positive impact on successful transitions from middle to high school, parents were continually kept up-to-date, in real time, about the Industry Field Experiences students were going on each week. Along with the logistical details, parents received information describing the experience and connections to HCS academies.</p>
Community	<p>Collaborations with industries, employers, and career professionals are a core component of all ELT programs, including SCC experiences. Community engagement is essential to successful implementation of the weekly Industry Field Experience. They ensure these offer authentic learning opportunities, expose students to career opportunities, support the development of students' interest in a particular career or industry, and help students connect classroom learning with its application in the working world.</p>
Business & Industry	<p>The following partners hosted the Thursday field experiences for students participating in the Summer Career College: WHRO Public Media, Mariners Museum and Park, Bryant and Stratton College, Virginia Air and Space Science Center ECPI University, and 757 Makerspace</p>
Barriers and Aids	
Student Engagement	<p>Student participation dropped significantly during the 3rd week. In the first two weeks students attended their first and second choice but by the third week, students were not interested in participating in their least favorite cluster. Based on these experiences and feedback from students and teachers, in the future the program will be offered for 2 weeks next year and include two field trips per week.</p>
Parent Engagement	<p>Parent engagement became a critical logistical issue with regard to transportation. While accessible transportation advertised, issues with the yellow bus transportation forced parents to provide transportation in many cases, which impacted retention. The details of the issue and resolution are detailed in the Barriers and Aids section of the full report.</p> <p>Along with informing parents in advance of the SCC opportunities and its positive impact on successful transitions from middle to high school, parents were continually kept up-to-date, in real time, about the Industry Field Experiences students were going on each week with a description of the experience and highlights of the aligned the HCS</p>

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	<p>academies.</p> <p>Enhanced engagement strategies include:the following:</p> <ul style="list-style-type: none"> • Survey parents on the marketing and communication methods regarding the program, and seek recommendation for improvement • Host <i>Middle to High School Transitions</i> Lunch and Learn and/or Coffee information sessions that highlight the high school college and career academy options, what to expect in the first year of high school, and the Portrait of Graduate promise and all the Academy and ELT experiences that fulfill the commitment to support every student achieve success. Academy coaches will facilitate two sessions during the duration of the Summer Career College program.
<p>Teacher Engagement</p>	<p>Engaging the same teachers from prior years provides the advantage of experiences and reduces the time and funding needed for training new teachers. However, experienced SCC teachers were not available. New teachers with a keen interest in the ELT opportunities afforded students were recruited and approved by the Academy principals.</p> <p>Along with onboarding, new ELT teacher training focused on the revising and transitioning existing curriculum from virtual formats to in person learning; ensuring lead teachers understand and embrace the goals and expectations; and preparing them for their implementer role. As implementers, they take a lead on student recruitment, identify the teacher tools needed, plan for and provide students with personalized supply kits, and manage attendance, expectations and assessments..</p> <p>The teacher training provided the opportunity to create common understanding about the programs, format, goals and objectives, and programmatic responsibilities. Teachers had time to collaborate, share perspectives, and discover things that had not been considered. The writers training was virtual while the implementers participated in onsite training and worked together to create the student supply kits needed for the program. In-person training afforded teachers the time and space to get to know and collaborate with teachers with whom they would be working with over the summer.</p> <p>A key lesson learned during the implementation was that the teachers writing the PBLs tend to be the best implementers. Implementers who did not contribute to the writing of the PBL said they struggled to make the curriculum their own; they were apprehensive about making changes to the curriculum to adapt to student interests, participation numbers and/or level of engagement. With the plan to reformat and create new SCC experiences for SCC in 2023. SCC will recruit teachers who will both write and implement the curriculum</p>
<p>Business</p>	<p>Students enjoyed the weekly Industry Field Experiences. However,</p>

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Partner Engagement	because they could participate in more than one of the week-long career cluster experiences, some went on the same field trip twice. Work sites were able to host field experiences all three Thursdays, increasing the likelihood of a student attending the same field trip more than once. To remedy this in the future, specific field trips will be 'assigned' to designated SCC experiences and/or each work site will be limited to one visit. To increase the number of field experiences possible, up to 10 new Industry Field Experiences will be offered.
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<u>CURRENT YEAR PRE-POST DATA -STUDENT METRIC</u>										
School (specify) or Division-wide Data	Summer Career College - open to all 9th graders in Hampton's four high schools -									
Program/Activity Name	Student Career Exploration									
Metric:	Student familiarity with career clusters									
Instrument:	.Pre and Post Survey									
sf										
Reporting Area	All Students	Special Populations		Race						
		504	IEP	01- Amer Indian	02- Asian	03- Black	04- Hispanic	05- White	06- Hawaiian	07- Multi-Racial
Number of students completing pre-survey	61	7	12	0	0	102	6	14	1	6
% students that rated 3 or below on career cluster familiarity	60.66%									
Number of students completing post-survey	55									
Percentage of students that rated 3 or below on Post Survey	18%									
Net Change	42.66%									
Enter an explanation of the data here:	Hands-on learning and active engagement in industry-based experiences offered students a practical glimpse into their chosen career paths, providing them with a realistic perspective. We assessed students' comprehension of the content by evaluating their familiarity with the career clusters									

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Executive Summary

Students can't be what they can not see. My Future My Journey Career Expo (MFMJ) is not a job fair but an event that introduces freshmen to a wide variety of potential career paths and postsecondary options and helps them identify career interests that warrant further exploration. This division-wide annual career expo is a Signature Event designed to build relevance between education and attainable careers. MFMJ brings business and education partners together to bring student awareness to numerous industries and vocations. With each of the 16 Academies of Hampton's also participating, students see how the college and career academies align with specific occupations and industries.

MFMJ is a primary channel for career exploration in freshman year; students explore desired career pathways and are presented career guidance, networking opportunities, and resources through interactions with exhibitors. The expo creates the space and place for freshmen to see the relevance of what they are learning and its connection to their future careers as they learn about different job opportunities in the region. Hundreds of professionals representing 80-100 local and regional businesses and business community organizations, postsecondary institutions, military branches, government, and community agencies, along with each of the 16 Hampton City Schools college and career academies, host exhibit booths. The exhibits allow students to explore and investigate careers that align with their identified career aspirations while also discovering new careers and industries they may not have considered. Along with informational materials, each exhibit engages students in interactive demonstrations, games, and other hands-on experiences that help students understand what jobs the employer offers and what it is like to work in that field. Through information gathered during the expo and/or in post-event reflection and experiences, students learn about the high school courses and extended learning experiences to enroll or participate in that better prepares them for postsecondary education and/or specific occupations.

Whether students already know what job they want or have absolutely no idea, MFMJ gives them more ideas and more experience, so that hopefully in the future they will all end up doing exactly what they want.

Logistical description of the project

Total days of instruction	This one day event directly links to ongoing classroom instruction and other expanded learning experiences
Hours of instruction per day	90 minutes at the expo, in addition to pre- and post-event activities
Time of program operation	9am - 1pm
Dates of Operation	October 19, 2022
Content Area(s)	College and Career Exploration and Business-connected Relationships

Student Demographics

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Division wide	Census	Engaged	Special Population		Race						
			504	IEP	01- Amer Indian	02- Asian	03- Black	04- Hispanic	05- White	06- Hawaiian	07- Multi-Racial
All Students	1,548	1,511	72	183	5	23	936	109	322	0	124

Results Narrative (effect, impact, etc)

The student post-event survey revealed that students found MFMJ to be a very positive experience. Their comments referenced the climate of the event, the hands-on experiences, and the conversations with exhibitors as well as the wide variety of business and industry representation.

Students also reported that the opportunity to investigate the careers they are interested in as well as the chance to discover ones they had not thought about had an impact on their ability to make a better informed decision about their college and career academy selection. The student survey used a Likert scale. On a scale of 1-10, with 1 being the least and 10 being the most, I am ___ confident about what academy pathway I am interested in. The average score was 7.2.

Community partner feedback highlighted their appreciation for the new layout and how it allowed them to network with other employers in their industry and career fields. They also found the extended time allotted per high school provided more time to individually engage with students. When asked about returning next year, there was an enthusiastic response of “yes” by the majority of respondents.

Stakeholder Engagement

Teachers	Freshman Academy teachers coordinate pre- and post experiences and encourage students' engagement with exhibitors.
Parents	<p>Parents play an essential role in helping their child select the academy and pathway they are interested in attending. While parents were not invited to attend MFMJ at the Convention Center, they were provided other opportunities to learn about the Academies prior to selection day.</p> <ul style="list-style-type: none"> • Ninth Grade Academy Showcase for Parents and Students, held at each high school, facilitates greater understanding of the 16 college and career academies, assistance with Parent Portal, the platform used to make academy and pathway selection. • The Virtual Career Expo website links hundreds of career options and other resources that help students and their families learn more about careers in local and national businesses and the military. https://sites.google.com/hampton.k12.va.us/myfuturemyjourney/virtual-career-expo?authuser=0
Community	The annual career expo showcased 75 employers and industries aligned

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	with Virginia’s 16 career clusters and career pathways. Regional employers, community organizations, and postsecondary institutions joined the 16 college and career academies to offer information, demonstrations, and hands on experiences designed to introduce students to many college and career paths and allow them to explore and investigate careers that align with their career aspirations and discover new possibilities they had not considered. See Appendix B Powerful Partnership for a list of all partners
Business & Industry	See Appendix B Powerful Partnership for a list of all partners
Barriers and Aids	
Student Recruitment and Engagement	Providing students with a “passport” that they must fill out during the fair encourages student engagement and facilitates tracking of students participation during the fair.
Parent Engagement	Parents/Guardians were made aware of the event numerous times through their Success 101 Google Classrooms and also through ParentSquare. We encouraged the families to practice with the students' elevator speeches, dressing to impress, and debrief them after the event.
Business Partner Engagement	Onboarding business and helping them better engage young people in experiences that help them develop informed, inspired career aspirations resulted in more hands-on experiences as well as demonstrations that caught student attention and resulted in more engaged interactions.
Logistics	<p>Extending the time for students to visit with the exhibitors worked well and provided additional time for students to speak to more of the exhibitors.</p> <p>Time and Venue Considerations:</p> <ul style="list-style-type: none"> ● Fall event - scheduling in the fall, prior to Academy Selection, makes MFMJ a prime opportunity to help students make better informed decisions around which college and career academy they want to attend in 10th-12th grade. ● Schedule event - setting the fall date in the spring or early summer allows for greater industry partner engagement as they can get it on their calendar early and plan engaging, hands-on experiences. ● Location - while school premises suffice for some events, an external venue is needed for this large-scale event. This event needs a venue that is centrally located to the four high schools and to employers from across the region; large enough to allow all 1,500+ freshmen to participate; and spacious enough to allow each exhibitor to offer demonstrations and hands-on experiences as well as bring in large,

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heavy duty equipment. While there are additional considerations for off-school-site venues such as student travel, accessibility, rental fees, and extra logistic fees, the benefits to off-site far outweigh the additional logistical issues. The Hampton Roads Convention Center, which meets all requirements and provides sole source options for many of the considerations that must be addressed, has served as the host site for all six years.

Layout Considerations: Group similar businesses and college and career academies near each other, organized by career pathways. The selected venue is also spacious enough to allow for a “career zones” layout, which has proven to be mutually beneficial to all stakeholders.

- Freshmen - intentionally placing similar businesses and the aligned AoH college and career academies in the same area enhanced student experiences and allowed students, who already knew the careers they wanted to learn more about to narrow their focus and use their time in a more efficient manner.
- AoH Academies - placing the AoH academies in the same ‘zone’ as aligned businesses, helped freshmen to connect the dots or see the natural connections between the 16 AoH college and career academies and future careers that align with the specific academy.
- Academy Students - this set-up also benefited the upperclassmen who were hosting the activities at their respective AoH academy exhibit as it offered them organic opportunities to mingle and network with professionals in aligned businesses.
- Exhibitors - the “career zones” placed similar industries near each other, which not only made it easier for students to research multiple businesses within similar industries but it also gave industry representatives opportunities to network with each. This time together led some industry partners to identify how they can collaborate to expand student learning experiences.

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CURRENT YEAR PRE-POST DATA -STUDENT METRIC

Program/Activity Name School (specify) or Division-wide Data	My Future My Journey Career Expo - Signature Event serving all 9th graders in Hampton's four high schools - Bethel, Hampton, Kecoughtan, and Phoebus.
Program/Activity Name	Student Achievement
Metric:	"On a scale of 1-10, with 1 being the least and 10 being the most, I am ___ confident about what academy pathway I am interested in."
Instrument:	Pre and Post survey

sf												
Reporting Area	All Students	Special Populations				Race						
		RTI 2 & 3	Low Income	504	IEP	01- Amer Indian	02- Asian	03- Black	04- Hispanic	05- White	06- Hawaiian	07- Multi-Racial
Number of Students Assessed	1556	NA	NA	73	183	5	21	956	896	676	4	119
Pre-test Average Score	6.9	NA	NA	6.81	6.76	6.50	7.37	6.90	6.80	6.92	8.00	7.25
Post-test Average Score	7.2	NA	NA	7.03	7.0	8.00	7.19	7.21	7.20	7.24	7.00	7.28
Net Change	+.03	NA	NA	.19	.24	1.50	-0.19	0.31	0.40	0.32	-1.00	0.03
Enter an explanation of the data here:			The average score of students being more confident for which academy would best help them explore a career increased.									

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Commitment to Graduate

Executive Summary

Commitment to Graduate (C2G) promotes high school graduation through activities and events that help students focus on and commit to successfully completing high school, graduating, and then following a college, career, and life plan of action that enables them to achieve the success they desire. From the time they walk into their high school as a freshman until they walk across the stage at graduation, students are greeted with messages and engaged in a variety of activities, events, and celebrations promoting high school graduation and helping them focus on and commit to successfully completing high school and then following a college, career, and life plan of action that enables them to achieve the success they desire. Instructional, experiential learning, and extended learning enrichment opportunities promote the importance that all students either attend and finish college or postsecondary training programs and/or choose a career they find fulfilling. Through these activities, students connect their learning today to the future they want tomorrow and make a commitment to graduate on time with their classmates.

In the spring all freshmen, along with their parents, building and division leadership, and community partners, attend the annual C2G ceremony, a fun and engaging division-wide event that mirrors high school graduation. This event mirrors a graduation ceremony but rather than celebrating graduating seniors it is about celebrating freshmen making a decision to commit to and succeed in graduating prepared for what's next on their journey. They hear words of encouragement from high school seniors; promises of support from their parents, teachers, and community leaders; and a challenge from the keynote and guest speakers to begin their high school years strong, not yield to peer pressures, and graduate prepared for success in college, careers, and life. At the conclusion of this event, students make a commitment to scholarship and high school graduation.

Logistical description of the project

Total days of instruction	C2G Ceremony - 1 day, Freshman Academy instructors embed additional graduation readiness experiences into classroom instruction and activities prior to and following the ceremony. Additionally, the C2G post event celebrations were held at each high school.
Hours of instruction per day	C2G Ceremony - 3 hours
Time of program operation	Spring
Dates of Operation	March 15, 2023
Content Area(s)	College and career readiness

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Student Demographics

School	Fall Census	Engaged	Special Population		Race						
			504	IEP	01- Amer Indian	02- Asian	03- Black	04- Hispanic	05- White	06- Hawaiian	07- Multi-Racial
Bethel	459	487	26	64	0	4	333	36	74	2	38
Hampton	387	297	10	43	0	2	230	20	27	2	16
Kecoughtan	378	374	18	51	0	12	154	26	150	2	30
Phoebus	324	318	15	55	0	3	203	25	59	2	26
Total	1,548	1,476	69	213	0	21	920	107	310	8	110

Results Narrative (effect, impact, etc)

On Wednesday, March 15, 2023, at the Hampton Coliseum, the school division held its sixth annual Commitment to Graduate Ceremony. The Hampton community came together to make a commitment to ensure every member of the Class of 2026 would return to the Hampton Coliseum in just over three years to walk across the stage prepared for success in careers, lifelong learning, and life as they graduate the Portrait of a Hampton Graduate. Approximately 1,500 HCS freshmen, approximately 300 parents and guardians, school faculty, and community leaders were inspired and reminded of the value of a high school diploma. The ceremony promoted a student-driven, career-ready future, instilling an individual commitment to achieve the Portrait of a Hampton Graduate accomplishments from every student.

The pre and post events and the C2G ceremony achieved the goal of promoting a student-driven, career-ready future, and instilling an individual commitment to achieve the Portrait of a Hampton Graduate accomplishments from every student. Parents and guardians, school faculty, and community leaders honored the freshmen who committed to earning their diploma on-time and graduating with a portfolio of experiences and accomplishments that demonstrate they are college, career, and life-ready.

The Class of 2026 committed to dreaming big, taking their lives in bold directions, envisioning greatness in themselves, and seizing every opportunity. Students pledged to graduate in 2026 and proudly placed their commitment pins on their neighbors.

Post event surveys and feedback demonstrated that students, parents, and other stakeholders were genuinely impressed with the program and found the keynote speaker, Dr. Adolph Brown, to be both powerful and inspirational. Dr. Adolph Brown, III, inspired students, families, faculty, and community members by his "real talk" and reminded all attendees that "our past is a place of reference, not residence. If you fall down six times, get up seven." He told them to wake up every morning and live everyday committed to being prepared, being on time, being responsible, being respectful, and BELIEVING in yourself. He told them to choose peer groups wisely,, "If you are the smartest one in your group, you need to find a new group." He elevated the attendee's perception of school by encouraging students, faculty, families, and community members to embody the acronym of FEW – Faith, Education, and Work

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Stakeholder Engagement	
Teachers	<p>During C2G teachers, faculty, and HCS leadership pledge to help every student succeed in high school and graduate ready for postsecondary success; they pledge to do whatever it takes to make that happen for students.</p> <p>Faculty and Staff Commitment Pledge: We pledge to do our personal best to help you exceed the Portrait of a Hampton Graduate. We will do our best to help you demonstrate greatness and achieve academic success. As a learning community, we will support your social, emotional, and intellectual growth. We will prepare you for post-secondary education and a promising career by helping you develop a purpose and a plan for your future. We are committed to helping you graduate from high school on time.</p>
Parents	<p>C2G Ceremony is an occasion for parents to give encouragement for the wise choices their child makes AND celebrate this memorable milestone in the child's life as they progress towards high school graduation. Parents and guardians pledged to emphasize the importance of education and stay involved in their child's education.</p> <p>Parent Commitment Pledge: I will emphasize the importance of education to my child. I will make positive behavior the expectation in my household. I pledge to monitor my child's academic growth and stay as involved as possible in my child's education. I will engage in consistent, collaborative communication with my child's school.</p>
Community	<p>Community members and employers are guest speakers at the C2G Ceremony as well as at events during pre- and post activities. They present messages promoting the importance of showing up and doing your best in order to earn a diploma that better prepares students for life after high school, whether they plan on immediately enrolling in postsecondary educational options, enlisting in the military, or seeking full-time employment.</p> <p>The Hampton community, represented by Karen Orie, president/CEO of Hampton Roads Educators Credit Union, pledged to be actively engaged in the Class of 2026's education and promised to help them become dedicated and invested citizens.</p> <p>Community Pledge: We promise to be actively engaged in your education. We promise to support you in your exploration of the world around you. We promise to foster your sense of belonging. We promise to help you become a dedicated and invested citizen who gives back to the community.</p>

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Barriers and Aids	
Student Engagement	<p>During a week dedicated to special activities C2G, students participate in special activities that reinforce the value of the high school diploma, promote a college and career ready future, and instill an individual commitment to graduate from every student. The highlight of the week is the Commitment to Graduate Ceremony held at the Hampton Coliseum. Students from all 4 high schools come together to participate in a fun and engaging division-wide C2G ceremony that is formatted like a graduation ceremony, key experiences include:</p> <ul style="list-style-type: none">• Students enter and depart with all the pomp and circumstance of a graduation. The All School Band performs <i>El Capitan</i> by John Philip Sousa during the processional, and <i>Rondeau</i> by Jean Joseph Mouret at the conclusion of the event.• Keynote speaker, Dr. Adolph Brown, III, provides students and parents with an entertaining, thought-provoking message that helps students understand the importance of actively taking ownership for their learning, for their decisions, for their success while also reinforcing the essential role parents;• Students heard from the Hampton City Schools faculty, staff, and administrators as they pledged to do their best to help the Class of 2026 demonstrate greatness and achieve academic success.• Parents and guardians pledged to emphasize the importance of education and stay involved in their child's education.• The Hampton community pledged to be actively engaged in providing students instructional and real-world learning experiences that help them achieve their academic, career, and life goals.• The Class of 2026 committed themselves and to each other to earn their diploma and graduate prepared to follow their plan to achieve the success they desire. <p>One of the biggest success stories from that day is when a Bethel student was able to engage with Dr. Brown in an exercise about trust. The young man, Carnell Sheriff, trusted Dr. Brown and his team to lift him from the floor onto the stage. It symbolized the trust our students should have in the adults in our lives. Dr. Brown commended Carnell for his boldness and even gave him his Doctoral regalia to put on.</p>

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OBJECTIVE 2

By June 2024, a minimum of 95% of high school students in each cohort will progress toward mastery of academic standards as measured by grade level promotion and the development of capacities and dispositions necessary for success in careers, lifelong learning, and life. Those capacities and dispositions are exemplified as defined by the *Portrait of a Hampton Graduate* (Appendix C) as students provide evidence to demonstrate the following characteristics: content knowledge; career and life skills; communication, collaboration, and leadership; and a positive sense of self and purpose.

To achieve the characteristics of a Portrait of a Hampton Graduate, 95% of high school students in grades 9-12 will participate in three or more extended learning grade-level strategies that are aligned on the work-based learning continuum. From these strategies, all students will build a digital portfolio, which will include evidence of their transition readiness by earned college credits and/or recognized industry certifications (e.g., JAVA, OSHA 10, 911-dispatcher, ServeSafe Food Handler, AutoCAD). As a result, 95% of students that participated in ELT strategies will miss less than 10% of instructional time per year indicated by the standards of the VDOE learning climate.

Objective 2 Target Population: approximately 4,315 10th-12th grade students

Signature Experiences, 100% of all students in the identified cohort (grade-level, career cluster, or specific academy/pathway)

Out-of-school time programs with limited 'seat' capacity are open to all students; however, the goal is 75% of participants will be Target 1 (students from historically underrepresented populations) and/or Target 2 (students struggling with academic, behavioral, emotional, and/or social challenges and in need of additional support to reach their potential).

2022-2023 Student Census					
Cohort	Bethel	Hampton	Kecoughtan	Phoebus	Total
Sophomores - Cohort 2026	439	338	368	389	1,534
Juniors - Cohort 2025	406	280	369	326	1,381
Seniors - Cohort 2024	428	317	378	277	1,400
Total	1,273	935	1,115	992	4,315

Objective 2 Strategies

The following strategies describe the approaches ELT used to meet the ELT goals and Objective 2. Each hands-on learning experiences, connects what young people are learning in school to their career choices. They are structured to support students' acquisition of new concepts and skills and to develop and enhance understanding of how and when to apply them, and to build 21st century competencies.

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Summer Business Institute

Executive Summary

Summer Business Institute engages juniors and seniors in projects that involve a meaningful, real-world problem that needs solving or question that needs answering, at an appropriately challenging level. In partnership with local businesses in industries aligned with the students' field of study, Academy students are immersed in experiences that integrate academic, technical and research skills. Through collaboration, research and field trip experiences, students worked as a team to design and develop a solution that addresses real industry challenges. The final product is a presentation of the prototype, recommendation, or artifact to the business partner.

Today's work environment requires in person and virtual collaborations and being able to work independently, SBI emulates these workplace expectations. All 14 career-themed academies offer a 4-week, career-connected experience that requires a thorough process of questioning, finding resources, and applying information to solve a problem or answer complex industry-challenges presented by business partners. They work collaboratively with their peers, the assigned employer, and career professional mentors to understand the industry and the challenge presented. As the lead decision makers about the project, students take the lead on how they will address the challenge and what to research and investigate. Site visits, literature reviews, guest speakers, and business partners, who provide support and continual feedback, help students make informed decisions as they identify a solution and create a proposal, product and/or recommendations with findings that they can share. The process, from understanding to solving the challenge, helps students not only enhance their technical, research, and workplace skills but also develop important agility skills as they challenge existing ideas, adapt their thinking based on new information, and adopt different perspectives and mindsets.

Through their efforts, students develop a product or piece of work that is shared with others, including a presentation to an audience beyond their teachers and peers, such as industry partners and/or to the public. After their presentations, students, teachers, and business partners engage in feedback and revision exercises; through reflection and critique, students receive, and apply feedback (including formative and summative assessment) to enhance their processes and products. SBI helps students discover they are capable of solving complex problems and to become more confident in their abilities to engage in the work world.

Logistical description of the project

Total days of instruction	16 days
Hours of instruction per day	10:00 a.m. - 2:30 p.m,
Time of program operation	Summer
Dates of Operation	July 18 - August 11, 2022
Content Area(s)	College & Career Exploration, Work-based Learning, Business-connected Relationships

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Student Demographics

Bethel High School Summer Business Institute										
Academy	All Students	Special Populations		Race						
		504	IEP	01- Amer Indian	02- Asian	03- Black	04- Hispanic	05- White	06- Hawaiian	07- Multi-Racial
ALPS	4	0	1	0	0	2	0	1	0	1
GHSA	5	0	0	0	0	4	0	1	0	0
MAD	9	0	1	0	0	6	1	2	0	1
TRAIL	5	1	1	0	0	5	0	0	0	0
Total	23	0	0	0	0	17	1	3	0	2
Hampton High School Summer Business Institute										
HHFS	8	0	1	0	0	6	0	0	1	1
Maritime	10	1	1	0	0	9	0	0	0	1
ATE	7	1	1	1	0	6	0	0	0	0
Total	25	2	3	1	0	21	0	0	1	2
Kecoughtan High School Summer Business Institute										
AEE	7	3	3	0	1	6	1	1	0	2
ATEL	3	0	1	0	0	3	0	0	0	0
PAA	11	0	3	0	0	6	0	5	0	0
AEID	11	0	2	0	1	3	0	0	0	0
Total	32	3	9	0	2	18	1	6	0	2
Phoebus High School Summer Business Institute										
AHT	12	0	3	0	0	11	1	0	0	0
ADVP	6	0	0	0	0	4	0	1	0	1
ACER	8	2	1	0	0	7	0	0	0	1
Total	26	2	4	0	0	22	1	1	0	2

Results Narrative (effect, impact, etc)

As demonstrated by the number of registered students, interest for the Summer Business Institute was high - 216 registrations were received for 300 total seats. However, the number of seats taken by students showing up was 106. Transportation issues (addressed in the challenges & aids section) significantly impacted participation.

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Bethel	<p>Retention</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Academy</th> <th style="text-align: center;">Capacity</th> <th style="text-align: center;">Registered</th> <th style="text-align: center;">Attended</th> <th style="text-align: center;">Retention</th> </tr> </thead> <tbody> <tr> <td>Academy of Law & Public Safety</td> <td style="text-align: center;">27</td> <td style="text-align: center;">16</td> <td style="text-align: center;">4</td> <td style="text-align: center;">4 - 100%</td> </tr> <tr> <td>Governor's Health Sciences Academy</td> <td style="text-align: center;">42</td> <td style="text-align: center;">23</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5 - 100%</td> </tr> <tr> <td>Academy of Media Arts and Design</td> <td style="text-align: center;">21</td> <td style="text-align: center;">18</td> <td style="text-align: center;">9</td> <td style="text-align: center;">8 - 89%</td> </tr> <tr> <td>Academy of Transportation, Analytics, Information, and Logistics</td> <td style="text-align: center;">12</td> <td style="text-align: center;">15</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5 - 100%</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">102</td> <td style="text-align: center;">72</td> <td style="text-align: center;">23</td> <td style="text-align: center;">22-96%</td> </tr> </tbody> </table> <p>Outcome/Product:</p> <ul style="list-style-type: none"> <p>• Governor's Health Sciences Academy - "The Therapeutic Connection" How can we improve the mental health options for students at school?</p> <p style="padding-left: 20px;">GHSA partnered with Hampton High School's Health, Human, and Financial Services Academy to provide CHKD with ways to normalize discussing mental health with youth. The GHSA students presented on what activities can be incorporated into the school day and after school that will help students to cope better. They reviewed curriculum from other districts that are embedding courses like yoga and meditation, that promote mental wellness as electives for credit. They created a poster to hang in the bathrooms at the school that tells students what resources are available and want to promote a mental health week for students. After school, they would like to host a support group that will provide the activities that have been proven to help with mental wellness. in helping to organize and staff vaccination locations.</p> <p>• Academy of Law and Public Safety - "Drone Heros" How can police officers use drones to assist with capturing accident data?</p> <p style="padding-left: 20px;">The students presented a skit of an accident scene in which they each played a role in the accident. They wrote the script, created props, and utilized a drone for capturing photos from the accident scene.. They first presented the facts and then acted out the accident. They used a drone to fly over the scene and capture the information they needed. They showed how the use of drones is important in capturing the details of the accident from a different and unbiased view. From this scene, They completed a police report on the collected evidence and photos from an accident scene.</p> <p>• Transportation, Analytics, Information, and Logistics Academy - "Ride757" How can we attract students aged 13-18 to use our city's public transportation? Food Truck Freedom should have been the title of this challenge.</p> 	Academy	Capacity	Registered	Attended	Retention	Academy of Law & Public Safety	27	16	4	4 - 100%	Governor's Health Sciences Academy	42	23	5	5 - 100%	Academy of Media Arts and Design	21	18	9	8 - 89%	Academy of Transportation, Analytics, Information, and Logistics	12	15	5	5 - 100%	Total	102	72	23	22-96%
Academy	Capacity	Registered	Attended	Retention																											
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Total	102	72	23	22-96%																											

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	<p>Students presented their proposal to solve pressing food truck issues that Hampton food truck owners are experiencing. Limited places to set up shop, heavy taxes and fees, and less protection and support than brick and mortar owners are just a few of the concerns that students uncovered during their research. The students presented to the Hampton Economic Development staff their suggestion to create food truck hubs throughout the city. Food trucks would pay for a membership to the hub and would be able to schedule time at each of the 4 proposed hub locations. Citizens will be able to access the schedules to know where their favorite food truck would be. The students will be continue to flush this plan out during the first semester and present to City Council</p> <ul style="list-style-type: none"> ● Academy of Media Arts and Design - “Mind Your Business” How can we help HED acknowledge Food Trucks as small businesses regardless of their “brick and mortar” status? The TRAIL students presented their proposal to HRT’s community outreach team regarding increasing ridership in students aged 13-18 years old. Their suggested that HRT: <ul style="list-style-type: none"> ● To raise awareness of the Freedom Pass. ● De-stigmatize the use of public transportation. ● Market Freedom Passes to their targeted age group 13-18. ● Make the advertisements fun and attention catching on social media ● Show a demonstration on how to use it 																									
Hampton	<p>Retention</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">Academy</th> <th>Capacity</th> <th>Registered</th> <th>Attended</th> <th>Retention</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">Academy of Technology and Engineering</td> <td>20</td> <td>13</td> <td>7</td> <td>7 - 100%</td> </tr> <tr> <td style="text-align: left;">Health, Human, and Financial Services Academy</td> <td>42</td> <td>25</td> <td>8</td> <td>7 - 88%</td> </tr> <tr> <td style="text-align: left;">Virginia Ship Repair Association Maritime Academy - “Shore to Sail”</td> <td>8</td> <td>9</td> <td>10</td> <td>6 - 60%</td> </tr> <tr> <td>Total</td> <td>70</td> <td>35</td> <td>25</td> <td>20 - 80%</td> </tr> </tbody> </table> <p>Outcome/Product</p> <ul style="list-style-type: none"> ● Academy of Technology and Engineering- “Breathe Easy” Engineer a prototype that transforms a manual resuscitator into a functional low cost ventilator. Students completed the first phase in the development of the design of a prototype for a low-cost ventilator using AutoCAD and 3-D printer. 	Academy	Capacity	Registered	Attended	Retention	Academy of Technology and Engineering	20	13	7	7 - 100%	Health, Human, and Financial Services Academy	42	25	8	7 - 88%	Virginia Ship Repair Association Maritime Academy - “Shore to Sail”	8	9	10	6 - 60%	Total	70	35	25	20 - 80%
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	<ul style="list-style-type: none"> Health, Human, and Financial Services Academy - “The Therapeutic Connection” How can we improve the mental health options for students at school? After working on improving their own mental health, understanding more about mental health in general, and knowing how to self-advocate for their own mental health, students identified strategies they can use to improve “mindfulness” aspects of mental health. Virginia Ship Repair Association Maritime Academy - “Shore to Sail” Upon learning basic water safety, sailboat skills and techniques, Maritime students proposed a Youth Sailing Cadet program. 																														
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Stakeholder Engagement																										
Teachers	<p>Teachers make all the difference in student engagement and student outcomes. Beyond collaboration with their instructional leadership/coaching team to design, write, and implement the experiences, SCC teachers ensure that students’ time is well-spent, resulting in their growth and achievement and exciting them about the learning process. Recognizing they are working with students transitioning from middle to high school and facing uncertainty about increased academic demands, high school expectations, and new peer groups, SCC teachers create an atmosphere where students feel</p>																									

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	<p>supported; where they feel they are in a safe place and space to be curious, explore their ideas and sense of self, accept challenges, ask questions, and learn new things; and, where they are able to encourage and support one another and begin to create positive peer relationships before they start their first day of high school.</p>
Parents	<p>SBI family engagement strategies are intended to (1) help parents understand how SBI helps their young person learn and show what they know and can do as they engage in deeper learning and (2) build support among parents to be strong champions for the work and helping their student understand the value of the experience.</p> <p>Along with the various social media and communication platforms used by the school division, parents of students targeted for participation received personal phone calls for bus route information, start and end times, and field trip information prior to the start of the program. Once their young person registered, parents were encouraged to register to receive Remind messages via the Remind App, which was used to send notifications of daily field trips, guest speakers, needed supplies/materials, and recognition ceremonies.</p> <p>Parents received a weekly status of their child's progress, which included a brief overview of what the students worked on that week for their project. Parents appreciated and used the information to encourage the student's completion and attendance. Teachers contacted absent students' parents to address attendance. Parents were invited to the culminating SBI experience - student presentations to business and community partner(s) and the celebratory events.</p>
Community	<p>Local businesses, nonprofits, and government agencies play a valuable role in expanding how students understand their own future career opportunities. In fact, community partnerships are one of ELT's core design principles crucial to preparing students for successful futures in college, careers, and life.</p> <p>With the goal of preparing high school students for the world of work, the community partners who present the SBI challenges provide a powerful way to engage students in and empower them to solve real-world challenges. They offer Academy students authentic, meaningful, and collaborative experiences centered around a real-world problem or challenge that requires meaningful engagement and practical application of knowledge. Business partners are the cornerstone of SBI, in their role they are responsible for the following:</p> <ul style="list-style-type: none">• Presenting a real-world business problem for students to resolve.• Providing resources and opportunities that help students to understand the problem and learn about emerging internal and/or external issues faced by the company that impact either the problem

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	<p>or solution. For example, a business partner hosts field experiences at their work site and provides research materials, tools of the trade, and resource contacts with other businesses and industry professionals.</p> <ul style="list-style-type: none"> ● Offering expertise and support to the student-driven team responding to the challenge. For example, career professionals for their company serve as guest speakers and technical support advisors. ● Conducting weekly check-and-connects with students. ● Providing an authentic audience for students to share their product, service, or recommendations.
<p>Business & Industry</p>	<p>The following partners brought creativity, resources, and a fresh perspective to designing and providing summer opportunities for students to contribute to and learn from the community.</p> <p>Bethel Business Partner</p> <ul style="list-style-type: none"> ● Governor’s Health Sciences Academy - Childrens’ Hospital of the Kings Daughters (CHKD) ● Academy - Law and Public Safety - Hampton Police Department ● Transportation, Analytics, Information, and Logistics Academy - Hampton Roads Transit Academy - Media Arts and Design: Hampton Economic Development <p>Hampton Business Partner</p> <ul style="list-style-type: none"> ● Academy of Technology and Engineering - ECPI and Spectrum ● Health, Human, and Financial Services Academy - <i>CHKD</i> ● Virginia Ship Repair Association Maritime Academy - Youth Sailing Virginia <p>Kecoughtan Business Partner</p> <ul style="list-style-type: none"> ● Academy of Architecture, Environment, and Engineering - Phoebus Community Enhancement Committee/ Hampton Parks & Recreation ● Academy of Teaching, Education, and Learning AND On Stage: Performing Arts Academy - Jamestown/ Yorktown Foundation and Hampton City Schools ● Academy of Entrepreneurship and Information Design - 757 Makerspace <p>Phoebus Business Partner:</p> <ul style="list-style-type: none"> ● Hospitality and Tourism & Academy of the College Experience - Roux Raw Bar, EVO Entertainment, Culinary Institute ● Academy of Digital Video Production - Sky 4 TV, Air Power Park, Virginia War Museum, Fort Monroe, Nauticus Museum, and Fort Monroe - Casemate Museum ● Academy of Cybersecurity, Engineering, and Robotics: ECPI, Spectrum

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Barriers and Aids	
Student Recruitment and Retention	<p>Recruitment: Expanded recruitment strategies proved to be effective at getting the word out, driving up interest, and increasing registrations for SBI offerings. Registration numbers were both robust and higher than previous years.</p> <p>Strategies included sending postcards and using direct outreach to students and families who do not utilize the electronic communication tools; teachers recruiting students from their classes who need encouragement and support to participate in experiences outside the classroom.</p> <p>Moving forward efforts will also include working with other programs to develop strategies that will allow students the opportunity to participate in more than one program. A key target will be the Summer Youth Employment Program (SYEP), as the majority of targeted students went to work with SYEP and were unable to attend the SBI. Through collaborative efforts it is possible for students to benefit from both experiences.</p> <p>Marketing for SBI and other ELT summer programming kicked off later than normal and impacted recruitment and ultimately enrollment, therefore, marketing and recruitment will begin no later than the beginning of March moving forward.</p> <p>Student Retention: Students who participate 75% of the time received a half elective credit. The Mentorship Credit was an incentive for students to complete the program and increase their number of credits to allow for a “free period” during the school year.</p> <p>Teacher Retention: Teachers contacted absent students’ parents to address attendance. Most attendance issues resulted from transportation issues and competing programming for rising 10th - 12th graders, including mandatory recovery and remediation services.</p>
Transportation	<p>A key barrier to student engagement in SBI was directly related to transportation (yellow bus) issues. There are no barriers or aids unique to SBI, transportation strategies are detailed in the <i>Barriers and Aids Section</i> of the full report</p>

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CURRENT YEAR PRE-POST DATA -STUDENT METRIC										
School (specify) or Division-wide Data	Summer Business Institute - offered to all 11th and 12th grade students Hampton's four high schools are offered at Hampton High School.									
Program/Activity Name	Student Achievement - Mentorship Credit									
Metric:	Earning .5 credit from successful completion of all SBI assignments									
Instrument:	Success criteria built into the lesson plans									
sf										
Reporting Area	All Students	Special Populations		Race						
		504	IEP	01- Amer Indian	02- Asian	03- Black	04- Hispanic	05- White	06- Hawaiia n	07- Multi-Racial
Bethel Students Attempting Credit	23	0	0	0	0	17	1	3	0	2
Students Earning Credit	20	0	0	0	0	14	1	3	0	2
Net Change	87%	NA	NA	NA	NA	82%	100%	100%	NA	100%
Hampton Students Attempting Credit	25	2	3	0	1	21	0	0	1	2
Students Earning Credit	20	2	3	0	1	18	0	0	0	1
Net Change	80%	100%	100%	AM	100%	85%	NA	NA	0%	50%
Kecoughtan Attempting Credit	32	3	9	0	2	18	1	6	0	2
Students Earning Credit	17	0	3	0	1	9	1	5	0	1
Net Change	53%		33%	NA	50%	50%	100%	83%	NA	50%
Phoebus Students Attempting Credit	26	2	4	0	0	22	1	1	0	2
Students Earning Credit	14	1	3	0	0	11	1	1	0	1
Net Change	54%	50%	75%	0	0	50%	100%	100%	0	50%
Total Students	106	7	16	0	3	78	3	10	1	8
Total Earning Credit	71	3	9	0	2	52	3	9	0	
% of students earning credits	67%	43%	56%	NA	67%	67%	100%	90%	NA	63%
Enter an explanation of the data here:	Students successfully completing SBI requirements & assignments, attending min. 78 out of 88 hours received a .5 mentorship credit.									

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Summer College Experience

Executive Summary

While college is not the only option, every student deserves the opportunity to choose the postsecondary path that allows them to achieve the highest level of success in the career of choice. For many marginalized students they see or experience barriers blocking their pathways to make a choice about college in the first place. Giving these students the option of going to college means putting it on their radar and helping them understand the path to college, believe in their ability to succeed in college, see college as a viable pathway, and know how to navigate the system so they can decide the right path for the future they desire. Thus, Summer College Experience introduces students to the college experience and engages them in a college course on a college campus, which helps them see that they have a choice and that college is indeed an option.

With a strong commitment to increasing college readiness, specifically with regard to academics, among key groups of underrepresented students in postsecondary education, the *Summer College Experience* aims to ensure these students graduate from high school with the knowledge and ability to make their own decision about college. The program is a collaborative effort between AoH and the Virginia Peninsula Community College (VPCC) to provide rising sophomores, who normally are one year away from participating in dual enrollment courses, an early college experience. This college immersion program provides an orientation to college, an authentic college experience, and chance to earn college credits through a (free) dual enrollment course on the VPCC campus. Taking classes on the college campus takes the learning environment to a new level. Being able to earn college credit as an incoming sophomore helps to kick-start a college-ready mindset among students.

Each year HCS faculty works with VPCC instructors to identify an engaging 3-credit hour college-level course to offer rising sophomores. The selected course emphasizes labs and hands-on learning and incorporates multiple field experiences. The Summer College Experience course provides students with more rigorous curricula and helps to prepare them for college coursework and expectations. In addition, their success in accelerated learning gives students the motivation, incentive, and self-confidence to continue on to college.

Logistical description of the project

Total days of instruction	15 days/75 hours of instruction
Hours of instruction per day	9:00 AM - 2:00 PM, Tuesday - Thursday
Time of program operation	9:00 am - 2:00 pm
Dates of Operation	June 29 - July 28, 2022
Content Area(s)	Academic Instruction

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Student Demographics

Division	Engaged	Special Population		Race						
		504	IEP	01- Amer Indian	02- Asian	03- Black	04- Hispanic	05- White	06- Hawaiian	07- Multi-Racial
AI Students	21	0	5	0	0	13	3	3	0	2

Results Narrative (effect, impact, etc)

Summer 2022 was the first year that the course, NAS 95: Earth and Time, was offered and the first Summer College Experience course housed in the VPCC Geology Department. Twenty rising tenth graders from Hampton City Schools (HCS) completed a special topics Geology class, NAS 95: Earth and Time 5-week dual enrollment course. The immersive five-week course at VPCC provided hands-on learning, research experience, and field experiences to places such as Luray Caverns.

Students earned three college credits and received certificates of completion during a closing ceremony at the Hampton VPCC campus on July 28. Parents and family members were on hand for the celebration. Joining Beth Dickens, Interim Dean of Science, Technology, Engineering & Math, and STEM division members were HCS Superintendent Dr. Jeffery Smith, Chief of Secondary School Leadership Dr. Raymond Haynes, and officials representing each of the city's four high schools.

The VPCC instructors, HCS faculty, HCS administration, students, and their families viewed the program as a success. Parents were especially proud of their childrens' achievement. Following the conclusion of the course, interest remained high as throughout the 2022-2023 school year, participants repeatedly requested to attend a follow-on program this summer.

Stakeholder Engagement

Teachers & Community

HCS teachers and administrators identified topics they believed to be both relevant to the community and of interest to students. They worked with VPCC instructors to develop an engaging college-level course, a 3-credit hour, 95-level, Earth Science course. Through a collaborative process the resulting course and curriculum provided college level instruction, labs and hands-on learning, and career and content exploration through guest speakers and multiple field experiences.

The students not only earned dual enrollment credits but they also learned the importance of time management, collaboration, and accountability. This was a team effort that consisted of two amazing instructors, an on-site tutor, an on-site program support representative, VPCC staff and accommodations, Academies of Hampton and HCS administrative support, and local vendors.

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	<p>HCS -Academies of Hampton and the VPCC will continue to deepen their partnership as the College Experience will continue working with students and families across the school year to intentionally prepare students for college rigor sooner rather than later. This program will continue to provide college exploration opportunities, support systems, and learning opportunities in preparation for more dual enrollment opportunities offered during the school year and future summers.</p>
<p>Post Secondary</p>	<p>Virginia Peninsula Community College is helping to close equity gaps in access and getting students on a path to college and career success while they are still in high school.</p>
<p>Business & Industry</p>	<p>Students traveled locally and throughout the state to learn about geologic history, hunt for fossils, explore the Fall Line (the boundary between freshwater and saltwater in Virginia's rivers) in Richmond, discover evidence of past volcanism in Virginia, collect and analyze data from dinosaur footprints on a private quarry tour in Culpeper, and explore the geology of the Luray Caverns. Staff and faculty used classroom and field experiences to build positive relationships with the students as well as a strong peer-to-peer network of support.</p>
<p>Barriers and Aids</p>	
<p>Student Recruitment and Engagement</p>	<p>Although Summer College Experience and the NAS 95 course was viewed as a success, the instructors and HCS faculty identified areas to improve, hurdles to overcome, and adjustments to make for summer 2023.</p> <p>Technology: Students had difficulty logging into and using VPCC wifi. Additionally, students were unfamiliar with the Canvas Learning Management System (LMS), and the transition to the learning system proved challenging. As a result, some 2022 students didn't have access to online course resources until well into the second week.</p> <p>Student work was accepted late without penalty, however, these technology issues put the students behind in completing their assignments, and at times they felt stressed and overwhelmed trying to catch up. Understanding that these feelings can prevent students from making the effort needed to jump back up, time was spent helping students identify and overcome the obstacles that may be impacting their ability to organize time, materials, and homework assignments.</p> <p>Academics: In addition to improving students' connectivity and familiarity with Canvas from the outset, instructors also made adjustments to how grades are collected. For example, accuracy grades were primarily used for labs in 2022. Upon reflection, the VPCC instructors determined that participation and data collection is a large component of learning during labs. As such, in 2023 labs will be scored</p>

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	<p>based on both completion and accuracy, with both being given equal weight. Students will also be given multiple opportunities to take assessments, such as vocabulary quizzes. In this way, student assessments are being modified to accommodate for the age level, but the rigor of the course materials remains sound. Note: as a result of these and other adjustments to the course, student performance has improved; course average in 2022 was approximately 71% and in 2023 it jumped to over 81%.</p>
Business Partner Engagement	<p>Dual enrollment programs allow high school students to take college courses that students can simultaneously earn highschool and college credits. Dual enrollment (DE) requires a partnership between the school division and a college. In Hampton, that relationship is between Hampton City Schools and Virginia Peninsula Community College. The strong, collaborative relationship between both institutions has significantly and positively impacted DE opportunities for Hampton students - the number of opportunities has increased significantly, participation and successful completion has soared, and the participation platforms have expanded beyond the high school. The partnership has been effective because of the common understanding of the purpose and goals and commitment to expanding student engagement through interesting and engaging courses, increased opportunity and access to course offerings, providing both school-based and college-based learning environments, and academic and enrichment support that result in greater success in DE courses.</p>
Logistics	<p>Technology: Proactively addressing the login issues with VPCC wifi, the unfamiliarity with the Canvas Learning Management System (LMS) and the challenges transitioning to LMS, has been a priority. To address and resolve these issues prior to the summer 2023 program, the following decisions were made. Students will use their Chromebooks to log into both wifi and Canvas during orientation prior to the start of the course. Instructors will create a Canvas “scavenger hunt” to introduce students to using the LMS.</p> <p>Note: as a result of these strategies being implemented in the summer 2023 program, all students were online and completing work on Canvas by the second day of the course this year and students felt comfortable using Canvas LMS, which will serve them well in their future studies.</p> <p>Marketing: Marketing can make or break a student recruitment and enrollment; marketing creates student interest and drives potential participants to learn more. With competing priorities and growing opportunities for discretionary time, it is imperative that marketing and communication strategies begin early. When marketing timelines fall behind, the likelihood of low enrollment is greater.</p>

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	<p>Due to logistical delays this spring, the summer 2023 Summer College Experiences, SuNAS 95 - The Nature of Science, was not advertised to HCS faculty and students until May. As a result, we had a smaller student cohort register for the summer 2023 course - 12 versus 20-22 students. Families and students clearly value the opportunity to interact with students from other HCS schools, successfully complete a college level course, form positive relationships with college faculty, and perhaps most importantly, learn that college is a real possibility for their future. This feedback and other evidence of success, HCS and VPCC committed to growing this important program to ensure not only are all seats filled in one course but to offer a second course to a continuing cohort of students in the future.</p>
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<u>CURRENT YEAR PRE-POST DATA -STUDENT METRIC</u>										
School (specify) or Division-wide Data	Summer College Experience									
Program/Activity Name	Student Achievement									
Metric:	Earned dual enrollment credit									
Instrument:	Credit earned in the class and course GPA									
sf										
Reporting Area	All Students	Special Populations		Race						
		504	IEP	01- Amer Indian	02- Asian	03- Black	04- Hispanic	05- White	06- Hawaiian	07- Multi-Racial
Number of Students Registered	21	0	5	0	0	13	3	3	0	2
Earned college credit	21	0	5	0	0	13	3	3	0	2
Enter an explanation of the data here:	In addition to earning college credit, the participating cohort achieved e course GPA of 71%									

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Career Contenders

Executive Summary

With the goal of preparing students for the globally competitive workforce of the 21st century, Career Contenders affords students the opportunities to create and problem solve in a real-world environment that brings forth social and personal skills, relevance, and interest. With the goal of moving beyond theory to practice, Career Contenders immerses students in a space and place where they can experience the situation first hand and in real time. The learning experiences are grounded in creative spaces, they connect to the community, and they provide opportunities in which everyone learns from one another. Career Contenders engages students in current events and experiences that resonate with and impact our local and regional community.

Career Contenders is unique from most extended learning opportunities in that it brings students together, from across the division and across grade levels 9-12, in hands-on experiences. Working as a team, students take full ownership in analyzing and evaluating situations and/or problems, defining the direction of their work, and using design thinking to solve problems, address community needs, and make an impact. Working in a real world environment lets students better understand the problems or situations, reflect on their experience(s), incorporate new information into their preexisting understandings, and come up with more accurate solutions and/or develop new ways to look at things. Students learn to pivot from their original ideas and solutions as they discover new information or gain new perspectives. From planning to implementation, students are mentored by industry professionals who also monitor and celebrate progress. After applying their knowledge to find solutions to complex problems, students present their findings and/or showcase their product to the greater community.

Students engaged in Career Contender design, build, market, and complete community challenges. The yearlong experiences deepen student knowledge and understanding, facilitate the acquisition of complex skill sets, and engage students in projects that allow them to dream big, go outside their comfort zone, and accomplish things they did not think possible. The cutting-edge experiences increase the relevancy of the content and conceptual understandings while also igniting learning, creativity, and innovation. Students get students excited about their learning as they achieve extraordinary results that impact them and the community.

During the 2022-23 academic year students had the opportunity to participate in two extraordinary challenges:

Floating Classroom - transforming a houseboat into a floating learning lab. This is a student-driven, teacher-facilitated, and business-partner supported challenge that puts students in the contractor and trades role. Student experiences range from securing the houseboat, setting up its transport from the Gulf of Mexico to its permanent docking location in Hampton; creating business, marketing and communications plans; and demo and rebuild of the boat within legal requirements, codes and compliance, budgeting, etc. Students primarily worked within a specific career cluster: Acquisition, STEM+, Restoration/Construction, and

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Media. The culminating event will be the launching of a Gibson houseboat converted into a STEM+Lab research center.

Hollywood to Hampton - Over the course of 25 weeks students were able to explore careers in the film industry. Through their experiences, students were introduced to film artistry and production and learned that each film is an artistic, creative, and collaborative process pursued by trained professionals. They attended weekly virtual classes with entertainment industry professionals and after-school extended learning experiences supported by local professionals. Academy League is an after school and weekend program that runs throughout the academic year. With experiences that compliment and coordinate with - but do not replicate classroom instruction, Academy League activities are designed to bring authenticity to academic lessons. In collaboration with community partners, students apply knowledge and skills to address authentic real-world situations. Each experience is intended to help students understand how what they are learning in class applies to the future they want.

The Academy League program promotes teamwork among students within their academic groups, enabling them to participate in industry-specific projects. In the current program year, Academy League expanded its assistance to initiatives at both the school and district levels. This assistance involved improving interdisciplinary projects by allocating additional time for students to prepare for exhibitions at the school and district levels. Additionally, students had the opportunity to collaborate on a competitive film project alongside renowned industry experts.

Each high school offers a unique *Academy League* experience that brings students together who share a common interest to work on a project that aligns with the career-themed academies and is relevant and meaningful to their personal academic and career goals. From September to February students identify a problem, agree on or devise a solution and potential path to achieving the solution, design and develop a prototype of the solution, and refine the solution based on feedback from their business partner(s), experts, instructors, and/or peers. As part of their research and discovery process, students participate in business and industry tours, make college visits, experience behind-the-scenes field trips to local sites and venues, and participate in interactive presentations with guest speakers. At the conclusion of the experience students compete in school-level showcases, with the top two or three teams from each school delivering their formal presentations at the Building Tomorrow Hampton City Schools Division Showcase and the third and fourth place teams competing in a poster presentation.

Appendix D provides a full and robust plan.

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Logistical description of the project	
Total days of instruction	Floating Classroom Summer 2022: 11 days Spring 2023 Edition: 25 days Hollywood to Hampton
Hours of instruction per day	Floating Classroom Summer 2022: 4 hours a day; 10:00am-2:00pm Spring 2023 Edition: 1.5 hours a day 3:15 - 4:450 pm. Tuesday-Thursday Hollywood to Hampton: Tues 4:30pm - 5:30pm; Nov - May = Weekly 1 hour zoom meetings; June and July - running lines, rehearsal and filming 30 hours
Time of program operation	Floating Classroom Summer 2022: Summer Spring 2023 Edition: Spring Hollywood to Hampton: Academic year
Dates of Operation	Summer 2022 Edition: June 27 - July 14, 2022 Spring 2023 Edition: April 11, 2023 - June 1, 2023 Hollywood to Hampton: November 14, 2022 - July 2, 2023, followed by summer post production work for Sept 2023 Film Festival
Content Area(s)	College & Career Exploration, Work-based Learning, and Business-connected Relationships

Student Demographics

School	Engaged	Special Population		Race						
		504	IEP	01- Amer Indian	02- Asian	03- Black	04- Hispanic	05- White	06- Hawaiian	07- Multi-Racial
Floating Classroom - Summer 2022	55	8	7	1	1	40	2	7	0	4
Floating Classroom - Summer 2023	130	10	22	2	5	71	10	32	0	10
Hollywood to Hampton	70	5	9	0	1	47	1	16	0	5

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Results Narrative (effect, impact, etc)

With the acquisition of a vessel, students are creating a Floating Classroom equipped with educational equipment and resources to enhance the Science, Technology, Engineering, and Math (STEM) curriculum through experiments, workshops, and restoration projects.

Floating Classroom - Summer 2022 Retention rates demonstrate overall satisfaction with the program with the division-wide retention rate was 87%, with Bethel achieving 93%, Hampton 75%, Kecoughtan 92%, and Phoebus 90%. The low attrition rates and student feedback reinforces the anecdotal evidence that students enjoyed the fast pace and rigorous three week experience.

Student feedback was exceptionally positive, with 100% of students reporting that they were satisfied to very satisfied with the program, with instructors, and with the lessons and activities. One hundred percent of students reported being very satisfied with the field experiences. Additionally, 100% students shared that they were very likely to continue participating in Floating Classroom programs. Free responses to different questions included: "It's a fun experience." "I wouldn't change anything to be honest, I'll keep it the same." "I went to camp to make friends but didn't expect to make family."

Floating Classroom - Spring 2023 Of the 142 students registering for the spring program, 92% (130) enrolled and 85% of the enrolled attended 75% or more of the 25 sessions. While all students said they were excited about participating, 61% reported being very excited. Every student enrolled reported their intent on earning or working on the Occupational Health and Safety Administration (OSHA-10) Industry Certification.

Community partners and teachers shared similar sentiments to "It's refreshing to see more students taking advantage of continuing education opportunities by gaining industry certifications." At the beginning of the program only 4% of participating students had earned an industry certification, by the end of the Spring program 45% of participants had completed and 55% planned to complete the requirements during the summer program. An 80 percent change in students who made progress or completed an industry certification after participating in Extended Enrichment Learning events.

Hollywood to Hampton Every student involved in the experience (both virtual and in-person) received an Internet Movie Database (IMDb) credit associated with Next Generation Learning. IMDb is one of the leading sources for information about TV shows, movies, and the professionals who make them. The credits are displayed in several places across the IMDb ecosystem, thus earning IMDb credit is a big step in establishing oneself in the business.

Next Generation Learning led the work on launching and facilitating the extensive learning opportunities available to students. Industry professionals, from film production crews to filmmakers, provided virtual and in person instruction and coaching. The culminating projects were 4 short-films that were filmed by students who were mentored and supported by professional cinematographers. The films will be showcased to local/regional audiences during a film festival competition to be held at the American Theater in Hampton, VA. The short film contest winner will move on to a national film festival competition.

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Stakeholder Engagement	
Teachers	Teachers from all four high schools recruited students and supported their engagement in academically enriching and real world learning experiences that allow students to apply relevant skills specific to the students' area of interest. They supported both virtual and in person learning activities.
Parents	Parents are very involved with the communication process and routine of student transportation and attendance. Parents communicate with the coordinator and teachers via email, Remind App, Zoom, and in person. Although many parents wanted to participate in the Ribbon Cutting Ceremony, twelve parents registered and attended.
Community	Whether it was Floating Classroom or Hollywood to Hampton, community collaborators from aligned industries served as mentors provided real-world experiences through field experiences, and offered location(s) and industry tools and equipment relevant to the experience. Their help with instruction helped to educate students on current industry expectations, qualifications, and certifications as well as how to gain marketable skill sets through the hands-on experiences offered through their academy and in the community.
Business Community	Appendix B highlights the partners who are helping to produce a better educated and more resilient future workforce through mentorships, field experiences, and material incentives and resources as well as opportunities for students to learn real-life skills.
Barriers and Aids	
Logistics	<p>Flying Classroom: With the acquisition of the houseboat and its permanent mooring in Hampton, Floating Classroom is transitioning from visioning and framing to implementation. Through a collaborative process with Flying Classroom and input from teachers, students, and community partners, a reimagined implementation plan that builds on the experiences offered to date. As we move from visioning and planning to demolition and buildout, the plan embeds strategies, processes, and actions that creates greater student responsibility and ownership as well as more opportunities for greater numbers of students. It also transitions from related project-based experiences to a student led project.</p> <p>If students are to be artists, entrepreneurs, and engineers, they need the opportunity to design and implement real projects in real world environments. They also need to understand and engage in project management, therefore, student experiences will allow them to explore, understand, and apply project management skills to Floating Classroom. They will serve as project managers from initiation to close. They will understand the “why” and “how” of the steps to successfully ensure the work gets done efficiently, on-time, and satisfactorily.</p>

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By identifying the types of roles and responsibilities for students in various academies (e.g. Law and Public Safety, Engineering, Marketing, etc.) students will see the collaborative and interconnected processes that result in a successful end product. While their specific role, responsibilities, and actual work may differ, every student will be exposed to the interconnected relationship as well as the long term impact of poorly executed project management steps. For example, students will acquire basic-level knowledge about the scope, policy and procedures, schedule, timeline plans, cost; each will understand their role in effectively managing the project portfolio. Students from different academies will acquire the knowledge and apply their skills to different areas, for example:

- Students from the academies of Law and Public Safety, Transportation, Analytics, Information, and Logistics, Entrepreneurship and Information Design, and Cybersecurity, Engineering, and Robotics students work on contracts, codes and compliance, acquisition of materials and needed workforce/skills, and security of materials and resources
- Governor's STEM Academy of Architecture, Environment, and Engineering work on the schematic design
- Academies of Media Arts, and Design and Digital Video Production students plan the public communication strategies
- Virginia Ship Repair Association Maritime Academy and Academy of Technology and Engineering students handle construction documentation and buildout and determine the best placement site.

The plan's well defined steps ensure effective onboarding and preparation of teachers, partners, and students for their respective roles and opportunities in the work of transforming the acquired houseboat into the state-of-the-art STEM+ floating laboratory creates greater understanding and long term ownership. It highlights how host employers provide students job specific training. Through a collaborative leadership model, faculty and community partners ensure a smooth on- and off- boarding of students in their positions, manage year round programmatic activities, and offer guidance, close support, mentorship, and paid internship experiences to participating students.

Hollywood to Hampton With the success of the inaugural year, the program structure has been refined. In 2022-23 it will embed it in academy courses and in Success 101. To facilitate and guide this transition:

- A building-level *School Champion* will help recruit students, ensure students attend training sessions, and serve as a main point of contact.
- Three high school level films will make it to final production.
- There will be two instructional components.
 - Screenwriting 101, which will be the first 9 weeks and limited to 16 students, provides comprehensive support and real-time feedback to ensure scripts are completed and ready for production planning, by early January. Screenwriters will receive a stipend for attending and

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	<p>submitting a completed script. —in addition to earning an extra award if their script is chosen for production.</p> <ul style="list-style-type: none"> ○ Movie Producers 101, which begins once the screenwriting has been completed, offers students from across the division an opportunity to work on/audition for the film that interests them. Roles will include producers, set and costume designers, on screen actors, film crew, et ● Students in Success 101 will also be writing a screenplay during the second quarter as a part of their 10 Year Plan.
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CURRENT YEAR PRE-POST DATA -STUDENT METRIC

School (specify) or Division-wide Data	Career Contenders - Floating Classroom Students in grades 9-12, from across the division, work together on this highly innovative experiences
Program/Activity Name	Student Achievement - Floating Classroom
Metric:	Industry Certifications
Instrument:	Industry certifications and work alongside industry professionals throughout their high school tenure.

sf												
Reporting Area Contenders: Floating Classroom	All Students	Special Populations				Race						
		RTI 2 & 3	Low Income	504	IEP	01- Amer Indian	02- Asian	03- Black	04- Hispanic	05- White	06- Hawaiian	07- Multi-Racial
Number of Students Assessed	130	NA	NA	10	22	2	4	71	10	32	1	10
			Yes		No		Maybe					
Prior Industry Certification			4%		84%		12%					
Earned Industry Certification			84%		2%		12%					
Net Change			+80%		-82%		0					

Floating Classroom	Key Performance Indicator - Industry Certification is essential for career choice as it increases the students' trajectory of success during and after high school.They may make students more marketable and help the labor market with sustainability. Business Partners look for soft-skill from students and earning an industry certification connects the dots between industry-based credentials, employment, and secondary and postsecondary enrollment.
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<u>CURRENT YEAR PRE-POST DATA -STUDENT METRIC</u>												
School (specify) or Division-wide Data	Career Contenders - Hollywood to Hampton Students in grades 9-12, from across the division, work together in these highly innovative experiences											
Program/Activity Name	Student Achievement: Completed scripts and movie production roles											
Metric:	Film accepted for production											
Instrument:	Film produced from original script											
sf												
Reporting Area		Special Populations				Race						
		All Students	RTI 2 & 3	Low Income	504	IEP	01- Amer Indian	02- Asian	03- Black	04- Hispanic	05- White	06- Hawaiian
HOLLYWOOD TO HAMPTON												
Film production: 1. Script writing 2. Cast & Crew	40	NA	NA	2	5	0	1	26	1	9	0	3
Students who participated 100% of the time in their role as cast or crew.	40	NA	NA	2	5	0	1	26	1	9	0	3
Enter an explanation of the data here:	<p>Script writing allows students to use their creativity in a meaningful way. Students develop their own stories and scripts. Script writing gives students reason to look at the form of the story, characterization, what descriptions are essential/unessential to understanding and presenting their story.</p> <p>Film production - students learn and apply the steps to filmmaking, they use production equipment, such as lighting, microphones and cameras, to create the films and/or they perform in front of the camera.</p>											

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Summer Youth Employment Program

Executive Summary

Career immersion is one way the Academies provide juniors and seniors the tools and resources for a clear path to graduation and a smooth transition from high school to a postsecondary college or a career field. Through experiences that connect students with employers in the employer’s real-world work setting, students learn how to apply theoretical knowledge and skills learned in the classroom to real world jobs. These experiences help students acquire transferable skills, gain and practice appropriate workplace behaviors, build on strengths and address weaknesses, make professional connections, and discover future career directions.

Students participate in paid internships and summer employment programs that immerse them in the learning and training needed for their pathway and help them successfully transition to the next phase of their lives. Career immersion experiences give students basic work skills, build foundational skill sets, and provide students with professional development experience and an in-depth understanding of the work environment and processes of a respective organization.

In collaboration with the City of Hampton’s Summer Youth Employment Program (SYEP) works with the Academies to hire 80 or more students for paid employment opportunities within city and school departments, local businesses and non-profit organizations. Juniors and seniors are placed with employers who give them jobs that allow them to test their interest in a career, apply skills and knowledge learned in their academy classes, and develop critical workplace and occupational skills. The paid work experience gives students a chance to build career resumes that showcase their experiences for college or employment while allowing them to discover, explore, and investigate careers or career fields of interest.

Logistical description of the project

Total days of instruction	up to 20 hours per week and schedules based on the employer’s needs
Hours of instruction per day	200 hours 10 weeks Monday - Friday
Time of program operation	Summer
Dates of Operation	June 27 - September 2, 2022
Content Area(s)	Career immersion in work-based learning

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Student Demographics

Division	Engaged	Special Population		Race						
		504	IEP	01- Amer Indian	02- Asian	03- Black	04- Hispanic	05- White	06- Hawaiian	07- Multi-Racial
All Students	71*	2	16	0	2	59	0	8	0	2

Target cohorts - 11th & 12th grade academy students from across the division - 53 were current academy students, 18 were graduating Cohort 2023 seniors. The 2 were prior year academy graduates, their demographics not included

Results Narrative (effect, impact, etc)

The SYEP placed 78 of the 224 applicants in paid positions in 2022. Of the 78 applicants hired, 95 percent were AoH students, including 18 graduating seniors. Current students as well as the recent graduates were hired for positions that required them to apply skills and knowledge learned in academy classes to workplace experiences in a variety of roles with government agencies, school departments, libraries, community organizations, local nonprofit organizations, and more. Thirty-two businesses and nonprofits gave their time, energy, and resources to empower and employ AoH students for ten (10) weeks in jobs that enabled students to gain practical, real-world skills.

Stakeholder Engagement

Teachers	Teachers help to inform and register students for the SYEP program.
Parents	Parents must provide approval and attend the parent/student orientation.
Community	Local employers are critical to the success of the program. Beyond being host sites they give students job skills training, mentor students in the workplace, and provide individual, bi-weekly performance and engagement feedback to each student as well as to the student's SYEP Success Coach. Employers have also directly hired interns at the end of their placement.
Business & Industry	The 32 businesses and nonprofit organizations hosting job sites (Appendix B - Powerful Partnerships) value workforce readiness and its impact on their own organization and the community. They know how the community's future economy is dependent on creating exciting growth and development opportunities for young people. Each of the organizations gave their time, energy, and resources to empower and employ AoH students for ten (10) weeks in jobs that enabled students to gain practical, real-world skills.

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<u>CURRENT YEAR PRE-POST DATA -STUDENT METRIC</u>												
School (specify) or Division-wide Data	Summer Youth Employment Program - division-wide participation											
Program/Activity Name	Student Achievement											
Metric:	Successful placement and employment experience											
Instrument:	End of Summer employer-conducted performance evaluation											
sf												
Reporting Area	All Students	Special Populations				Race						
		RTI 2 & 3	Low Income	504	IEP	01- Amer Indian	02- Asian	03- Black	04- Hispanic	05- White	06- Hawaiian	07- Multi-Racial
Number of Students Placed	71	NA	NA	2	16	0	2	59	0	8	0	2
Successfully Completing Placement	71	NA	NA	2	16	0	2	59	0	8	0	2
Enter an explanation of the data here:	Employers conducted periodic evaluations and Success Coaches, Success Coaches, who were responsible for ensuring a smooth on- and off- boarding of students in their positions, met with students to assess placement success and offer close support, mentorship, and guidance to both participating students and their respective employers. Employers and Success Coaches reported placements were successful.											

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Take A Junior to Work Day

Executive Summary

"Take a Junior to Work" is an immersive program that, when fully scaled in 2025-26 academic year, will give all HCS juniors the opportunity to gain real-world, hands-on experience in careers aligned with their interests. Participants will shadow a host employer for a typical workday, observing daily activities and asking questions about specific careers and industries.

This unique program, designed for KHS juniors, will take place on April 18th and 20th and will be hosted by various businesses and organizations. Host sites are expected to provide an immersive experience that exposes students to multiple positions and potential career paths. Some hosts may choose to include simulation activities that showcase a variety of careers (e.g., Red Cross Natural Disaster Simulation).

We will work closely with each business partner to design an activity that aligns with their capacity and provides students with a deeper understanding of careers within the industry. At the end of the program, each student will receive a certificate of completion and will have developed transferable skills and general workplace readiness skills such as communication, collaboration, teamwork, and a positive sense of self.

The goal of the "Take a Junior to Work" program is to provide an enjoyable and educational job shadowing experience for students while also building relationships between local businesses and the Academies of Hampton. We hope to increase students' understanding of how to evaluate potential job opportunities and inspire them to pursue their passions.

The program is currently in the launch phase, the goal is to provide this experience to 100% of the juniors by the 2025-2026 academic year, which corresponds to the Gear-Up student cohort entering their junior year.

Logistical description of the project

Total days of instruction	One Day - students visited QED, The Babe Cave, National Guard, HRSD, Ferguson Center for the Arts
Hours of instruction per day	9:00 AM - 1:00 PM
Time of program operation	Academic year
Dates of Operation	April 18 & 20, 2023
Content Area(s)	Career Exploration/Work-based learning

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Student Demographics											
Division	Census	Engaged	Special Population		Race						
			504	IEP	01- Amer Indian	02- Asian	03- Black	04- Hispanic	05- White	06- Hawaiian	07- Multi-Racial
Division	1,381	43	2	1	2	1	31	3	2	0	4
<p>This Signature Experience, which is in the piloting phase, serves 11th grade students. The goal by 2025-26 is to serve 100% of juniors</p>											
Results Narrative (effect, impact, etc)											
<p>This was a short but impactful professional learning experience. Although constrained by time, students showed interest and curiosity. They were actively engaged in workplace activities, asked insightful questions, and demonstrated professionalism in their interaction with industry professionals.. This one-day experience provided them with a glimpse of potential careers. It was intended to ignite their passion and spark an eagerness for further exploration.</p> <p>This Signature Experience, which was piloted in 2023, serves 11th grade students. With the success experienced, the program will be scaled up, with the goal of serving 100% of juniors in 2025-26..</p>											
Stakeholder Engagement											
Teachers	Teachers were asked to consider and recruit students from all academic levels to participate.										
Community	Hampton Roads Workforce Council partnered on business recruitment and logistics.										
Business & Industry	<p><i>The following businesses hosted Take a Junior to Work Day experience:</i></p> <ul style="list-style-type: none"> ● QED Systems - a multi-faceted, privately-owned engineering and technical services company with a long and successful history of providing a wide range of engineering, logistics, planning, technical and training services and support. ● The Babe Cave Healing Boutique - a private company offering spiritual coaching and self-reflection, helping people craft a vision board for their personal and professional life, and coaching a money mindset through personalized workshops to unlock one's financial potential, ● National Guard - state-based military force that is able to respond to state-level emergencies, such as natural disasters, and may serve in a domestic law enforcement role when called upon. ● Hampton Roads Sanitation District - a public entity that provides regional wastewater treatment to 18 cities and counties in southeast 										

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	<p>Virginia; the organization is responsible for protecting public health and the waters of Hampton Roads by treating wastewater effectively and returning highly treated effluent to nature in a way that continues to nurture the region's water's delicate ecosystems</p> <ul style="list-style-type: none"> • Ferguson Center for the Arts - is a university-based community performing arts (theater and concert hall) center on the campus of Christopher Newport University.
Barriers and Aids	
Student Recruitment and Engagement	<p>For this job shadow experience, we asked teachers to recommend Tier 2 & Tier 3 students that they believed would be motivated by getting first hand exposure to and experience in the career field of their choice. The students that attended Hampton Roads Transportation District were in the environmental pathway. They were able to hear about all of the eco-conscious business decisions they make!</p>
Parent Engagement	<p>As we push this program to scale, it would be helpful to have parents suggest possible job shadow sites.</p>
Logistics	<p>Taking this program to scale to serve upwards of 1,500 students a year will require significant logistical coordination. Before scaling Take A Junior to Work Day, a work team composed of ELT staff, academy coaches, community partners, and students will do an analysis to identify program strengths, weaknesses, opportunities, and threats. The work team will use the analysis to identify experiences that are more than a simple field trip or site visit.</p> <p>The planned workplace tours will be designed and structured to meet specific learning outcomes, connect to student interests, and build awareness of the business, its industry sector, its role in the economy, and the career options it provides. To ensure they are educationally rich, each on-site tour experience will be designed for small groups and involve preparation and follow-up in the classroom. Event experiences will include both walking tours of the workplace and sit-down presentations by employees about their work.</p> <p>Logistical matters include, but not limited to (1) lining up businesses that align with each of the 14 college and career academies in order to match student interests to the experience, (2) recruiting enough job sites to create meaningful experiences for approximately 1,500 juniors, (3) Working with transportation to build a schedule that can accommodate the year long facilitation of job shadowing experiences for the 11th graders, (4) coordinating school schedules with student days away from the building, (5) offering full day, Saturday experiences, and (6) scheduling and paying for chaperones for upwards of 50 different field experiences.</p>

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<u>CURRENT YEAR PRE-POST DATA -STUDENT METRIC</u>										
School (specify) or Division-wide Data	Take a Junior to Work Day - serving a representative group of 11th graders in Hampton's four high schools									
Program/Activity Name	Student Engagement									
Metric:	Anonymous Student Satisfaction Survey to assess if the students thought the experience was valuable and will contribute to their career planning.									
Instrument:	Satisfaction survey									
Reporting Area	All Students	Special Populations		Race						
		504	IEP	01- Amer Indian	02- Asian	03- Black	04- Hispanic	05- White	06- Hawaiian	07- Multi-Racial
Number of Students Participants	43	2	1	2	1	31	3	2	0	4
Percent of respondents reporting the experience influenced their future career plans - yes definitely	50%									
Percent of survey respondents reporting the experience influenced their future career plans - yes maybe	50%									
Enter an explanation of the data here:	<p>Anonymous surveys prevent giving a breakdown of respondents. Students were asked to complete a post survey to assess how they felt about the program and its impact on their future career plans or aspirations.</p> <p>While the responses were positive, it is difficult to use the survey responses as an indicator of success or impact as too few students submitted the survey</p>									

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Senior Conference - Portrait of a Hampton Graduate

Executive Summary

The Portrait of a Hampton Graduate Senior Conference and Hiring Event (POG-Sr Conference) is the culminating career-exploration experience for high school seniors. It is intended to help seniors connect to the various employment and postsecondary options available to them after graduation. This career expo gives students an opportunity to interact with employers, post-secondary institutions, professional trades, manufacturing, military, first responders and small businesses from the region. From presentations to one-on-one conversations, students see how their academy instruction and learning experiences align with entry level positions in various industries as well as have an opportunity to show employers how their knowledge, skills, and experiences have prepared them for entry into the workforce.

Students attended presentation sessions, a hiring event (career fair), and on-site employment screening or job interviews. Workforce development professionals and business and industry leaders facilitate workshops on topics aligned with college and career readiness, communication and collaboration, leadership, and a positive sense of self and purpose. Graduating seniors also have an opportunity to speak with representatives from high-demand industries actively hiring candidates immediately after high school graduation. Many of these employers offer interested students a screening or first-phase hiring interview.

This event supports several student-centered goals:

- Broaden their awareness of local career opportunities in federal, state, and local government, as well as opportunities in public service organizations from the nonprofit and private sectors (*Communication, Collaboration, and Leadership*)
- Promote student career readiness and receive employment leads for a full-time, part-time, internship, and volunteer positions (*Career and Life skills*)
- Identify one connection between their coursework and the represented employment or postsecondary opportunities (*Content Knowledge*)
- Build confidence in presenting their qualifications and skill sets to participating business partners (*Positive Sense of Self and Purpose*)

Logistical description of the project

Total days of instruction	This one day event directly links to ongoing Academy-aligned instruction and other expanded learning experiences
Hours of instruction per day	1 hour and 15 minutes per high school, this is in addition to pre- and post-event activities,
Time of program operation	9am - 1pm
Dates of Operation	June 1, 2023
Content Area(s)	<i>College and Career Exploration and Readiness</i>

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Student Demographics													
School	Census	Engaged	Special Population				Race						
			RTI 2 & 3	Low Income	504	IEP	01- Amer Indian	02- Asian	03- Black	04- Hispanic	05- White	06- Hawaiian	07- Multi- Racial
Division	1,400	446	107	210	38	56	0	3	276	21	66	0	80

Results Narrative (effect, impact, etc)

The event was well attended, the buzz among students and exhibitors at the event was quite positive. Student responses to real time inquiries indicated they were excited about the opportunities, eager to meet with employers, and appreciative of the onsite interviews. The exhibitors liked the format, flow, and the opportunity to meet with students eager to talk about career opportunities within their sector or company.

The end of the year always brings a lot of excitement, a flurry of activity, and for seniors, many time-driven priorities before they leave their buildings for the last time and walk across the stage ready for the next chapter in their life. With a June 1 event, end of year priorities as well as overall excitement and celebratory events for students made getting formal feedback (post surveys) almost impossible. Logistical planning for future events will need to think about the date of the event and find more innovative and engaging ways to gather feedback from all stakeholder groups.

While the response rate was very low and should be used for informational purposes and consideration for planning the 2024 event, there is not sufficient data to be considered a directive for change.

Student Reflections and Recommendations.

- 85% of the respondents were satisfied to highly satisfied with the selection of employers at the hiring event. Using the Likert scale, where 1 was very dissatisfied and 5 was very satisfied, the average was 3.63.
- None of the respondents participated in interviews, citing they were either not interested or there was insufficient time.
- 100% attended one of the workshops, with 37.5% of the respondents attending the *Surviving the 1st Semester of College* presentation and 25% attending the *College Tips & More* presentation
- 100% of the respondents were satisfied to highly satisfied with the presenters. Using the Likert scale, where 1 was very dissatisfied and 5 was very satisfied, the average was 4.45.
- 62.5% reported that they had the right amount of time at the event
- *For making this event a great experience for the next senior class, students recommend “bringing back the animal control team; providing more hands on things (the snakes were great); and providing a greater selection of employers to assist students in starting their careers would be a great expansion for this event.”*

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- *In response to “what is the best way to keep students informed on upcoming events’ ; students said, “by email; give students the dates of every event at the beginning of the year so it's on their calendar and they are prepared; morning announcements; and Google Classroom.”*
- *In response to how would you could sum up your experience in one sentence, students shared that is was “informing; it was a fun experience ...but I wish we could have had more time to go to more of the workshops; it was really fun, I just wish it lasted longer but I would go again; the experience was nice, yet somewhat boring and limited; and an insightful event that provided upcoming graduates with job information and opportunities.”*

Teacher Reflections and Recommendations

- 87.5% attended one of the workshops, with 43% of the respondents attending the *Surviving the 1st Semester of College* presentation and 43% attending the *Take Me to The Bank: Bank Accounts, Credit Cards, and Loans* presentation
- 100% of the respondents were very satisfied to highly satisfied with the presenters. Using the Likert scale, where 1 was very dissatisfied and 5 was very satisfied, average was 4.3..
- 85.7% reported students enjoyed the experience
- 87.5% of teachers responding stated they were able to make connections with employers
- *For making this event a great experience for the next senior class, teachers recommended: strong follow-up with vendors to make sure they can attend, extend time for the workshop sessions to allow students to attend 2 conference sessions instead of one (this was repeated by most respondents).*
- *In response to “what is the best way to keep students informed on upcoming event”, teachers said, blast through every means possible, informing the teachers as early as possible, creating a social media page and using Google Classroom, Parent Square, School website, and a townhall meeting, and a tik tok video.*

Exhibitor Reflections and Recommendations

As their feedback reflects, exhibitors supported the purpose and were pleased with the event.

- “Great Job! The Portrait of a Graduate Senior Conference & Hiring Event was an awesome event, and a wonderful opportunity to share good information with students as well as invite them to think about their future career goals and dream big”. Carolene Goodwyn-Harris, Bryant & Stratton College.
- “I loved having the opportunity to meet so many wonderful students and tell them about the possible career paths in the maritime industry.”
- “The students had great attitudes! They were excited and enthusiastic about the opportunity I presented with Amazing Childcare and Learning Academy. If they didn't like children they said it in a respectful way! They listened to me. I listened to them and I enjoyed our exchange! Lakisha Leeks, Amazing Childcare and Learning Academy

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- “I’m strongly optimistic I will have great interviews with the individuals that expressed interest.
- “The excitement from some of the students made every minute worthwhile.”
- Almost all exhibitors commented on wanting more time with students, as highlighted by this comment: “A slightly longer time for the students to speak with vendors. More business casual dress of the students. They all had very good attitudes and it was a pleasure speaking to them. They were enthusiastic and excited about the opportunity I presented”
- Exhibitors requested more correspondence about the event; one responded that the marketing and communications was limited and they were not sure the event was still taking place.
- With regard to student preparation for the event exhibitors suggested (1) having students gather information or complete research about the organizations they intend to visit at the event so that they can have more meaningful dialogue and questions and (2) having employers provide, before the event and distribute to students, a list of positions that they are hiring for so the students can pre plan which tables they would like to visit.

Post event reflections among various stakeholders identified the following successes and opportunities:

- There were diverse industry partners with various positions available for immediate hiring.
- Students were excited and fully engaged.
- Students took advantage of the on-site interviews and expressed excitement in both the contacts made and the possible job opportunities presented.
- Students, faculty, and staff reported the presenters were dynamic and shared great information. The presenters were very pleased with the level of engagement of the students attending their workshops.
- Great geographical location for regional employers. The physical structure provides breakout rooms for workshops, quiet places for interviews, and great space for a large number of students and vendors.

Stakeholder Engagement

Teachers

As described in ‘Strategies’, academy teachers are responsible for pre- and post experiences as well as encouraging students during the Expo to connect with business representatives. Teachers also use this experience to make their own connections with employers to learn more about the industry and the employer’s company and career opportunities as well as forming relationships with employers interested in providing Academy students real world learning opportunities through field visits and job shadowing, project pr challenged-based learning, and internships,

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<p>Parents</p>	<p>Parents are not invited to the event, however, they do receive information about the event through emails and other HCS communication tools such as Parent Square.</p> <p>Student-specific marketing strategies included weekly emails, which increased to daily as the event approached. Additionally, <u>a marketing video</u> was shown during English, Government, and CTE classes, along with morning announcements. A dedicated <u>website</u> was set up to facilitate <u>registration</u> and provide event details. Moreover, students were equipped with <u>a passport</u> that guided them in creating a resume and offered tips on preparing for the event and handling post-event actions.</p>
<p>Community</p>	<p>The annual event relies heavily on employer, industry, postsecondary institution, and community organization engagement. As exhibitors, they provide students with in person contacts who answer student inquiries about careers within the industry or in the employer's company, offer information about current and emerging job opportunities information, and facilitate demonstrations, and hands on experiences that introduce students to the tools of the trade. As presenters, they facilitate workshops on topics of interest to soon to be college students, employees, or military enlistees. As hiring organizations, they offer screening interviews and/or schedule students for interviews for immediate employment.</p>
<p>Business & Industry</p>	<p>See Appendix B - Powerful Partnerships for a list of all partners.</p>
<p>Barriers and Aids</p>	
<p>Student Recruitment and Engagement</p>	<p>With two years of experience offering the Portrait of a Hampton Graduate Senior Conference and Hiring Event and feedback from all stakeholders, the following engagement and logistical opportunities will be addressed and resolved prior to the 2024 event.</p> <ul style="list-style-type: none"> ● Offer after school Opportunities for students to prepare (assistance with resumes and interviews) ● Should not offer onsite interviews because there is not enough time for students to interview, use it as a time and place for employers to promote job openings and set up interviews ● Recruit exhibitors during the 2nd quarter, with sign ups complete by the end of the third quarter. ● Keep vendors informed and engaged through early and often communication, right up to the event, the goal is to reduce the no shows and to instill a process for canceling attendance. ● Inform students in the first quarter of the event and date, start intentional marketing at the beginning of third quarter ● Expand time so that students may attend more than one workshop

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- Have an opening motivational speaker
- Remove vendors expo and ask hiring employers to workshop on their application process
- Work more closely with English and Government teachers to ensure they are presenting the conference marketing materials
- Have a town hall meeting regarding the conference
- Provide students with their workshop selections
- Vendors limited to community partners that offer services for college or career assistance

Strategies that proved to be beneficial:

- Marketing to students: weekly emails, which increased to daily as the event approached; a marketing video, which was shown during English, Government, and CTE classes; morning announcements; and a dedicated website set up to facilitate registration and provide event details. Moreover, students were equipped with a passport that guided them in creating a resume and offered tips on preparing for the event and handling post-event actions.
- Business partner recruitment: to attend and to register for the event partners used Jotform; they were given the option to present a workshop, have a vendor table and/or hold onsite interviews; information regarding the event details was provided in advance to help partners prepare for the event.

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CURRENT YEAR PRE-POST DATA - OTHER METRICS

School (specify) or Division-wide Data	Summer Career College - is open to all 9th graders in Hampton's four high schools - Bethel, Hampton, Kecoughtan, and Phoebus.
Program/Activity Name	Summer Enrichment
Metric:	Attendance Database
Instrument:	Daily Attendance

Reporting Area	Week 1	Week 2	Week 3
Business IT	85%	62%	100%
Creative Arts	100%	41%	58%
Engineering and Tech	100%	54%	0%
Health Services	100%	31%	0%
Public Safety	100%	88%	0%
Total Number of students	85	110	58

Enter an explanation of the data here:	<p>Week 1: All programs were well attended and highest retention week out of the three weeks</p> <p>Week 2: Holiday in the middle of program week affected attendance after the holiday with over 50% not returning for the rest of the week</p> <p>Week 3: 50% of the students registered for week 3 and retention was high for Business IT and a little over 50% of Creative Arts</p> <p>The results from this analysis will be taken into consideration for next year programming to:</p> <ul style="list-style-type: none"> - Reduce to 2 weeks - Focus program around Creative Arts and Business IT because the students have a higher interest and find ways in integrate the other clusters into these two programs
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BizTalk

Executive Summary

Exposing students to occupations, work environments, and positive role models through guest speakers expands their knowledge of career opportunities and connects classroom learning with real world possibilities. BizTalk takes 'guest speakers' to a higher level.

BizTalk, an edutainment series, connects students on a deeper level to credible speakers, well-known in their fields or industry, and unique and engaging experiences aligned to the guest speakers topic. With the goal of providing a memorable experience and leaving a lasting impact on the minds of our students, BizTalk gives speakers the space and place to influence, motivate, and empower students to act. First through engaging, dynamic, and interactive presentations, followed by hands-on real world experiences.

The presenters represent various career clusters. They are considered dynamic leaders, activists, scholars, changemakers, or respected voices in their field. While the topic is about careers, business, and industry, the high profile speakers, through their interactive presentations, share their personal and professional stories and journey. Through inspirational presentations and 'real-talk' conversations that include both the joys and struggles, speakers make a connection with the students while also helping them connect the dots between what they are learning and the real world.

BizTalk presentations expose students to a variety of occupations, work environments, and positive role models while also expanding their knowledge of career opportunities and enhancing classroom learning with real-world connections. The combination of presentations, two-way dialogue, and interactive experiences, each BizTalk shares common student-centered goals:

1. Gain industry awareness of the industry and the common and unique career pathway options within the industry
2. Engage in opportunities to showcase their ability to engage in professional dialogue
3. Explore interests and hobbies and discover how to link them to entrepreneurial aspirations and opportunities
4. Provide hands on experiences that connect the speaker's message and information to the real world

Annually, BizTalk spotlights four of the 16 nationally accepted career clusters. The goal is to bring high profile speakers, people that students are eager to meet and hear from, bring their perspective, share their experiences, and inspire students in their learning and future career path. As they share their personal story and experiences, speakers are asked to embed important personal and professional tips, real world context, and practical insights into their presentations. Speakers embed important messages on topics such as leadership, entrepreneurship, how a challenge became just a 'hiccup' in their story, achieving professional and personal goals, perseverance, work/life balance, and how every successful person is more than one "thing." Through their expanded perspectives and better understanding of how their learning today connects to and enhances their future, the knowledge and skills students gained from the presentations can be applied to

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improve their academic performance and increase career interest that transcends Portrait of a Hampton Graduate.

An important, and highly interactive, feature was added to BizTalk in 2022-2023. Along with general 60-90 minute presentations with a Q &A session provided to a broad audience of students studying within a given career cluster, a select number of students representing the targeted career cluster were invited to a more comprehensive experience that provides greater opportunity for in-depth information sharing, open dialogue, and/or hands-on learning. The real world learning experiences that not only gave students real skills they also built a positive sense of self and purpose.

The 2022-23 BizTalk series introduced students to successful entrepreneurs who offered enlightened perspectives. They encouraged a growth mindset and bolstered student understanding of the importance of creativity, innovation, and collaboration. The following speakers, who represented careers in STEM, entertainment, sports, and health and wellbeing, reinforced the importance of taking ownership of one's ideas and initiatives, independence and self-reliance.

- **Next Generation Storytellers** led by screen actors Jacob Young (two-time Emmy award-winner known for The Girl Next Door, The Bold and the Beautiful, General Hospital, and All My Children) and Trent Garrett (known for Disney's Andi Mack, Netflix's Army of Thieves, and Fox's New Girl)
Bringing Hollywood to Hampton: the entertainment industry was the focus; the goal was to give students a taste of what it is like to work in a creative environment and to expose them to on-set and behind the scenes careers in the entertainment industry.
- **City on My Chest, Tommy Reamon,** and 10 entrepreneurs supported the experience.
Business entrepreneurs: the business industry was the focus and the goal was to expose students to the concept that an entrepreneur is an individual who undertakes the creation, organization, ownership, and risk of a for-profit or not-for-profit business/venture across career clusters and the basic personal and societal benefits of entrepreneurship.
- **ChairOne Fitness, Alexis Perkins-Powell** was the key speaker at the building-level presentations and collaborated in the planning and implementation of a Wellness Fair, which brought together local wellness entrepreneurs.
OneChair Fitness: the health and fitness industry was the focus and the goal was to help students develop a positive sense of self and purpose through fitness as they learn more about starting, maintaining, and monitoring a successful business.
- **Flying Classroom** representatives who serve as Floating Classroom instructors flew in from Florida for the presentation and hands-on experiences..
Floating Classroom: STEM careers was the focus and the goal was to engage students in experiences that are critical to the community's coastal resiliency and environmental protection project through the redesign and conversion of a houseboat into a STEM+ learning laboratory.

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Logistical description of the project	
Total days of instruction	Each BizTalk included presentation over the course of 1-2 days followed by a special presentation or hands on learning experience on the last day
Hours of instruction per day	Hollywood to Hampton: 2.5 hours Reamon: 3 hours OneFitness: 3 hours Floating Classroom: 1.5 hour
Time of program operation	Hollywood to Hampton: Fall Reamon: Fall OneFitness: Winter Floating Classroom: Spring
Dates of Operation	Entertainment Focus : September 19-21, 2023 Business Focus: November 14-16, 2023 Fitness Focus: January 31 & February 1, 2023 Floating Classroom: March 28 & 29, 2023
Content Areas	The four BizTalks supported three of the content areas: College & Career Exploration, Work-based Learning, and Business-connected Relationships

Student Demographics

School	Students Attend Presentation	Students Attended Experience Learning	Special Population		Race - Experiential Learning Attendees						
			504	IEP	01- Amer Indian	02- Asian	03- Black	04- Hispanic	05- White	06- Hawaiian	07- Multi-Racial
Hollywood to Hpt	322	100	9	41	2	5	212	23	59	2	19
Tommy Reamon	500	99	6	10	0	0	72	7	16	0	4
One Chair Fitness	400	120	1	36	1	2	79	5	22	3	8
Floating Classroom	130	130	10	22	2	4	71	10	32	1	10

Results Narrative (effect, impact, etc)

Hollywood to Hampton - Entertainment Industry

Meeting Emmy-award winning actor Jacob Young and television star Trent Garrett had a profound impact on our students. Their visit ignited a spark of excitement for the year-long short-film festival project, supported by the Academies of Hampton and industry professionals.

During the captivating BizTalk event, attended by over 400 students from grades 9 to 12, Young and Garrett shared valuable insights, answered questions and took selfies with the students. They demonstrated how the knowledge and skills learned in school contribute to

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the art of filmmaking, inspiring our students to participate in the "Bringing Hampton to Hollywood" project. Kristal Woodard, 10th grade theater performance student, remarked, "Meeting Jacob Young and Trent Garrett helped me see that I could become an actor and work behind the scenes as a producer or director! They kept reminding us that learning your lines, taking initiative and being a team player has the greatest impact on your success in the film industry! I'm excited to take part in this film project and explore everything this program will offer!"

The engagement didn't stop there. At the American Theater, over 100 students gathered on September 21, 2022, to delve deeper into the film industry's demands for talented young individuals. Young and Garrett shared their personal journeys, from Hampton roots to international fame. They encouraged our students to dream big and use the resources provided by the Academies of Hampton to achieve their aspirations.

Following these inspiring encounters, the post-activity phase saw an impressive turnout. More than 200 HCS high school Academy students and staff collaborated on a year-long short-film festival project, involving Hollywood actors and film crew. This hands-on experience allowed students to write, act, and produce high-quality short films.

The culmination of their efforts will be celebrated at a film festival at the American Theatre in downtown Hampton, scheduled for the weekend of September 29-October 1. The winners of this festival will not only gain recognition but also the opportunity to compete at a professional film festival, receive IMDB credits, and secure sponsorships from the Virginia Film Commission.

Overall, the visit by Jacob Young and Trent Garrett encouraged students to accept this opportunity to join the real-world of filmmaking!

Student feedback Mahogany Davison, a senior in The Academy of Digital Video Production said, "The more things we do with TV production, the more I fall in love with it. You have me wanting to change my whole major! I already know this is going to be an awesome experience!"

Across the board 94% of students strongly agreed or agreed that the speakers were easy to understand, engaging, personal insights were inspiring; the business and career information was relevant; sessions increased understanding of the business, the careers and pathways, the impact of technology in workplace, and career choices and unique pathways; sessions provided insights about how to move forward with their personal journey and inspired them to think of the possibilities.

Tommy Reamon - Business Industry: Using the Likert Scale with 5 being very satisfied and 1 being very dissatisfied, the post survey showed that more than 50% of respondents were satisfied to very satisfied with all elements measured. Specifically, 84% of respondents rated student engagement as a 4 or 5, 66% stated they were satisfied to very satisfied, and 80% were satisfied to very satisfied with the vendors. . The following examples of student feedback highlights the impact this experience had on them:

What did you enjoy most about the Entrepreneurship BizTalk?

- Getting to ask questions and the speakers being very engaging

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- I enjoyed how they tried to get the students involved in things so they wouldn't be bored and I loved the inspiration they gave.
- Hearing all the people talk about their experiences
- I got to learn how to create my business and brand it!
- Getting able to talk to actual entrepreneurs

What ideas do you have to make this a more enjoyable experience?

- Have it be less strict, less packed in, and have vendors that sell a wider variety of things that are more accessible.
- Nothing it was an amazing experience
- To focus on what the man (Reamon) and the vendors said to achieve my goals!

OneChair Fitness - Wellness Industry: Using the Likert Scale with 5 being very satisfied and 1 being very dissatisfied, the post survey showed that more than preponderance of ratings were between 3 and 5. Specifically, 82 % of respondents were familiar with health, wellness, and the fitness industry; 68% were familiar with entrepreneurship; 59% were familiar with networking; and 68% are satisfied with their personal fitness journey.

The event also gave students the opportunity to reflect on their own fitness journey and ways they can make improvements. Students were also able to develop and employ networking skills. Under the topic areas of entrepreneurship, fitness, marketing, community, and self, student responses highlight the impact of the experience:

- **Entrepreneurship:** students learned strategies to creating their own business; developed an understanding of the variety of different fitness activities that can be turned into a business; how starting a business is not harder than it looks; and discovered different small fitness businesses in the 757; ways to keep your body strong;
- **Fitness:** students learned that fitness does not always have to be just about the body but also the mind; physical fitness is essential to overall well being; keeping your body strong is important and they practice fitness anywhere; and there different forms of fitness
- **Marketing:** students learned more about business and how to market their product or services to get people's attention.
- **Community:** students learned teaching others doesn't just occur in schools and with children.
- **Self:** students learned to take small steps to get to where they want to be; to be self confident and not to make excuses; you can always change careers; and to stay active and be healthy in mind and body.

Floating Classroom - Maritime (STEM) industry:

As part of the recruitment process - the experiences fully engaged students and led to higher participation and more fully engaged students. Students were able to ask specific questions about each cluster and make an informed discussion on which area they wanted to explore. A pre and post assessment was not used on this BizTalk as the goal was to inform and recruit students to the Career Contenders program, the result was achieved with enrollment increasing dramatically for the Floating Classroom - Spring Edition.

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Stakeholder Engagement

Teachers

Teachers help to identify BizTalk topics, they support the extended learning experiences aligned with BizTalk, and they promote and encourage student engagement. While full classrooms of students in the career cluster(s) that align with the BizTalk presentation participate in the building-level presentations offered at each high school, teachers are responsible for identifying and selecting students based on their career interest/pathway as well as their immediate and long-term interest in the topic the speaker is highlighting.. The following examples highlight how teachers were engaged in the experiences and their perspective on the relevance of the BizTalk opportunity.

Entertainment Focus: Michelle Price, instructor for The Academy of Digital Video Production, provided feedback that highlights how these experiences engage students and build excitement for their future. "This is like a dream for these students. While I was in film school, I had professors that came from the film and TV industry, or maybe even still did some freelance work, but we didn't have the opportunity to work alongside people in the industry quite like this. The film and television world is not so prevalent in our area, and Hollywood is a good distance away from here, so it can be difficult to make those connections. It's amazing to me that Trent and Jacob are not just able to, but willing to, help create this experience for our young people!"

Focus on Business: Tommy Reamon, Jr., Founder and Owner of City on My Chest, provided insight into the creation of his business as the name signifies pride in where you are from no matter where you are in life. Reamon explains that no matter where you are in the world, when you see the City logo, you instantly make a connection. The City logo is more than just an image, it's a reminder to take pride in your community and give back to the next generation. Reamon has become a staple in the community and continues to volunteer as a motivator speaker and remodel.

Focus on Fitness: Marietta Mitchell's feedback highlights how teacher participation facilitates building relationships with community partners that ultimately benefits students with richer content in the classroom and additional extended learning opportunities. "The event was amazing. I really enjoyed it. I walked away with a lot of important information and will be following up with some of the businesses."

Focus on STEM: Along with recruiting students, faculty help with the facilitation of the experiential learning portion of the BizTalk - students building model boats that would float.

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Business Community	<p>Local and national entrepreneurs were the backbone of the BizTalk - Entrepreneur Series. As guest speakers, they agreed to share their message during four different presentations.</p> <p>Each speaker visited and gave their presentation at all four high schools this allowed for broad student engagement as all academy students were presented the opportunity to participate. Beyond speaking with a large assembly of students, speakers participated in much more in depth, personalized experiences that allowed interested students to engage in a deeper dive into the industry and aligned careers.</p> <p>The following partners brought creativity, resources, and a fresh perspective to their career fields and the industry in which they work..</p> <p>Entertainment Focus: Next Generation Storytellers led by screen actors Jacob Young (two-time Emmy award-winner known for The Girl Next Door, The Bold and the Beautiful, General Hospital, and All My Children) and Trent Garrett (known for Disney's Andi Mack, Netflix's Army of Thieves, and Fox's New Girl)</p> <p>Business Focus - Tommy Reamon and representatives from</p> <p>Fitness Focus - Alexis Perkins-Powell, the founder of Chair One Fitness, was the speaker at the building-level presentations. In collaboration with Hampton Economic Development, Ms. Perkins-Powell led the planning and implementation efforts for the Wellness Fair, held at West Hampton Community Center.</p> <p>Focus on STEM - Flying Classroom representatives who serve as Floating Classroom instructors flew in from Florida for the presentation and hands-on experiences. They are part of the faculty team working with students to transform a houseboat into a state-of-the-art STEM+ Lab.</p>
Community Business & Industry	<p>Both local community and national partners were the backbone of the highly engaging 2022-23 BizTalk Entrepreneurship Series. Along with the key speaker presentations held at each high school, many industry professionals and entrepreneurs were involved, as highlighted below:</p> <ul style="list-style-type: none">• Hollywood to Hampton partners included screen actors Jacob Young (two-time Emmy award-winner) and Trent Garrett, world renown cinematographers Roy Wagner (two-time Emmy award winning director of photography), Mick Strawb (special effects production designer), Mark Rozzano (associate producer and special effects production designer), and Mercedes Williamson (assistant director). Fort Monroe donated location and film production resources. Virginia Film Festival provided sponsorships. Three light and audio production company provided immeasurable support - Hawk Anamorphic, Sony Red, and Black Magic• Business Entrepreneur Tommy Reamon and representatives from his

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	<p>business City on My Chest as well 10 local entrepreneurs supported this experience: All Smilez, Asher Institute of Hampton, iHalo, Junky Glam LLC, Kiss My Denim, Koiled Magnolias, LLC, Say Cheese, Shay's Earrings and Accessories, and Tatas Boutique.</p> <ul style="list-style-type: none">• OneChair Fitness owner brought together other health and wellness entrepreneurs to host exhibits at the Fitness Fair. Businesses included BreathEZ Fitness Studios, Hampton Economic Development, Newman Fitness, Phil 4 U, Recharge Mind, Body & Soul, Vertex Performance, YMCA• Floating Classrooms led the orientation sessions at each high school.
Barriers and Aids	
Student Engagement	<p>The new format, which included building level presentations open to all students within the aligned career cluster and more in depth presentations and hands on experiences for students highly interested in the subject matter, was a resounding success. The Entrepreneurship Series of BizTalks provided learning experiences that not only informed but also inspired students.</p> <p>The building-level presentations were highly marketed; each presentation in the buildings the buzz and excitement were palpable. At each event seats were filled to capacity and students were thoroughly engaged. Student feedback on the experiences was very positive.</p>

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CURRENT YEAR PRE-POST DATA - OTHER METRICS

Copy this table as needed

School (specify) or Division-wide Data	BizTalk - Entrepreneurship Series - Hollywood to Hampton -
Metric:	Student Perspective
Instrument:	Anonymous Student Survey

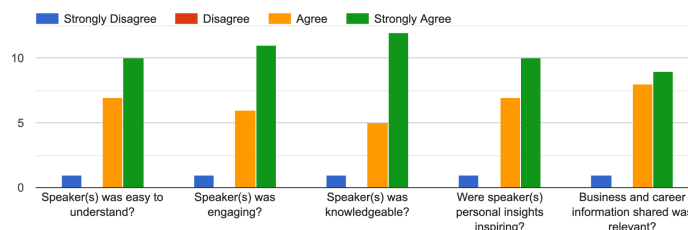
Reporting Area	All Students	Special Populations		Race						
		504	IEP	01- Amer Indian	02- Asian	03- Black	04- Hispanic	05- White	06- Hawaiian	07- Multi-Racial
Number of Students Engaged in Exploratory Session	322									
Number of Students Engaged in hands-on experience	10	9	41	2	5	212	23	59	2	19

Enter an explanation of the data here: The survey conveys how students received real-world perspectives on what working in the specific industry, whether it helped them understand the practical aspects, challenges, and rewards, and whether the speaker's stories inspire and motivate them to pursue their desired path.

Students were asked if they could change something about this session, what would it be? "More discussion between the speaker and students. Them asking us questions and getting to know more about us maybe. I know we have the opportunity to ask questions, but when the speaker knows more about us, the information given is more specific to the students' needs/interests."

Metric	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Rate Session(s) "This session(s) helped me better understand career choices and unique paths"	1	0	0	9	8
Rate Session(s) "This session(s) provided insights that I can use as I move forward"	1	1	0	10	6

Rate Your Speaker(s)

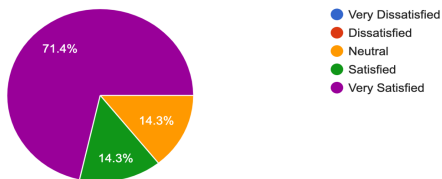


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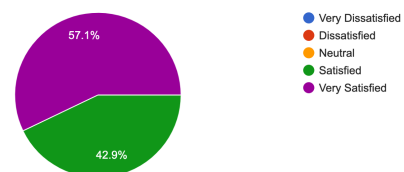
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

<u>CURRENT YEAR PRE-POST DATA -STUDENT METRIC</u>												
School (specify) or Division-wide Data	BizTalk - Entrepreneurship Series - Tommy Reamon											
Metric:	Student Perspective Level of Engagement											
Instrument:	Anonymous Student Survey											
sf												
Reporting Area	All Students	Special Populations				Race						
		RTI 2 & 3	Low Income	504	IEP	01- Amer Indian	02- Asian	03- Black	04- Hispanic	05- White	06- Hawaiian I	07- Multi-Racia
BizTalk												
Number of Students Engaged in Exploratory Session	500											
Number of Students Engaged in hands-on experiences	99	NA	NA	6	10	0	0	72	7	16	0	4
	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied							
Pre-Level of Engagement	0	0	14.3%	14.3%	71.4%							
Post Level of Engagement	0	0	0	42.9%	57.1%							
Net Change	0	0	-14.3%	+28.6	-14.3%							
Enter an explanation of the data here:	The level of engagement jumped drastically with personalized, intentionality during BizTalk Series. Students who visited random vendors were very satisfied with the personalized discussions.											

How would you rate the Vendors at The American Theatre?
7 responses



How would you rate the Entrepreneurship BizTalk featuring Tommy Reamon, Jr. at The American Theatre?
7 responses



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<u>CURRENT YEAR PRE-POST DATA -STUDENT METRIC</u>										
School (specify) or Division-wide Data	BizTalk - Entrepreneurship Series - OneChair Fitness									
Metric:	Student Perspective Level of Engagement									
Instrument:	Anonymous Student Survey									
sf										
Reporting Area	All Students	Special Populations		Race						07- Multi-Racial
		504	IEP	01- Amer Indian	02- Asian	03- Black	04- Hispanic	05- White	06- Hawaiian	
Number of Students Engaged in Exploratory Session	120	1	36	1	2	79	5	22	3	8
Number of Students Surveys Submitting Survey	22	0	2	0	0	13	2	6	0	0
% of students are more familiar with the health and fitness industry.	82%									
% of students are more familiar with entrepreneurship.	68%									
% of students are more comfortable with networking.	59%									
% of students are more inclined to improve their own health and fitness regimen.	68%									
Enter an explanation of the data here:	Likert Scale, with 1 to 5, with 1 being the lowest score and and 5 being the highest or most favorable score.									

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Academy League - Bethel, Hampton, and Kecoughtan

Executive Summary

Academy League is an after school and weekend program that runs throughout the academic year. With experiences that compliment and coordinate with - but do not replicate classroom instruction, Academy League activities are designed to bring authenticity to academic lessons. In collaboration with community partners, students apply knowledge and skills to address real-world situations. Each experience is intended to help students understand how what they are learning in class applies to the future they want. Additionally, Academy League engages students, within their career-themed provides greater opportunity for students to participate in

Each high school offers a unique *Academy League* experience that brings students together who share a common interest to work on a project that aligns with their career-themed academies and is relevant and meaningful to their personal academic and career goals. During the 2022-23 academic year, Academy League at Bethel, Hampton, and Kecoughtan high schools used the same format. This year's iteration of the Academy League program allowed students to explore the interconnectedness of various industries, helping them understand their academy's role in multiple sectors. Students were exposed to Project Based Learning through their participation in an interdisciplinary project. Through two distinct opportunities, students were given additional, out-of-school time and resources to dedicate to their work on in-school projects. Specifically, Academy League offered additional time and support to students participating in and preparing for exhibitions at the school and district level competition and Showcase as well to students collaborators participating in Career Contenders - Bringing Hollywood to Hampton.

Students participating in Career Contenders - Bringing Hollywood to Hampton received extra support as they worked on their film production project. Academy instructors, business collaborators, and renowned Hollywood and Broadway experts helped guide the learning and provided valuable feedback as well as project resources.

Students working together on their interdisciplinary projects received extra time and support as they worked through each step, from identifying a problem and agreeing on or devising a solution and potential path to achieving the solution, designing and developing a prototype of the solution, and refining the solution based on feedback from their business partner(s), experts, instructors, and/or peers.. As part of their research and discovery process, students participated in business and industry tours, experienced behind-the-scenes field experience to local sites and venues, and participated in interactive presentations with guest speakers. The culminating experience: students competed in school-level showcases, with the top two or three teams from each school delivering their formal presentations at the Building Tomorrow Hampton City Schools Division Showcase and the third and fourth place teams competing in a poster presentation.

Student success was measured by their efforts and success in presenting at the Showcase and/or taking an idea, creating an original script and producing a high quality film for the film festival.

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Logistical description of the project	
Total days of instruction	BH2H: 28 Virtual Sessions /20 In-person Sessions IDL Support: in person 7 sessions (GHSA)// In person
Hours of instruction per day	1 hour
Time of program operation	Virtual: 4:30p.m. - 5:30p.m. In person: 3:15p.m. - 4:30p.m.
Dates of Operation	BH2H Nov - May = Weekly 1 hours and June and July - film production. IDL Jan-Feb
Content Area(s)	Academic Instruction College & Career exploration Work-based Learning Business-connected Relationships

Student Demographics

School	Engaged	Special Population		Race						
		504	IEP	01- Amer Indian	02- Asian	03- Black	04- Hispanic	05- White	06- Hawaiian	07- Multi-Racial
Bethel - IDL	13	1	0	0	0	8	3	1	0	1
Bethel - BH2H	42	1	3	0	0	30	0	3	0	5
Hampton - IDL	7	0	0	0	1	5	0	0	0	1
Hampton - BH2H	22	0	0	0	1	14	1	4	0	22
Kecoughtan - IDL	41	3	5	0	5	21	0	13	0	2
Kecoughtan - BH2H	40	2	5	0	1	26	1	9	0	3

Results Narrative (effect, impact, etc)

This year's program was particularly special because of our departure from the customary Academy League model. Rather than following the usual format, which typically focuses on individual academies, students were encouraged to collaborate with peers from other academies. This shift in approach allowed them to explore the interconnectedness of various industries, gaining a profound understanding of how their academy could impact diverse sectors.

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Bringing Hollywood to Hampton (BH2H).

The Academy League program played a pivotal role in bolstering the Bringing Hollywood to Hampton District Level Competition. This year's program took a unique approach, offering students an unique opportunity for cross-academy collaboration to discover industry connections. A dedicated teacher worked closely with students, providing hands-on support in the creation of a movie intended for the competition. Additionally, students engaged in weekly virtual sessions with Next Generation Storytellers. These sessions served as a gateway to the world of filmmaking, granting students insights into various career paths within the film industry. They received invaluable guidance on script development, team assembly, and were mentored by seasoned professionals in the field.

In 2022-23 the focus was on exploration within the entertainment and film industry, success was measured by whether or not the students completed the project - from writing an original script to producing a high quality film ready for competition. While specific academic accomplishments were not measured in this inaugural year, it has been addressed and the redesigned program offered in 2023-24 incorporates academic achievement in alignment with the school division's writing improvement objectives.

Interdisciplinary Project Competition and Showcase (IDL)

One portion that remained the same was the incorporation of Project-Based Learning into the program. This approach not only enriched their educational experience but also fostered a deeper appreciation for the real-world applications of their academic pursuits. We supported the District Level Competition and supported the teams in their preparation for the showcase. This extra time allowed students to continue working on their projects while continuing to gain the skills necessary for college and careers such as collaboration, extended work sessions and requirements, presentation skills, and problem solving.

Throughout the process students worked on aspects like clear articulation, maintaining eye contact, using visual aids effectively, and addressing potential questions from the audience. Results from this experience included students demonstrating 21st century skills as they collaborated with their team members to integrate individual research findings into a coherent and compelling narrative, delegated responsibilities, allocated time efficiently, and ensured that everyone's strengths are utilized as well as improving their presentation and communication skills by rehearsing PBL presentation in front of their peers and receive constructive feedback.

Bethel Success Story: Both projects participating in the IDL support program successfully earned qualification for the district-level showcase. Moreover, one of the projects secured a remarkable victory in the district-level poster competition (Governor's Health Science Academy).

Hampton Success Story: The project T3 (*Transforming Teens Together*) created a PSA addressing gun violence and the effects it has on the community. Their PSA outlined their solution to teen gun violence. The PSA was entered into a competition with the Urban League of Hampton Roads which they won and was afforded the opportunity to compete in a national change maker's competition.

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Stakeholder Engagement		
Teachers	Teachers were encouraged to utilize the after-school resources through email communication and during Academy Teaming Meetings. Additionally, teachers were responsible for maintaining an attendance tracker for students participating in after-school activities.	
Parents	Parents of students competing at the district level were invited to showcase.	
Community	PBL presentations were conducted to Mayor Tuck and other prominent members of the community.	
Business Community	<p>Bethel: Hampton Roads Transit provided support to students by providing resources and information, feedback on presentation, and provided industry field experiences to the students to become more aware of HRT and their various modes of transportation.</p> <p>Hampton: Lead teacher had meetings with Cities United to gain insight on teen violence in the community and to find out what is currently being done to decrease teen gun violence. Students also met with Mayor Tuck to inform him of the work that students have been working on and how they can get city support with their initiative. The group also worked with the Urban League of Hampton Roads as they presented the idea of completing the PSA on gun violence. Through the Urban League of Hampton Roads, the team entered a national competition in which they placed first for being effective change makers in their community.</p>	
Barriers and Aids		
Student Recruitment and Engagement	In regards to recruitment efforts, it is imperative for students to be allowed to work on different aspects of the project just so the project has depth and perspective.	
	Best Practice: Recruitment for programs after school should be marketed using various platforms to reach students. Suggested platforms are:	
	Email - parent & student	Classroom visit or provide a video to played in class and encourage students to register (English, Government, and CTE classes)
	AoH and ELT websites	
	Google Classroom	
ParentSquare	Posters around the school building	
Parents	Parents were invited to the division wide showcase. They were also informed of the PSA competition and the Urban League national	

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	competition in Texas in which they gave their consent for their student to participate.
Business Partner Engagement	This collaborative community experience aligned perfectly with one of the project's success criteria, to have a community impact. Following the showcase, the business partners were so impressed with the students' commitment and diligence that they decided to collaborate further, producing a PSA on effects of gun violence.
Logistics	This collaborative community experience aligned perfectly with one of the project's success criteria, to have a community impact. Following the showcase, the business partners were so impressed with the students' commitment and diligence that they decided to collaborate further, producing a commercial together promoting the Freedom Pass

Academy League - Phoebus High School

Executive Summary

Academy League is an after school and weekend program that runs throughout the academic year. With experiences that compliment and coordinate with - but do not replicate classroom instruction, Academy League activities are designed to bring authenticity to academic lessons. In collaboration with community partners, students apply knowledge and skills to address authentic real-world situations. Each experience is intended to help students understand how what they are learning in class applies to the future they want.

The Academy League program promotes teamwork among students within their academic groups, enabling them to participate in industry-specific projects. In the current program year. During the 2022-23 academic year, Phoebus high school students in the three career academies participate in experiential learning experiences designed to bridge the gap from school to their communities. Students continued to explore the world through the academy lens; they engaged in challenges and opportunities that required them to create and innovate solutions. Their student-driven ideas became project-based lessons with the aid of academy teachers and industry professionals. Students participated in authentic, real-world challenges that contributed to our local or national economy. As students at Bethel, Hampton, and Kecoughtan high schools, Phoebus students used their Academy League projects to compete for bragging rights in a final interdisciplinary showcase. Phoebus college and career academies participating in Academy League:

Academy of Cybersecurity, Engineering, and Robotics students participated in NASA's Office of STEM Engagement's Next Gen STEM. Their project supported the Office of STEM Engagement, whose mission is to spark and sustain interest in STEM in students in grades K-12 by connecting students to NASA's endeavors in exploration and discovery and making connections to NASA. Students gained information about the latest NASA missions and activities; attended webinars and live virtual presentations conducted by NASA scientists,

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engineers, and educators; immersed themselves in current NASA research and technology; mentored 5th grade students; attended virtual tours of NASA facilities and resources, and completed a digital badge.

Virginia Peninsula Community College Academy of the College Experience focused on teaching high school entrepreneurs how to start, launch, and manage their own businesses. A series of experiences designed to build students' understanding and ability to create their own business plans helped them develop a business plan for their real or imagined company; the plan included relevant, realistic, and measurable outcomes. The culminating experience: students presented their plans to a panel of judges at the Business Pitch Competition

Academy of Hospitality and Tourism students used the extra time and resources afforded by Academy League to work on their competitive film project alongside local and nationally renowned industry experts. Bringing Hollywood to Hampton film production.

Logistical description of the project

Total days of instruction	25 Days
Hours of instruction per day	1 -1.5 hours, depending on activity hour
Time of program operation	ACER: 3:30 - 4:30 p.m. ACE: 3:15 - 4:45 p.m. BH2H: 4:30 5:50 p.m.
Dates of Operation	ACER: November 15 - April 11, 2023 ACE: November 3, 2022 - January 12, 2023 BH2H: November - May 2023 + 30 additional hours June - July for rehearsal and filming
Content Area(s)	Academic Instruction College & Career exploration Business-connected Relationships

Student Demographics

School	Engaged	Special Population		Race						
		504	IEP	01- Amer Indian	02- Asian	03- Black	04- Hispanic	05- White	06- Hawaiian	07- Multi-Racial
ACER	16	1	0	0	1	8	2	4	0	1
ACE	16	3	0	0	0	11	0	2	0	3

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Results Narrative (effect, impact, etc)

Academy of Cybersecurity, Engineering, and Robotics

The NASA Ambassadors program is an opportunity for students to gain information about the latest NASA missions and activities; they get to hear presentations from NASA scientists, engineers, and educators, they have access to virtual tours of NASA facilities, and have opportunities to be fully immersed in current research and technology with NASA. Ultimately, the students are being trained as leaders and mentors (5th or 6th graders) in their educational journey, communities, and the workforce.

Over the school year, students had the privilege to work with NASA Langley in their Pilot High School Ambassador Program. Ten students joined the program that ran from October to April, with meetings on the second Tuesday of each month. These meetings were a mix of pre-recorded webinars and live meetings with subject matter experts and scientists working with NASA on the Artemis Project to get humans back on the moon. With the webinars and interview sessions with subject matter experts, students were able to learn about the intricate processes going into the Artemis mission from problems with docking into space stations, the engineering design process, hazards to deep space astronauts, and more

Students were required to complete a digital badge and had the opportunity to become verified NASA ambassadors, wearing a meatball patch out in public and truly representing NASA in day-to-day life. The program also acted as a mentoring program to bring younger students into the STEM fields and foster positive interactions between elementary and high school students. This pilot program was an engaging STEM activity with an impressive Business Partner.

Success Story: 12 out of 16 students earn their digital badge through the NASA Ambassador program which qualifies them to become mentors to school-age students.

Virginia Peninsula Community College Academy of the College Experience

The students in the Virginia Peninsula College Academy of the College Experience at Phoebus High School participated in the Bridging the Gap Business Institute in partnership with the City of Hampton. The program started on November 3, 2023, and concluded on January 12, 2023, with a mini-graduation ceremony. The representatives, Dr. Matthew Rosario and Nyonna Byers created the curriculum entitled Wealth Genetics.

Students gained skill sets in financial literacy, grant writing, and business management. Students created business plans for non-profit organizations and Limited Liability Corporations. They created evaluator speeches to pitch their business idea to a panel of judges, similar to the Shark Tank series. The winner of the Business Pitch Competition was awarded support to start their business idea, and a waiver for their business license in the city of Hampton, while the overall winner received a grant of \$500 to help jumpstart their business.

Success Story: At the conclusion of the competition, business partners helped celebrate the success of the program by awarding each student with perfect attendance with a free laptop - all 16 students received a free laptop. The city of Hampton wishes to continue this program with Hampton City Schools.

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Bringing Hollywood to Hampton Students from a variety of academies, who were engaged in Career Contenders used Academy League to garner additional time and support for their collaborative film project. Along with the virtual sessions that introduced students to screenwriting, production, directing and cinematography, marketing and publicity, hospitality, transportation, budgeting and finance, acting, and casting, students used the extra time in Academy League to received additional support and guidance in applying what they learned to their film project. . In the after-school sessions students participated in hands-on learning experiences aligned with the weekly topic session. The culminating experience is working with Hollywood professionals to take an idea from script to film, showcasing at a community film festival at the American Theater, and having the chance to have the film shown at a

Stakeholder Engagement

Business & Industry

ACER - The National Aeronautics and Space Administration (NASA)

Over the school year, we were privileged to work with NASA Langley in their Pilot High School Ambassador Program. Ten students joined the program that ran from October to April, with meetings on the second Tuesday of Dr.

Virginia Peninsula Community College Academy of the College

Experience - Community partners, Matthew Rosario and Nyonna Byers, received a grant to cover the cost of food and resources for the students. At the conclusion of the inaugural program they were eager to repeat the experience and offer it to additional students. Their feedback at the conclusion says it all, "This has been an incredible experience. We would like to partner with Hampton City Schools again in the near future

Barriers and Aids

Student Recruitment and Engagement

Several students wanted to participate in multiple after school extended learning programs, which were held on the same day and time or overlapping times. In 2023-24 efforts will be made to not offer multiple opportunities that likely attract the same students, on the same day.

Teacher Engagement

The Academy Teachers who were interested in sponsoring the NASA program were unable to do so as they had made prior commitments to the Robotics Club, which meets on the same days and times. A science and a mathematics teacher eagerly facilitated the program. Efforts will be made to pre plan this in the future to avoid teacher availability conflict.

Community

The engineers at NASA mostly conducted the session via webinars in which some were pre-recorded. These asynchronous learning sessions prevented students from direct participation, engaging in Q & A, or receiving feedback to their wonderings. Students much preferred the interactive sessions, in fact, when sessions were pre recorded students lost interest in the program. To better engage students and generate more interest in their learning, future programming will provide more engaging hands-on experiences that align with the asynchronous sessions.

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<u>CURRENT YEAR PRE-POST DATA -STUDENT METRIC</u>												
School (specify) or Division-wide Data	Students enrolled in the Academy League programs are expected to complete a final product for presentation to community partners.											
Program/Activity Name	Student Achievement											
Metric:	Final Presentations											
Instrument:	<p>Academy of Cybersecurity, Engineering, and Robotics (ACER) - earn digital badge through the NASA Ambassador program which qualifies them to become mentors to school-age students.</p> <p>Virginia Peninsula Community College Academy of the College Experience (ACE) - completion and presentation of final project to panel of judges</p>											
sf												
Reporting Area	All Students	Special Populations				Race						
		RTI 2 & 3	Low Income	504	IEP	01- Amer Indian	02- Asian	03- Black	04- Hispanic	05- White	06- Hawaiian	07- Multi-Racial
Academy League - ACER	16			1	0	0	1	8	2	4	0	1
Academy League - ACE	16			3	0	0	0	11	0	2	0	3
ACER Expected Outcomes	12/16=75%			1	0	0	1	6	2	3	0	0
ACE Expected Outcomes	16/16=100%			3	0	0	0	11	0	2	0	3
ACER Net Change	+75%			100%	-NA	NA	100%	75%	100%	75%	NA	-100%
ACE Net Change	+100			100%	-NA	NA	-NA	100%	-NA	100%	NA	100%
Enter an explanation of the data here:			<p>ACER - 12 out of 16 students (75%) earn their digital badge through the NASA Ambassador program which qualifies them to become mentors to school-age students.</p> <p>ACE - 16 out of 16 students receive a free laptop at the conclusion of the program. 100% of participants completed their final product and received laptops.</p>									

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In addition to all of the ELT programs described, students were afforded many other work-based learning opportunities throughout the year. The following highlights showcase just a few of these enhanced and extended learning experiences.

Food Lion Hiring Event: In collaboration with Food Lion, ELT hosted a hiring event at three of the four high schools, Kecoughtan, Hampton, and Bethel. (With an ongoing partnership with Food Lion, Phoebus did not participate, as serves as a feeder school to fill positions on a continuous base.). Food Lion managers and supervisors conduct interviews fifteen-minute increments to determine if candidates were a good match for the position applied for as well as for their store culture. Students interviewed for positions such as cashiers, stockers, produce, deli, and bakery associates.



The event gave students the opportunity to gain confidence in their interviewing skills and walk away with constructive feedback and/or employment. With their resume in hand and dressed for success, students showcased their skills, talents, and job readiness during the in-person interview. At the conclusion of the interview, each candidate was either offered the position, put on the call-back list, or receives constructive feedback.

Outcome - Of the 61 students participating, nine were hired on the spot for positions at various Food Lion locations.

Feedback - “We had a very rewarding experience conducting job interviews at the local Hampton area high schools,” said Food Lion store manager Tasha Wright. “Partnering with the local school system has proven to be a great source of our future talent. We were able to make job offers immediately and conducted follow-up interviews for many others at the local Food Lion locations. We look forward to many more future events with Hampton area schools.”

Sports Reporting: Bethel High School students in the Media Arts and Design (MAD) Academy journalism pathway had the opportunity to hear from a Hampton City Schools graduate, Megan Woodward, a 2011 Kecoughtan High School graduate, about her experience as a sports reporter. She shared information about earning a journalism degree, how to structure a sports story, expectations of the career field, and she allowed students the opportunity to ask questions about this career.

Feedback - “It opened my eyes to what sports reporting actually looks like day-to-day,” shared Brandon Croslin, senior and sports editor for The Bear Facts school newspaper. Armani Mason, senior and news editor for The Bear Facts said, “From the talk, I learned sometimes you have to step outside of your comfort-zone to grow.” “She gave us a sense of what the reporting lifestyle actually looks like, like when you get up and when you go to bed,” said Dallen Delk, senior and reporter for The Bear Facts.

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NASA Day: The NASA Black Employee Strategy Team (BEST) hosted a day-long event at the NASA Langley campus in Hampton. The goal of this enrichment experience was to introduce students to careers at NASA while also introducing them to individuals who have navigated education and career experiences to obtain those roles. The 20 students in attendance came from all four area high schools (Bethel, Hampton, Phoebus, and Kecoughtan) and represented a variety of Academies as well as grades. They toured the NASA campus led by NASA employees, had lunch with NASA engineers, and joined a conversation led by Hampton University President Darrell Williams.

Culinary training: Students in the Kecoughtan High School Introduction to Culinary Arts class visited Uno Pizzeria and Grill to receive hands-on knowledge in the food service industry. Students toured the kitchen, watched the dough making process, talked with the managers, and participated in a Q & A session. The general manager and assistant manager answered questions about food costs, the most popular menu items, and how they obtained their start working in the restaurant. As a culminating activity, students were allowed to make their own pizza.



Feedback: "This was a great opportunity for our students to see what they can expect if they plan to further their education after high school in the culinary field," shared culinary arts teacher Valerie Wolfe.

Level Up to Public Service: Students visited Hampton University (HU) for a campus tour and public service program. Hampton City Schools, Hampton University, and the U.S. Office of Personnel Management collaborated to provide a full morning of activities and speakers related to the importance of public service. Hampton City Schools students and HU students were also provided with resources and support for accessing the federal government internship portal.



The planning committee for the Level Up to Public Service event included Brittany Foster, literacy support specialist at Syms Middle School; Dr. Janice Underwood, government chief diversity officer; Myra Williams, first lady of Hampton University; and Cluverius Banks, local business owner and community supporter.

Feedback - Foster stated, "This monumental collaboration is a step towards greater things to come for the city of Hampton. It will be amazing to see how programs such as this one will evolve in an effort to provide continued help and support to our dynamic youth and young adults."

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Maritime Readiness: To prepare students for potential careers, Newport News Shipbuilding Apprentice School, worked with the Hampton High School Virginia Ship Repair Association Maritime Academy to create and facilitate a trades rotation experience. Craft instructors created and delivered sessions in welding, pipefitting/mechanical, and rigging. Students were also instructed how to design a cell phone stand using Onshape, a 3D modeling software. They were provided drawings which they used as a reference and guide. This experience was invaluable to students as it gave them access to people who are currently working in the industry and masters of their craft. These instructors supported the work of the classroom teacher and gave validation to what was being taught in class and its value to our workforce community. Relationships were built as work skills were being developed. This event reinforced that Whether a student chooses the shipbuilding and ship repair, ship design, or construction technology pathway, the Virginia Ship Repair Association Maritime Academy is preparing them for successful transition to postsecondary education, careers, and registered apprenticeship opportunities in ship design and shipbuilding and ship repair.



Feedback - Student Brodie Henderson shared, “The program was cool to do. I liked doing the welding. I could see myself doing this in the future.”

Your Commonwealth Cares CommUNITY Resource Fair: The Commonwealth's Attorney's Office and Victim Services Unit hosted the Commonwealth Cares CommUNITY Resource Fair. The goal of this event, Survivor's Voices: ELEVATE, ENGAGE, EFFECT CHANGE: effect change by bringing awareness to resources within the community for crime victims as part of National Crime Victims Week The event amplified the voices of survivors and committed to creating an environment where survivors have the confidence that they will be heard, believed and supported. Students attending the event were introduced to important community resources and services available and challenged to bring positive change and raise awareness.

Students had the opportunity to interact 50+ vendors. They learned about the resources available for crime victims and survivors and they were introduced to professionals and volunteers who provide critical services to victims of crime. Students attending the event were challenged to raise awareness about crime victims' rights and benefits and bring positive change.

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OBJECTIVE 3

100% of the extended learning strategies will be robust learning experiences that align with classroom curriculum and are supported by powerful partnerships that bring together employers, educators, and community leaders in an effort to strengthen the community's future workforce and influence the skill development of all high school students who will fill the talent pipeline that businesses need to sustain their industry.

Strategies for Objective 3

Objective 3 strategies give educators the knowledge, resources, tools, and support they need to bring in real world context to classroom and ELT instruction, enrichments, and experiential learning.

Professional Development

Hampton continues to build internal capacity through a vertically aligned professional development series. Effective professional development approaches for teachers are a high priority in HCS. To transform teaching and learning, climate and culture, and school-community partnerships, Hampton has added to its repertoire of professional learning experiences (Appendix E), including:

- Curriculum redesign with the voices of teachers at the table to ensure a stronger, guaranteed viable curriculum.
- Master Scheduling that focuses on techniques for integrating master plans and master schedules and protecting academy purity and teacher teaming time while also building more equitable access to all courses.
- Community-connected interdisciplinary teaching and learning that integrates units of instruction and helps all students develop the highest competency.
- Job-embedded professional development tailored to the needs of the small learning community: effective teaming, interdisciplinary teaching and learning, thematic teaching, inquiry-driven instruction, and distributive leadership.
- Effective teaming practices where team members share equally in the rewards of ensuring their team's and students' success.
- Business partner integration strategies for building powerful partnerships with business, industry, and community stakeholders;
- Leadership development for executive principals and academy principals and building administrators leading the transformation
- Distributive leadership built on a shared mission to build and sustain a school-wide culture of learning and improved outcomes for students.
- Social and emotional learning ensures staff has the skills and mindsets needed to effectively embody, teach, model, and coach SEL for students..
- Faculty field experiences and externships that give teachers hands-on, real-world experiences in the industries that align with their academy and pathway.

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WBL for Teachers

Students not only expect teachers to be subject-matter experts for the topics they teach, they also believe teachers should be able to answer any question a student asks. With core curriculum teachers working hand-in-hand with CTE instructors to “teach through the lens of a career”, they must do more than teach the core subject material, they must be able to answer student questions about how the information they are learning is relevant to the world around them. Both core subject and CTE teachers must work together to maximize learning experiences so students develop the skills needed to navigate a rapidly evolving world. Thus, professional learning is helping the teacher teams expand their knowledge base in different subject areas to include knowledge and understanding of industry, business trends, career opportunities, and the current and emerging challenges those industries face.

Implementing and sustaining high quality WBL programs during out of school time is impossible without support, expertise, and integration of Hampton’s educators. The combination of classroom instruction and hands-on learning is essential to students mastering the academic and technical competencies, attitudes, and work ethic necessary for career and college success and lifelong learning. In ELT programs and activities, educators ensure student experiences are rigorously aligned with the content of their academy courses and industry certifications. Giving educators the tools they need to ensure the best learning outcomes for their students is at the heart of WBL experiences designed for teachers, counselors, and administrators.

The goal of student WBL experiences is to provide more advanced real-world experiences that help students link their educational decisions to career options. Teachers, administrators, and counselors participate in career exploration and immersion experiences that expand their knowledge and understanding of the industries, occupations, and jobs in the region, give them insights into emerging opportunities for employment in the global economy, and granular understanding of the skill sets needed by the workforce. WBL activities for teachers, counselors, and administrators such as industry tours, field experiences, and teacher externships, have been designed to

- expand teachers’ knowledge of the employers in their region and the careers that might be available and of interest to their students.
- familiarize teachers with the skills and education required for specific careers.
- connect teachers with employers for either short-term or extended interactions in the workplace.
- reflect on their experiences and determine how they will apply what they learn into curriculum development, integrate work-related concepts and experiences into instruction, and embed real world work experiences into the learning environments..

Four key strategies have been used to deepen teacher knowledge and understanding of the industries and career pathways that align with their academy

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and to increase their skills in applying this learning to transform curriculum, instruction, and assessment :

1. Industry tours provide career awareness and help teachers learn about a variety of careers, the education and training required for those careers, and the typical pathways for career entry and advancement. The tours link business and industry to the teachers academy, which helps teachers learn directly from employers how best to prepare students to get a job with the employer or within the industry.
2. Field experiences give educators a behind-the-scenes, deeper dive look into business and industry operations and emerging trends in the industry. As a next step after career awareness, these career exploration activities are usually more focused on specific careers in which students in the aligned Academy are interested. During the experience teachers learn about the skills needed for specific careers by observing and interacting with employees in the workplace.
3. Teacher externships are similar to student career preparation activities, which integrate career and academic skills acquired in the classroom with skills and knowledge acquired in the workplace. Teacher externships give teachers hands-on, real world learning experience to learn and practice the skills and competencies needed to succeed in that industry or career path. These intensive and comprehensive experiences (typically several days or longer, e.g. police academy training camp) emphasize building employability and work readiness skills and understanding applications of school-based learning to specific careers. In order to create shared understanding and to facilitate collaborative efforts among Academy team member, teacher externship programs are meant to engage the whole Academy teacher team, core subject and CTE pathway instructors, in the learning experience (e.g. teachers in the Academy of Law and Public Safety attend the police academy training camp together).
4. School-community collaborations bring teachers and business partners together to share their perspectives and knowledge and expertise, creating an innovative WBL learning environment and experiences for students.

Industry-aligned experiences have a domino effect. Teachers see how classroom content and learning strategies are applied in the workplace and what industry practices are important for students to know. Teachers' increased understanding and knowledge better prepares them to create and innovate curriculum and instruction that helps students understand the "why" behind their lessons and see how concepts are applied in the real world. Participating in WBL activities improves teachers' capacity to guide students' career development work by bringing actual real world experiences and understanding into the classroom and ELT career awareness, exploration, and preparation activities. Ultimately, professional learning experiences build teacher understanding of the industry, lay the groundwork for curriculum alignment and practical applications for what they teach, and build

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personal relationships between educators and employers. With deeper knowledge and understanding, educators become the essential champion for WBL programs.

Job-embedded professional learning and support to instructional staff have allowed teachers to use evidence-based strategies during instruction in both the classroom and extended learning time as they try new and proven approaches, observe students, and reflect on outcomes. In addition to in-person professional learning opportunities, all faculty and staff have access to Hampton City Schools' cyber café, which enables staff members to deepen their knowledge through virtual professional learning experiences and a teacher resource website that helps teachers improve their instructional practice while learning from and sharing best practices with their colleagues. The combination of these professional learning opportunities has led to good practices spreading from classroom to classroom and school to school.

STAKEHOLDER ENGAGEMENT IN IMPLEMENTATION OF PROGRAM

Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere

Stakeholder engagement is essential to achieving the goal that all HCS youth have the opportunity for world class learning experiences that prepare them for the life they desire. Ensuring success and sustainability requires intentional effort to build or strengthen the infrastructure surrounding the youth-centered expanded and extended learning programs that focus on both the acquisition of skills and knowledge and on youth development. Hampton's Extended Learning Time (ELT) programs expand student learning beyond the classroom through Signature Experiences and programs that extend the school day to after school, Saturdays, and summer breaks. With the goal of giving all students varied opportunities to put skills they have learned in the classroom to the test, and to learn new skills along the way, ELT programs and activities align with Hampton's work-based learning (WBL) continuum (Appendix A).

Through teacher, parent, and the community involvement in the implementation of the ELT program as well as partnerships established in the business community and elsewhere through the Academies of Hampton, HCS has transformed the high schools into a sustainable model that ensures: 1) academies and pathways, classroom and ELT experiences, align with an identifiable (current and future) workforce need and community interest; 2) each pathway has extensive industry connections; 3) the capacity to provide all students with meaningful and accessible college and career readiness experiences and job-related skill development opportunities; 4) teachers have access and opportunity to continuous professional development in the industry themes; 5) learning experiences meet the individual needs of students and help them find their path to success in life; and 6) collaborative decision making among stakeholders about current and future endeavors.

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BUILDING CAPACITY - TEACHERS AND ADMINISTRATORS

In K-12 education, a teacher's engagement with their students and the climate and culture they cultivate is critical to student success. In school, teachers are in the best position to give students a sense of belonging and a sense of purpose; help students see the world through different lenses; feel comfortable and confident in going out of their comfort zone and exploring the unknown; appreciate different value systems and cultures; and respect the perspectives, viewpoints, and opinions of others. Transformational changes to school culture and learning environments come from the inside out, with teachers playing critical roles in sustaining change in the classroom and in the schools.

Teachers are the primary implementers of the elementary and middle school transformations. Teachers from across the division invest their time and energy in curriculum development and implementation; ongoing review; continuous improvement strategies; and out-of-school program design, staffing, and assessment. The Master Plan 2.0 planning and future progress embrace teachers as the heart and soul of a quality education that encourages students to be mindful of their future and prepares them for the roles they want in life. The transformation goals and tactics are not something forced on teachers, as they have been part of the planning and implementation process all along the way.

In Hampton, the high school implementers (teachers, administrators, and staff) share lessons from implementing the high school academy model and the aligned college and career readiness strategies. They are also working with elementary and middle school teachers and administrators to build and implement a K-8 model that includes rigorous instructional coursework and experiential learning that ensure readiness for the academies and aligned pathways in high school as well as academic career readiness strategies with a focus on career and postsecondary education exploration.

BUILDING CAPACITY - PARENT ENGAGEMENT

Parents are our greatest allies in both student engagement and outcomes demonstrating student success. Parent voice is essential to real and sustainable engagement in the education system. ELT strives to amplify parent voices in decisions affecting their child's education. Creating deliberate and collaborative spaces to engage parents results in strategic efforts designed to help educate, engage, and elevate family partnerships that lead to student success.

Through various parent engagement strategies, ELT fosters student-centered relationships between the home, school, and community. ELT wants to ensure all parents have access to the information, knowledge, tools, and resources they need to navigate the systems and processes in place and give their children the support they need to be successful.

ELT employs a variety of strategies and platforms to inform and recruit students and inform and engage parents. The following parent- and student-connected strategies

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have increased student knowledge of and stronger engagement in ELT programs including the Signature experiences that expand student learning beyond the classroom during the school day and extend their learning during after school programs, Saturday enrichments, and summer experiences:

- Communication about upcoming opportunities through the following:
 - Executive Principal sending weekly phone calls to students and parents;
 - Direct mailing from Central Office;
 - HCS communication platforms such as regarding weekly Parent Square updates, Naviance, and email list
 - Scheduled text messages and phone calls to parents
 - Morning and afternoon announcements via Principal Youtube Channel
 - Marketing materials posted in businesses surrounding the school such as Harris Teeter, McDonalds, and the Public Library
 - Interest-based open houses
- Google Classroom reminders
- Twitter and Facebook posts
- Registration link on school website and AoH Homepage
- Classroom visits from ELT coordinators and business partners promoting the learning opportunity
- Teachers recruiting students in their classes and making direct contact with parents
- Parent invites to student showcases and celebratory events

Leveraging parental influence is so important. The Academies of Hampton's *Parent/Family Engagement tactical plan* describes how the school division is fostering student-centered relationships between the home, school, and community, how, when, and where parent involvement opportunities exist, and what barriers must be removed so parents can be actively involved in all aspects of their child's learning.

BUILDING CAPACITY - COMMUNITY ENGAGEMENT

One Community, One Transformation emphasizes business and community engagement to sustain the transformation of teaching and learning in K-12 schools. Hampton engages employers, companies, organizations, and individuals through various platforms.

Significant and very intentional effort has been dedicated towards transforming business and civic engagement...engaging employers, educators, and community leaders in a purposeful and sustainable way to bring the real-world into the classroom and extended learning experiences. In 2021, Hampton implemented the Business Partner Integration Plan that outlines the structures and processes we are

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using to launch stronger partnerships, refine existing partnerships, and scale up all engagements in order to meet 100% of student need for career exploration and immersion experiences that ultimately prepare students for college, careers, and lifelong learning. This plan formalizes relationships that give students' access to new technologies and tools in redesigned learning spaces; offer career-related experiences that put students on a path to career and college success; ensures every student graduates with a portfolio of knowledge and experiences that demonstrate that they are the - Portrait of a Hampton Graduate.

- Whether they are engaged in the Academies of Hampton Steering Committee, local industry councils, or the CTE Advisory Council industry leaders play an active role in the ELT programs developed and offered to students. Whether they are giving input on labor market needs or identifying key employers to serve on academy advisory boards or as ELT program partners, industry leaders provide input in the design and implementation of opportunities that let students apply skills at the workplace or in solving real world challenges. Industry leaders are also instrumental in helping to identify and engage key employers to serve on academy advisory boards or as partners in ELT's WBL opportunities.
- Building powerful partnerships that build and sustain student-centered, real world experiences begins with each of the 16 college and career academy Advisory Boards. Deliberate efforts to strengthen these community-connected partnerships have resulted in more support for the college, career, and civic readiness journey of every student, as demonstrated by increasing learning opportunities for both students and teachers. With representation from local employers, industry leaders, community agencies and nonprofits, and colleges and universities, Hampton's expanded learning closely aligns with the needs of business and industry.
- Direct employer, industry or community involvement is an essential component of the work based learning programs, facilitated by the Extended Learning Time. This engagement ensures meaningful, in-depth student engagement. Working side-by-side with Hampton's educators, community partners create meaningful, in-depth experiences that engage, motivate, and augment the learning process. These partners are not only committed to supporting the work but they are leading the efforts to ensure every student has opportunity and access; they are investing corporate resources to not only take the experiences to the next level but to build sustainable, scaled programs.

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BARRIERS AND AIDES TO PROGRAM IMPLEMENTATION

Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development

CHALLENGE - SPECIAL/TARGET POPULATIONS

While Signature Experiences serve all students in the identified cohort, many of the after school, Saturday, and summer experiences have limited seat capacity. These programs are open to all students, however target recruitment is directed towards engaging underserved and historically marginalized groups - specifically, black students and students living in financially insecure or stressed homes and developing learners faced with academic, behavioral, emotional, and/or social challenges and who need additional support and services to reach their potential. The challenge, how do we know we have reached the intended target populations?

Students of Color: As documented by demographic data of participants, and verified through PowerSchool, Hampton has matched or exceeded the goal of recruiting and serving students of color for every ELY program and activity.

Economically Disadvantaged: Approximately 50% of HCS secondary students live in economically disadvantaged households. Anecdotal evidence, teacher knowledge, and a high proportion of high school students meeting this criteria, would indicate we are reaching and serving this targeted population. However, independently verifying and documenting this has proven to be difficult.

A student's family income status is protected under FERPA and not available for teachers or staff to access in PowerSchool. As personally identifiable information, the school division is prohibited from disclosing this information on an individual student level to staff. This impacts intentional recruitment efforts intended to engage this target population. In addition, gathering the information post enrollment in order to ascertain whether or not the student population was actually served can also be difficult. When the ratio of students meeting the criteria to total population is small the number may not be reportable, as data disclosure could inadvertently allow someone to match data to students.

Developing Learners: With the goal that all students graduate college and career ready with the knowledge, skills, and academic preparation needed to succeed in their chosen postsecondary pathway, meeting the needs and engaging struggling students is essential. Thus, targeted marketing strategies aim to engage students faced with academic, behavioral, emotional, and/or social challenges and who need additional support and services to reach their potential. Proactively recruiting and engaging these students has relied on individual teacher and academy team recommendations. Based on teacher referrals and input it appears this approach has been successful, yet once again we find ourselves in a position of not being able to quantify the data and demonstrate success in recruiting this population of students.

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Resolution

Economically Disadvantaged: Proactively identifying and recruiting students who are economically disadvantaged is not an option as the information on individual students can not be disclosed. ELT staff and the Director of Accountability and Data Support are establishing a system and standardized process for gathering and providing the aggregate data on a program/activity level. Thus with the 2023-24 reports, this data will be available and program staff will be able to assess whether or not this population is registering, and more importantly, actively engaged in ELT services.

Developing Learners: The original plan had been to use RTI as a way to determine if these students were being recruited and engaged. However, issues with RTI made it a less than ideal - it primarily is used to identify academically struggling students but the information can be different between subjects, the RTI score can be fluid, and identifying a student's RTI level is contingent on the information being upload into the student data system on a consistent basis. Thus, ELT looked for a more comprehensive approach and reliable method to identify 'developing learners'.

The school division has developed a 'risk list' (Appendix F) that is used to identify students who are struggling to be successful in high school and/or whose circumstances make it more likely for them to be unable to finish their education. As the risk list score increases so does the likelihood of academic failure and dropping out of high school. and/or whose circumstances make it more likely for them to be unable to finish their education. Factors such as a student's academic, attendance, and behavioral stats are compiled into a composite number which is then matched to a risk level.

The 'risk list' provides a consistent and reliable method of identifying students in need of academic and/or social emotional support to stay on track and graduate on time. Therefore it will replace the RTI status as the metric used to identify, recruit, and engage developing learners in need of support. Correlating the risk score to RTI Tiers: a total risk point score of less than 30 is the equivalent of Tier 1; a total risk point score of 30-70 is the equivalent of Tier 2; and a total risk point score of in excess of 70 is the equivalent of Tier 3; to target for recruitment and engagement.

In meetings between ELT staff, the Director of Accountability and Data Support, and Programmer Analyst, a process is being developed that will make the "risk list" information readily available so that it can be used to identify, recruit, and engage these students in ELT programs. Thus with the 2023-24 reports, this data will be available and program staff will be able to assess whether or not this population is registering, and more importantly, actively engaged in ELT services. It will also allow us to identify differences in outcome among student groups.

While there is anecdotal evidence from staff and feedback from students that the enrichments, real world hands-on experiences, and supportive services are creating positive academic outcomes, greater engagement in school, and increasing social and emotional wellbeing, little is known about the how these students are faring when compared with peers who do not engage in ELT programs and activities.

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Before we started the work of transforming our high schools into wall-to-wall college and career academies we conducted a comparison study between students in the pocket career-themed activities and their peers who were learning in traditional classrooms. The outcome data revealed that in all domains (academic, behavioral, and engagement) academy students far outpaced their peers. The ELT manager, being hired through the 2023-24 VDOE grant, will work with the Director of Accountability and Data Support to look at outcome differences between students who participate in ELT programs and those who do not. If possible, the comparison will include an examination of the reach, impact of service duration or dose, and examining the interaction between level of risk and dosage of services.

CHALLENGE - SUMMER EXPERIENCES

There are many ways for high school students to spend their summers. The number of opportunities for meaningful experiences continues to grow. Too often students report that while there are many options their participation is limited because the experiences have overlapping schedules - requiring them to choose one over another.

At the same time, program staff are frustrated by participation numbers that are lower than the capacity. A key reason, numerous HCS programs as well as external learning opportunities running at the same time and recruiting similar student groups.

Additionally, helping students successfully transition from middle to high school is essential to their long term academic, career, and life success. Bolstering participation in the transition programs is a priority.

Resolution

ELT coordinators and the AoH academy coaches convened a Summer Planning Committee with representatives from other HCS summer programs to coordinate scheduling (dates and times) of summer opportunities. Working together enabled staff to avoid planning events that created conflict for students wishing to participate in multiple programs. It also created the opportunity to collaborate on marketing and registration strategies and simultaneously market all programs, which provided a "one-stop" place for students and their families to discover the plethora of summer programming offered by the school division. Summer 2023 marketing, recruitment, and implementation efforts benefitted from this process.

For middle school to high school transition programs targeting rising 9th graders, ELT has either implemented strategies or developed plans that focus on more direct marketing at the middle schools in early Spring. Specific strategies include Academy Ambassadors attending 8th grade lunch periods to promote/market the summer activities along with their respective academy; ELT staff and ambassadors hosting Zoom sessions for parents to advise of summer offerings; and high school ELT coordinators and academy coaches meeting with middle school counselors and middle school faculty to share the ELT opportunities and how they help with smooth transition to high school.

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CHALLENGE - TEACHER ENGAGEMENT

Teacher availability continues to be a challenge. Teachers who want to work during off school hours during the academic year or over the summer have a variety of opportunities competing for their time and expertise. Teachers interested in a more limited schedule during out-of-school time report that they need much more lead time in order to align work opportunities with planned personal time.

In addition to teacher scheduling, other issues affecting teacher engagement include pay and readiness. During COVID HCS temporarily increased the hourly rate for teachers working off contract hours, from \$30 to \$40 an hour. However, when the pay rate reverted back to the pre-COVID rate some teachers chose not to work outside their contracted hours due to the lower pay rate. Successful implementation of all ELT programs and activities begins and ends with teachers who are excited about and prepared for engaging students in programs focused on exploratory learning, that go beyond the curriculum, and offer exciting topics that introduce new concepts and build on existing knowledge. Ensuring teachers have the skills, tools, and resources they need to do this important work is essential.

Resolution

Teacher Availability: ELT will post opportunities and begin recruiting curriculum writers and instructional support faculty and implementers for academic year programs starting with the end of the previous school year through early fall and for summer programs as schools transition from first to second semester.

Teacher Engagement: The most successful and highly rated ELT programs (from student, and community partner perspective) have been those where the lead teacher either wrote or collaborated in the writing of the curriculum. Additionally, teachers reporting the highest level of satisfaction were also the ones involved in developing and implementing the experiences. Teachers reported that contributing to the planning and creation process and owning the implementation and reflection process strengthen their understanding of the material, curriculum, aligned experiences, and outcome goals. Following this approach, where the same teacher(s) is engaged in writing and implementing, also allows teachers to provide much needed insight into the types of materials, activities, and specific skills to include, has helped to improve overall teacher engagement, satisfaction, and desire for greater involvement.

Other strategies that have had a positive impact on teacher engagement include:

- Hiring one lead teacher as the lead teacher for the duration of the program.
- Hiring co-teachers who support teachers in facilitating the work, help students who need assistance, and cover for a lead teacher who can not work on a given day,
- Hiring “floating teachers” who are prepared to step in and provide whatever support is required and can fulfill the role as co-teachers when needed.

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- Training lead teachers, co-teachers, and “floating teachers” at the same time, putting them on a level playing field regarding understanding of the goals, objectives, planned strategies, and measurable outcomes.

Teacher Pay: ELT will continue to advocate for higher pay rates for off contract hours work. In the meantime, strategies are being considered for how to incentivize highly skilled and motivated teachers, regardless of the pay rate.

Teacher Readiness: ELT engaged educators in experiences designed to give them the knowledge and tools they need to ensure the best learning outcomes for their students. Teachers who have the knowledge and tools to create meaningful enrichments and personalized, inquiry-based learning opportunities become the drivers in student engagement and ensure the intended student outcomes are achieved.

Various industry-aligned experiences give teachers the tools to help students understand the “why” behind their lessons and see how concepts are applied in the real world. Through scaffold and interconnected professional learning experiences, ELT builds teacher understanding, lays the groundwork for curriculum alignment to student-focused WBL, and builds personal relationships between educators and employers. Additionally, with their deeper knowledge and understanding, educators become stronger ambassadors for WBL programs connected to both classroom and extended learning opportunities. Professional learning experiences include:

- Industry tours that provide exploratory behind-the-scenes look into business and industry operations and trends.
- Teacher externships that give educators a deeper dive into specific industries and careers and immerse them in a company to learn about the skills and competencies needed to succeed in that industry or career path.
- Workshops, to include
 - [Challenge Design Workshop](#) brings together the writing and implementation teachers, along with community partners, to create program plans stepped in real world, community-connected experiences, project or challenge-based learning, self-discovery, and college and career exploration opportunities. During the session, participants work to create the plan and determine the necessary research and exposure that will be needed to assure a successful and rewarding experience for the students served.
 - [Powerful Partnerships Workshops](#) brings teacher teams, administrators, and staff together in a series of workshops focused on successfully developing, supporting, and sustaining strong business and school partnerships so that the integration of the work-based learning continuum is embedded in the teaching and learning (reaching students and teachers). Strong educator-employer partnerships help teachers keep up with trends and best practices in the field in order to create fun, engaging, relevant curriculum and instruction and help employers meet the demand for well-prepared candidates filling the talent pool industry needs to meet current and emerging needs.

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CHALLENGE - BOOSTING STUDENT PARTICIPATION

Extended learning programs play an important role in students' lives; they provide safe space and place for students to learn, explore and have fun outside of the school day. However, despite the benefits, recruiting students for programs can be challenging. Attrition among students who actually show up for multi-session experiences is typically low, however, attrition between registration and actual attendance continues to be higher than desired. Boosting both registration and participation is a priority.

Resolution

ELT coordinators are using the following current and planned strategies to address this challenge:

- Leverage student voices in developing authentic opportunities that focus on their needs and interests
- Encourage word-of-mouth recruitment as recommendations from friends and trusted, valued adults (teachers and other building-level staff) are the most credible form of advertising/marketing.
- More intentional use of digital media, including social media, video, email and school and division websites, to market programs, share program's story, registration information, important news and updates, and pictures of students.(with parents' permission).
- Demonstrate the importance and impact of the program on participants (e.g. homework support, social-emotional development, improved school attendance, behavior and academic performance) and on the community.
- Coordinate with other after school and summer program coordinators to avoid scheduling conflicts, e.g. attendance issues in Summer Business Institute included competing opportunities for rising 10th - 12th graders as well as mandatory credit recovery and remediation programs
- Empower current students and Academy Ambassadors to act as recruitment ambassadors who highlight the program's relevance to their peers current and future goal and as fun opportunities to work with peers on projects impacting the school or broader community.
- Offer activities that help students learn about their community and address community needs

CHALLENGE - TRANSPORTATION

All ELT programs advertise that transportation is provided. During the implementation of summer 2022 programs, 'yellow bus' transportation issues impacted participation. With a shortage of drivers, routes and bus stop locations were consolidated and resulted in routes that were not practical as some stops were over a mile away from the student's home or in a location that did not allow students to safely get to and from the bus stop. A further complication was that the transportation department was unable to release the route information until the

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afternoon of the first day of each program, which did not give parents an opportunity to proactively make other arrangements.

The transportation situation not only caused confusion, frustration, and disappointments it also created access problems for many students. While some families chose to use public transportation and others made personal arrangements for student drop off and pick up, many did not have alternative transportation options and their students were unable to attend.

Resolution

After parents expressed their concerns regarding the very limited bus stop availability and their frustrations regarding lack of timely information, a reflection form was created to capture some of the transportation issues. Parents were encouraged to submit a 'Transportation Request' form if the designated stop was not within walking distance from their home and to request a closer bus stop location that provided a safe location for pick up.

Survey Results 46 parents advised that there was not a bus stop that their child could safely get to without their parent's assistance. As a result of the transportation situation, many of these parents withdrew their children from the program or enrolled them in another opportunity that was more convenient.

While the Transportation Department worked to adjust routes for closer bus stops, the changes could not be made in time to accommodate the implementation of programs.

During the 2022-23 academic year, meetings were held with the Transportation Department, starting with the first phases of program planning. These meetings focused on planning routes and stops, a process for amending routes as students register, and developing a plan of action if bus transportation is limited and/or accommodations to meet student needs are required. A communication plan to share schedules, bus routes, and bus stops was established, including a timeline to ensure earlier dissemination of transportation information to families and students. In addition, part of the communication plan included resharing information about the HRT Freedom Pass and how to secure the fee pass.

CHALLENGE - STUDENT OUTCOMES AND FEEDBACK

With the mindset, "if you can't measure it, you can't improve it,"¹ ELT is evaluating the format and methodology for answering the question, "what difference did this experience make." From collecting student feedback to measuring program impact, collecting data has been challenging. Response rates to surveys has been low and measuring program impact for each strategy needs to be strengthened

Other than remediation activities and programs in which students may earn academic credit, measuring changes in student achievement has been difficult as the programs are part of a comprehensive set of experiences that collectively, versus

¹ Peter Drucker

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individually, impact student achievement and engagement outcomes. Hence, in most cases, ELT programs have relied on post surveys to garner outcome data. Collecting survey data has proven to be difficult as there has historically been a low response rate.

Resolution

In order to get richer and more meaningful feedback from greater numbers of students different approaches are necessary. ELT staff are addressing how to improve its efforts to gather quantitative and measurable insights about student experience, program or activity effectiveness, equitable access, and more. Regularly collecting feedback and accessing impact allows ELT to better support and engage students more effectively.

Retreat & PD: A retreat and professional development activities are planned for late September to develop a universal (across all four high schools and the middle schools - also grant recipients) agreement and approach to address outcome data collection and increasing student responses. At the retreat and training, ELT coordinators and coaches will develop engaging and meaningful student feedback surveys and student performance measures.

Program Impact: Using assessments to measure learning can help us understand whether or not the program or activity impacted student knowledge. That information creates an opportunity to make informed decisions about the experience and to make adjustments to the approach or strategy to help students achieve the stated learning goals.

While many of the ELT programs have measurable outputs, capturing the data in a reportable fashion has not been done. We have captured credits earned in Summer Business Institute (.5 Mentorship credits) and Summer College Experience (3 dual enrollment credits), industry certifications earned in Floating Classroom, and internships successfully completed in the Summer Youth Employment Program. We have not adequately captured, in an easily reportable manner, data that demonstrates student achievement based on other direct measures such as completed projects (Academy League, Summer Business Institute, etc), participation in competitions (Career Contenders), case study analysis, rubrics for oral and other performances (a requirement in many ELT programs) etc. In other words, ELT programs have outputs that allow for these direct measures to be used but intentional efforts are required to set up the process for both capturing the data on an individual student level and in a reportable fashion.

At the retreat, and in collaboration with staff from the division's Curriculum, Instruction & Assessment Office, ELT team members to develop measures that identify how each ELT experience impacted academic performance and other metrics as referenced in the stated objectives. Along with ensuring each program has measurement tools, staff will prepare Standard Operating Procedures (SOPs) that include clear-cut directions, detailed instructions, and agreed upon measurement tools needed to capture student outcome data. The goal is that

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regardless of the school providing the program or the ELT program being offered, all programs will follow the same guidance and use the same or very similar assessment. These new policies and procedures will allow all outcome data to be recorded, documented, and shareable for all 2023-24 programs.

Student Feedback: Pre and post surveys are one tool for evaluating the impact of instructional experiences and enrichments. Collecting student feedback enables us to assess students' perceptions of changes in their knowledge and skills, personal attributes, or impact on their future behavior and aspirations. While all ELT programs and activities have used surveys, they are not consistent in design, which can be a foundational aspect of collecting meaningful feedback. Survey design can be the difference between high response rates and an empty in-box and an important tool in building a useful survey brand that makes them easily identifiable and easier to complete.

During the retreat and subsequent professional development sessions, ELT coordinators and Academy coaches will work with the division's Curriculum, Instruction & Assessment Office to develop strong, reliable surveys that are engaging and user friendly. Steps already identified, and being pursued, include the following:

- Create platform(s) for disseminating surveys that will be used universally across all four high schools
- Develop core questions/items that are required, and embedded, on all surveys
- Examine the objectives for each ELT program and identify the unique questions/items to be included in that program's survey for pre and post surveys
Take each ELT program
- Establish expectations for disseminating surveys, collecting data, and reporting results

Survey Strategies: While the ELT programs use surveys to capture student feedback and perceptions, the nonresponse rate can be low. This makes interpreting the information challenging as the low response rate to the surveys the reliability and validity of those surveys questionable. It is challenging to make informed decisions or invoke continuous improvement strategies when there is a high non response rate.

In examining ways in which we might increase the response rate, we found that our reliance on email should be evaluated. Today email boxes are fuller than ever and that they are filled with email spam and promotional notifications. Some research places the percentage of email spam at around 45% to 50%, while others say as much as 85% of all email traffic today is spam.² Furthermore, in 2022, the average

² Lever, Rob. 2022. "What Spam Email Is and How To Stop It." USNews.com.
<https://www.usnews.com/360-reviews/privacy/what-spam-email-is>.

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open rate was 19.66% and the average click-to-open rate was 10.5%.³ This data might suggest that with the increasing number of emails and notifications arriving in students' in boxes, the surveys may be going unnoticed and unanswered. While email surveys may still be part of our survey strategy, ELT staff are considering other methods to increase response rates and garner richer and more robust feedback. Options being considered include:

- Allot time at the end of the experience to complete the survey before students leave
- Track students submitting feedback and send nonresponders them a follow-up request 48 hours later
- Inform students when an email survey is coming so they are on the lookout
- Send survey via text
- Incentivize students to complete the survey,
- Incorporate short polls, administered on a scheduled basis, into the experience
- Use a QR code, to collect real time results
- Create a feedback loop where students feel that their opinion is welcomed and valued
- Encourage survey responses by letting students know that their feedback helps to make meaningful changes or decisions

These strategies and others will be considered as ELT coordinators and academy coaches work together during their September retreat to develop a plan and procedure for implementation with the 2023-24 program year.

PROGRAM IMPACT

Data on the impact of the program. You are required to report on the metric, Student Achievement. In addition, you may choose to report on up to two additional metrics (Use the textboxes and tables below).

Understanding of what students know and learn ensures the curriculum, teaching strategies, and instructional approaches meet student needs. As the bridge between teaching and learning, assessment data tells ELT staff whether or not the intended outcomes were achieved. Along with measuring learning outcomes, ELT assessments create the space and place for student discussion and feedback.

ELT programs align with classroom curriculum and instruction and support the community's vision "All students will graduate equipped with tools (knowledge, life, and career skills), attitude, and drive to successfully navigate postsecondary pursuits, whether college, careers, or the military." Each strategy measures the immediate impact on student learning, understanding, and/or knowledge. As described under the strategies section of this report, specific outcomes such as academic credits, industry certifications, and dual enrollment credits earned, projects completed, etc.

³ Holovach, Helen. 2023. "105 Email Marketing Statistics You Should Know In 2023." Snov.io. <https://snov.io/blog/email-marketing-statistics/>.

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are captured for each individual strategy. The collective impact of these strategies support the objectives set by the division for Academies of Hampton for all students.

The following charts, following each objective, highlight changes in key metrics used for tracking student success. Currently the data reflects changes in those metrics for the entire high school student body. In 2023-2024, ELT will compare outcome data between students engaged in extended learning programs and their peers who do not participate. The data will also provide evidence as to whether or not impact is affected by either dosage or contact. This will allow Hampton to determine “so, what difference did the program make” and to use a SWOT analysis to make informed decisions about each strategy.

Objective 1: By June 2024, a minimum of 95% of first-time ninth grade students will progress toward mastery of academic standards as measured by promotion to the 10th grade and miss less than 10% of instructional time per year indicated by the standards of the VDOE learning climate.

Bethel High School Freshmen Metrics - Comparison							
Metric - 9th grade students	Cohort (year in 9th grade)						
	2020 (2016-17)	2021 (2017-18)	2022 (2018-19)	2023 (2019-20)	2024 (2020-21)	2025 (2021-22)	2026 (2022-23)
Retained	24.0%	14.5%	14.5%	8.3%	22.33%	11.8%	14.16%
Chronic Absences - missing 10% of instructional time	12.8%	14.7%	14.3%	9.42%	6.95%	14.49%	8.28%
Out of school suspensions	15.6%	15.7%	15.8%	8.97%	0.5%	14.7%	19.39%
Mean GPA	2.75	2.89	2.89	3.12	2.67	2.86	2.78
Less than 5 credits	9.3%	10.1%	11.08%	7.62%	16.38%	11.8%	14.8%
No verified credits	15.1%	16.7%	17.24%	43.05%	27.05%	16.15%	16.56%
Not proficient-reading inventory	39.3%	31.7%	31.8%	No update available			
Did not pass SOL	27%	23.6%	17.8%	NA	26.55%	11.8%	11.9%
Hampton High School Freshmen Metrics - Comparison							
Metric - 9th grade students	Cohort (year in 9th grade)						
	2020 (2016-17)	2021 (2017-18)	2022 (2018-19)	2023 (2019-20)	2024 (2020-21)	2025 (2021-22)	2026 (2022-23)
Retained	8.0%	19.7%	7.2%	3.13%	10.09%	12.86%	17.05%
Chronic Absences - missing 10% of instructional time	15.9%	18.0%	14.6%	19.6%	9.15%	19.95%	12.92%
Out of school suspensions	22.5%	26.9%	22.6%	21.59%	0.32%	19.16%	25.32%
Mean GPA	2.66%	2.65%	2.83%	2.94%	2.84%	2.80%	2.83%
Less than 5 credits	10.7%	14.7%	9.09%	9.66%	12.3%	12.34%	14.99%
No verified credits	23.4%	18.7%	13.22%	53.69%	29.65%	27.03%	20.67%
Not proficient-reading inventory	39.3%	35.7%	31.7%	No update available			
Did not pass SOL	27.0%	23.6%	13.5%	NA	29.65%	17.59%	8.75%

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Kecoughtan High School Freshmen Metrics - Comparison							
Metric - 9th grade students	Cohort (year in 9th grade)						
	2020 (2016-17)	2021 (2017-18)	2022 (2018-19)	2023 (2019-20)	2024 (2020-21)	2025 (2021-22)	2026 (2022-23)
Retained	13.0%	19.4%	19.4%	12.86%	30.81%	18.0%	3.17%
Chronic Absences - missing 10% of instructional time	15.9%	18.1%	12.8%	12.86%	5.56%	17.5%	11.38%
Out of school suspensions	10.6%	12.7%	11.7%	12.62%	0.76%	15.0%	18.52%
Mean GPA	3.04	3.09	3.05	3.11	2.77	2.9	2.99
Less than 5 credits	4.5%	8.3%	8.16%	9.47%	15.15%	10.25%	8.47%
No verified credits	4.5%	7.2%	6.12%	33.74%	17.93%	9.0%	7.14%
Not proficient-reading inventory	28.6%	28.6%	19.9%	No update available			
Did not pass SOL	10.0%	13.6%	13.2%	NA	23.48%	12.5%	13.49%
Phoebus High School Freshmen Metrics - Comparison							
Metric - 9th grade students	Cohort (year in 9th grade)						
	2020 (2016-17)	2021 (2017-18)	2022 (2018-19)	2023 (2019-20)	2024 (2020-21)	2025 (2021-22)	2026 (2022-23)
Retained	24.0%	14.2%	23.2%	4.51%	5.88%	6.12%	0.31%
Chronic Absences - missing 10% of instructional time	23.6%	29.7%	19.4%	19.44%	7.74%	9.91%	6.79%
Out of school suspensions	30.2%	25.2%	24.5%	12.15%	0.0%	12.54%	24.38%
Mean GPA	2.66	2.84	2.71	2.94	2.96	2.87	3.08
Less than 5 credits	12.0%	14.2%	13.92%	10.76%	8.98%	9.33%	6.48%
No verified credits	27.7%	19.5%	18.14%	51.74%	22.29%	26.82%	22.22%
Not proficient-reading inventory	51.7%	28.6%	32.5%	No update available			
Did not pass SOL	35.3%	22.1%	21.1%	NA	33.13%	16.62%	15.13%
Note:	Baseline			COVID shutdown March 2020	COVID remote and hybrid learning		

Objective 2: By June 2024, a minimum of 95% of high school students in each cohort will progress toward mastery of academic standards as measured by grade level promotion and the development of capacities and dispositions necessary for success in careers, lifelong learning, and life. Those capacities and dispositions are exemplified as defined by the *Portrait of a Hampton Graduate* (Appendix C) as students provide evidence to demonstrate the following characteristics: content knowledge; career and life skills; communication, collaboration, and leadership; and a positive sense of self and purpose.

To achieve the characteristics of a Portrait of a Hampton Graduate, 95% of high school students in grades 9-12 will participate in three or more extended learning grade-level strategies that are aligned on the work-based learning continuum. From these strategies, all students will build a digital portfolio, which will include evidence

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of their transition readiness by earned college credits and/or recognized industry certifications (e.g., JAVA, OSHA 10, 911-dispatcher, ServeSafe Food Handler, AutoCAD). As a result, 95% of students participating in ELT strategies will miss less than 10% of instructional time per year indicated by the standards of the VDOE learning climate.

Bethel High School End-of-Year Metrics for Cohorts 2023-2025	All Students	Not Disadv Students	Disadvan Students	Black Students	White Students
Number of Students	1273	670	603	854	203
Students retained	10.76%	9.10%	12.60%	12.18%	6.90%
Students - chronic absenteeism	16.10%	10.15%	22.72%	17.68%	11.33%
Students - school suspension(s)	14.30%	11.19%	17.74%	17.56%	6.90%
Students - did not pass math SOL	27.34%	30.56%	23.21%	26.51%	28.57%
Hampton High School End-of-Year Metrics for Cohorts 2023-2025	All Students	Not Disadv Students	Disadvan Students	Black Students	White Students
Number of Students	935	430	505	696	90
Students retained	17.33%	11.40%	22.38%	20.11%	8.89%
Students - chronic absenteeism	17.97%	6.74%	27.52%	21.26%	6.67%
Students - school suspension(s)	18.72%	10.70%	25.54%	22.41%	7.78%
Students - did not pass math SOL	23.71%	19.23%	28.89%	22.54%	28.57%
Kecoughtan High School End-of-Year Metrics for Cohorts 2023-2025	All Students	Not Disadv Students	Disadvan Students	Black Students	White Students
Number of Students	1115	662	453	477	425
Students retained	4.84%	2.72%	7.95%	5.87%	3.06%
Students - chronic absenteeism	17.31%	11.93%	25.17%	16.14%	15.29%
Students - school suspension(s)	13%	8.01%	20.31%	17.19%	7.76%
Students - did not pass math SOL	37.35%	32.69%	45.16%	40.00%	23.08%
Phoebus High School End-of-Year Metrics for Cohorts 2023-2025	All Students	Not Disadv Students	Disadvan Students	Black Students	White Students
Number of Students	992	443	549	678	151
Students retained	9.38%	7.00%	11.29%	9.44%	9.93%
Students - chronic absenteeism	11.59%	5.19%	16.76%	11.65%	6.62%
Students - school suspension(s)	16.94%	12.42%	20.58%	20.06%	7.28%
Students - did not pass math SOL	38.46%	35.90%	41.03%	44.44%	26.67%

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SUSTAINABILITY EFFORTS

Describe your efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools

Successful change starts with connecting and engaging a diverse group of stakeholders willing to develop a shared understanding of the issues, define the goals, and create a plan of action. Processes, procedures, and methodologies are important, but they are only as effective as those responsible for executing them. Therefore, having the right people and organizations at the table to tackle complex issues, from planning to implementation to sustainability, is critical to long-term success.

From the beginning, Hampton City Schools understood that transforming teaching and learning, redesigning the learning environment, changing the climate and culture, and engaging the community was not a one-and-done process. To create a sustainable transformation, Hampton used a community-connected, future-focused process that enabled every stakeholder to find their unique, strategic contribution to shape our collective vision and understand their important role in creating actionable sustainable strategies. Hampton's *One Community, One Transformation* keeps the school and community focused on the right things and mindful that achieving our goal of ensuring every student graduates prepared for college, careers, and life requires constant innovation, commitment, programs grounded in sustainable strategies, attention to implementation fidelity, and continuous improvement.

The Academies of Hampton stands on a strong community-supported foundation that provides the support needed to keep the transformation moving forward. Hampton stakeholders continue to share ownership for the planning, design, implementation, and sustainability efforts. Since 2017 the Academies have built relationships with hundreds of local and regional businesses, postsecondary institutions, community organizations, professional associations, faith communities, and government departments. Some of these alliances have become strong, collaborative relationships built on collective ownership of students' experiences and outcomes. Others have been short-term affiliations with one-time only or "limited engagement" style support. Together these organizations have invested time, energy, resources, and expertise to ensure students benefit from:

Programs of study that provide career and technical content aligned with rigorous academic standards and bridge the skills gap in current and emerging workforces.

Curricula and instruction incorporating career readiness education into the classroom and extended learning align high school requirements with expectations for college and career paths.

Real world experiences that help students discover careers aligned with their interests and aptitudes.

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Classrooms, simulated learning spaces, workplaces, and the community are learning environments that give students access to 21st-century technologies and industry tools that allow them to learn, practice and acquire the knowledge and skills they need.

Collegiate-level learning environments are offered in dual enrollment courses offered in high school and on college campuses and campus experiences that help students see themselves in college.

Career exploration and immersion opportunities include job fairs, college and industry visits, career shadowing, authentic work-based learning projects, internships, and summer employment experiences.

Authentic learning experiences that allow students to apply their learning to community issues and business challenges

POWERFUL PARTNERSHIPS

The long term sustainability of ELT programs comes from the ongoing investment of Hampton's current, emerging, and future school-community partnerships. The following powerful partnerships highlight the depth and breadth of support that since setting the vision has continued to grow and will enable ELT programs to expand to scale in a sustainable fashion.

Business and industry partners give Hampton's students access to high-quality curriculum and instruction founded on the knowledge and expertise of the partners, great college and career exploration and immersion opportunities, and industry-aligned tools and equipment in which to learn, practice, and acquire the technical skills that employers need.

Business and industry partners bring their unique perspectives to the educational transformations underway in classroom instruction, expanded learning opportunities, and extended learning time programs.. Their knowledge and experience regarding the skills gap in workforce talent and the changing landscape in current and emerging careers allow employers to give real-time support in addressing student achievement while concurrently preparing them for the future workforce. With a vested interest in growing the talent pool, they are committed to providing students with real-world opportunities that help them acquire the knowledge, technical, and employability skills necessary for success in college and career. This investment helps students while also closing the skills gap employers face.

The City of Hampton contributes substantially annually to support implementation and capital improvement efforts. Through eight budget cycles, from FY 2017-2018 (first year of implementation) to FY 2023-2024, the City has designated \$2,485,000.00. These funds have supported the transformation of teaching and learning; created cutting-edge, career-focused learning environments; and offered real-world, enrichment learning that embed core academic skills, career-aligned

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technical skills, professional skills, and lifelong learning skills with personalized college and career exploration and work-based learning experiences.

Local and national funders have provided many grants supporting everything from curriculum development, 21st century technology and equipment, training supplies, and real world learning experiences. Grant funding and donations have also supported building a hydroponic greenhouse, transforming a science classroom into a FabLab, purchasing a houseboat to be converted by the students into a Floating STEM+ lab, giving students film production experiences to be showcased in a film festival, hosting a nationally televised student-driven project to the NASA community, etc.

City's Office of Youth & Young Adult Opportunities annually offers 80 paid summer internships to Academy students; they are placed in jobs that allow them to use and further develop their knowledge and technical skills. This annual investment in students exceeds \$2 million.

Virginia Department of Education funding has allowed the school division to pilot, modify, and scale-up Extended Learning Time programs that improve student achievement and college and career readiness. The support has provided the division time to implement while simultaneously strengthening internal capacity; deepening teachers' understanding of how student learning is applied in the real-world; enhancing teachers' ability to create and implement curriculum, instructional methods, and student experiences that enrich learning and better prepare students for life-long success; and developing civic involvement, education-business partnerships, and industry-led leadership needed to sustain extended learning programs. With the funding 2023-24 cycle, VDOE is now supporting ELT programs in four high schools, 6 middle schools, and two PreK-8 schools, which allows Hampton to implement its model in grades 3-12.

Named Partners - Virginia Peninsula Community College (VPCC) -Academy of the College Experience and Virginia Ship Repair Association (VSRA)-Maritime Academy. As Named Partners, VPCC and VSRA lead the efforts to strengthen and sustain the named academy. They co-lead all development efforts including design, implementation, and assessment. Named Partners provide materials and supplies and extensive time and talent resources to the academy. Their ongoing efforts support student learning through workplace experiences, industry field trips, internships, summer enrichment programs, problem-based learning units, and innovative design projects that extend learning beyond the classroom. They lend their talents to ensure sustainability through their efforts to help maximize efficiency; improve credibility; expand the reach of initiatives; and build future partnerships as they champion the academy.

Virginia Peninsula Community College (VPCC) beyond being a Named Partner, VPCC hosts and co-sponsors an annual summer dual enrollment program on their campus for rising 10th graders, facilitate college tours, and serve on multiple Academy Advisory Boards, assist teachers with dual enrollment requirements, and leads the efforts to not only support the three, associate degree options offered

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through the VPCC Academy of the College Experiences but to also expand dual enrollment opportunities throughout the division.

Virginia General Assembly gave a special appropriation of \$500,763 to support academy implementation and replication efforts in FY20.

Hampton City Schools school division continues to redirect internal resources to support and sustain ELT programs. Program needs once funded through the VDOE grant and now funded through the division include: the administrative assistant support positions, professional development (PD) training, costs for Signature Experiences, and other internal costs that support ELT activities. In addition, each year significant funding is dedicated to creating 21st century learning labs that are transforming school environments but more importantly changing student lives.

The school division continues to invest time and resources to build internal capacity through a vertically aligned professional development series that leverages the best practices in teaming, integration of business and school partnerships, and teaching strategies, methods and environments that ensure students learn by actively engaging in real-world and personally meaningful projects. Professional development also brings school and community partners together to develop powerful partnerships focused on developing and sustaining partnerships that support the college and career readiness curriculum, instruction, and learning experiences that ensure all students graduate college-, career-, and life- ready.

Faculty have embraced project- and challenge-based learning as a learning strategy that gives authentic, real-world relevance, and connectivity between academics and student career goals and life experiences. They are comfortable collaborating with industry leaders and employers to not only lead the work, take it to the next level. CTE and Academy teacher teams work together to plan and implement academy-specific career exploration experiences, real-world challenges, and career-related learning experiences as well as share ways in which to incorporate core classes material into real-life applications in the CTE classes.

TRANSFORMING K-12 - EXPANDING THE MODEL

While the community initially came together in 2016 to redesign the high school experiences, it quickly expanded its vision. It embarked on a journey to transform, not just reform, K-12 education in Hampton. In June 2021, along with honoring the accomplishments of the Class of 2021 - the first cohort of students to attend Freshman Academy followed by three years in one of the 16 college and career academies, the community also celebrated the full scale implementation of the Academies of Hampton.

With community-supported, sustainable strategies operationalized, the implementation of the Academies completed, the community made the decision to create a new 5-year plan - Master Plan 2.0. The foundational questions that guided the work were 1) how do we scale up school-community partnerships to ensure all high school students have access and opportunity to a robust array of sequenced

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work-based learning opportunities; and 2) how do expand the model to ensure K-8 students are prepared and ready for the breadth and depth of experiences that await them in high school.

Master Plan 2.0 describes our community's vision for the future and documents existing and intended growth areas. This document describes who we are, as a school division and community. It offers a history of our transformation journey, the essential issues addressed, accomplishments, recognitions, and outcomes achieved. Through the community-supported process, Hampton reimaged, aligned, and strengthened systems and structures to move the transformation model forward.

The Hampton community continued to use the Ford Next Generation Model (Ford NGL) to involve stakeholders in meaningful, strategic, and ongoing dialogue to inform the decisions about continual improvements in the high school model and efforts to redesign K-8 education in Hampton. The Ford NGL model provides the blueprint for the community-decision making process used to take the next steps in revolutionizing K-12 education in Hampton.

Master Plan 2.0 ensures that all students in K-12 benefit from robust, effective experiences that support their learning, create greater and more meaningful engagement, and ensure student outcomes align with Portrait of a Hampton Graduate. Throughout the development of the 5-year strategic plan, the community's attention on high schools focused on expanding program reach, deepening the work, building capacity, and using collective impact to ensure the sustainability of programs, processes, and structures. With regard to K-8 education, efforts focused on ensuring all students benefit from college and career curricula and work-based learning and are prepared to transition to the next level successfully; and that they are ready to move to new school environments with greater independence and responsibility, maintain academic performance in more rigorous courses and learning experiences, and take full advantage of the opportunities offered.

The community's plan acknowledges the complexity of scaling up programs. It includes strategies for ensuring all students throughout the division, regardless of where they are enrolled or where they live, have equal access and opportunity to similar high-quality educational experiences. Through the transformation of teaching and learning, school climate and culture, and school-community partnerships, Master Plan 2.0 sets the expectation that all K-12 learning environments will fulfill the promises to...

- Support the holistic development of every child - the social, emotional, moral, and civic development.
- Build each student's confidence in their abilities, and establish a growth mindset.
- Believe that all students are capable and deserving.
- Help each student progress in their learning, and give them the skills they need to take full advantage of the opportunities at the next level of their

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journey.

- Connect the dots between what is happening in the classroom to the world beyond.
- Engage every student in supportive, nurturing, and inclusive learning environments that empower them to reach their greatest
- Make every learning experience an opportunity for growth.

The **K-8 Transformation** is about redesigning curriculum, instruction, and aligned experiences to integrate more career exploration, exposure, and training. It is not about pushing the high school academy model down through elementary and middle schools. While high school students' career-connected learning experiences are anchored in their career-themed academy and embedded in both in-school and extended learning, the K-8 instruction and learning opportunities engage students in ways that connect the dots between their skill sets, schoolwork, career opportunities, and the community around them.

K-8 experiences are intended to ensure that college and careers will not be a foreign or new concept when students begin their academy experiences in high school. When implemented, Master Plan 2.0 will provide sequenced experiences that; 1) let students discover their interests and aptitude; 2) learn about and explore career clusters; 3) see where their skills and passions fit within various clusters; and 4) give them the tools and encouragement they need to connect their actions now to the future they want. Initially, the Master Plan 2.0 visioning and framing sessions focused on creating a 5-year blueprint that outlines the community's plan for transforming the current middle school model. The intended outcome - give students the academic knowledge, real-world skills, and self-sufficiency they need to succeed in their high school academies and the world beyond the classroom.

The original plan had been that with the middle school implementation underway, planning for the elementary level would begin. However, through backward mapping and strategy conversations among internal and external stakeholders, it quickly became apparent that the transformations at the elementary level needed to occur alongside the planning for middle school. Thus, along with deepening and expanding the work at the high school level, Master Plan 2.0 simultaneously addressed transforming elementary and middle school experiences.

Ensuring educational access for students transitioning from middle school to the college and career academies, reinforcing educational and career opportunities, and expanding equitable and responsive pathways to college and good jobs, catalyzed aligning K-8 education with the Portrait of a Hampton Graduate. Throughout the visioning and framing process, collaborators were committed to addressing opportunity gaps by making every learning experience an opportunity for growth and preparing students for future success. Three important goals centered the work:

- Provide K-8 students robust and engaging classroom instruction and extended learning time experiences that infuse self-discovery, career awareness, and career exploration in instruction and enrichments.

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- Allow all K-8 students to master essential skills and knowledge to reach grade-level standards, propel them to the next level, and put them in a position to take full advantage of future academic and academy-aligned opportunities and learning experiences, including certifications, dual enrollment, and associates degrees, offered in Hampton’s 16 college and career academies.
- Align the portraits of students in grades 3 and 8 to the *Portrait of a Hampton Graduate* and articulate what students need to know and be able to do at each level of learning.

Throughout Master Plan 2.0 visioning, framing, and planning phases, the community relied on the vision that “All students will graduate equipped with tools (knowledge, life, and career skills), attitude, and drive to successfully navigate postsecondary pursuits, whether college, careers, or the military” to frame strategies for both classroom and extended learning time. The plan demonstrates the division’s commitment and intentions to provide ALL students with opportunities to see the connection between what they are learning in the classroom and the world beyond the classroom. From kindergarten to graduation, student-driven career-connected learning experiences are designed to connect academic content with careers, to give opportunities to explore their community, to apply their learning to real world situations, and to participate in authentic experiences that have real and meaningful impact.

EXPENSE REPORT

Please complete the detailed expense report below by line item. In lieu of completing the expense report, the Excel spreadsheet provided to you may be completed, copied, and pasted into this final report to replace the blank report shown below. The report must include the 20% or local match.

SUMMARY EXPENDITURE - ALL 4 HIGH SCHOOLS

Summary grant expenditure information						
Budget Code	Description	Bethel High	Hampton High	Kecoughtan High	Phoebus High	Total
1000	Personnel	\$143,630.46	\$119,435.16	\$138,973.71	\$162,921.70	\$564,961.03
2000	Employee Benefits	\$49,491.45	\$36,330.27	\$42,461.50	\$47,956.76	\$176,239.98
3000	Purchased Services	\$31,892.95	\$22,003.31	\$2,050.00	\$14,538.21	\$70,484.47
4000	Internal Services	\$2,955.53	\$3,777.16	\$7,144.53	\$3,332.53	\$17,209.75
5000	Other					0
6000	Materials Supplies	\$6,182.21	\$5,365.83	\$4,169.35	\$6,277.15	\$21,994.54
Total		\$234,152.60	\$186,911.73	\$194,799.09	\$235,026.35	\$850,889.77

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BETHEL HIGH SCHOOL - DETAILED EXPENDITURE REPORT

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program			
BETHEL HIGH SCHOOL Start-up - 27.31% Local Match			
Salaries and Wages 1000 - Entries should identify project staff positions, and the total amount charged to the project.		Source of Funds	
Names of Individuals	Project Role	State	Local
Jen Oliver	Business Integration Coordinator	\$21,090.94	\$0.00
Miya Sumpter	EEL School Coordinator	\$82,637.02	\$0.00
Temp Teachers and other employees	PBL & CBL Curriculum Writer		\$0.00
	Program Implementers	\$39,902.50	\$0.00
Dr. Raymind Haynes	Key Division Leader	\$0.00	\$2,866.00
Veronica Hurd	Key Division Leader for AoH and EEL	\$0.00	\$9,538.00
Amaris Rice	Academy Coach	\$0.00	\$23,152.00
AoH Admin Support	Leadership-academy connected alignment	\$0.00	\$2,642.00
Debbie Russell	Grant reporting and support	\$0.00	\$10,612.00
Total Salaries and Wages 1000		\$143,630.46	\$48,810.00
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.		Source of Funds	
Names of Individuals		State	Local
Benefits for all employees used as match - actual or estimated at 26.65%		\$0.00	\$10,320.60
Part time Employee FICA (7.65%)		\$10,346.21	\$811.55
Virginia Retirement - Miya Sumpter & Jan Oliver		\$13,219.68	\$0.00
VRS Hybrid - Miya Sumpter & Jan Oliver		\$3,359.28	\$0.00
VRS Health Credit Miya Sumpter & Jen Oliver		\$1,206.96	\$0.00
Health Insurance Subsidy Miya Sumpter & Jen Oliver		\$19,976.20	\$0.00
VRS Life Insurance Subsidy Miya Sumpter & Jen Oliver		\$1,336.56	\$0.00
Disability Insurance Subsidy Miya Sumpter & Jen Oliver		\$46.56	\$0.00
Total Employee Benefits 2000		\$49,491.45	\$11,132.15
Contractual Services 3000 - Contractual services other than contract or consultant staff costs should be listed here.		Source of Funds	
Description (please provide detailed cost calculations)		State	Local
Professional Services - speakers, AV & equipment rental, logistical support		\$12,767.95	\$25,759.00
Prepaid travel expenses		\$19,125.00	

FY 2023 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

Total Contractual Services 3000	\$31,892.95	\$25,759.00
Internal services 4000 - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Internal Transportation Services - yellow bus	\$2,913.28	\$6,250.00
Internal Printing Services	\$42.25	\$1,000.00
Total Internal Services 4000	\$2,955.53	\$7,250.00
Travel 5000 - Transportation, lodging, meals, and other travel expenses of project staff and consultants should be listed. Please include a statement that state travel regulations were followed and that travel was directly related to project activities.	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
	\$0.00	\$0.00
Total Travel 5000	\$0.00	\$0.00
Materials and Supplies 6000 - List all supplies, materials, and services charged to the project. This includes: office supplies; educational materials; books and audiovisual materials; communications (postage, local and long-distance telephone charges, etc.); printing, publication, and photocopying services; and computer services.	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Food Costs	\$1,546.48	\$0.00
Instructional Supplies	\$1,729.16	\$13,400.00
Testing/Monitoring Supplies	\$800.00	\$0.00
Program Supplies	\$2,043.17	\$41,690.00
Non Capitalized Assets	\$63.40	\$8,116.00
Total Materials and Supplies 6000	\$6,182.21	\$63,206.00
TOTAL EXPENDITURES	\$234,152.60	\$156,157.15

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START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

HAMPTON HIGH SCHOOL - - DETAILED EXPENDITURE REPORT

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program			
HAMPTON HIGH SCHOOL Start-up - 27.31% Local Match			
Salaries and Wages 1000 - Entries should identify project staff positions, and the total amount charged to the project.		Source of Funds	
Names of Individuals	Project Role	State	Local
Jen Oliver	Business Integration Coordinator	\$74,495.98	\$0.00
Kimberly Sanders	EEL School Coordinator	\$21,091.68	\$0.00
Temp Teachers and other employees	PBL & CBL Curriculum Writer. Program Implementers	\$23,847.50	\$0.00
Dr. Raymond Haynes	Key Division Leader	\$0.00	\$2,866.00
Veronica Hurd	Key Division Leader for AoH and EEL	\$0.00	\$9,538.00
Christina Kerby	Academy Coach	\$0.00	\$24,286.00
Freshman Academy	Leadership-academy connected alignment	\$0.00	\$2,642.00
Debbie Russell	Grant reporting and support	\$0.00	\$10,612.00
Total Salaries and Wages 1000		\$119,435.16	\$49,944.00
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.		Source of Funds	
Names of Individuals		State	Local
Benefits for all employees used as match - actual or estimated at 26.65%		\$0.00	\$10,571.40
Part time Employee FICA (7.65%)		\$8,915.31	\$811.55
VRS Hybrid - Kim Sanders & Jan Oliver		\$15,226.32	\$0.00
VRS Health Credit - Kim Sanders & Jen Oliver		\$1,108.56	\$0.00
Health Insurance Subsidy - Kim Sanders & Jen Oliver		\$9,642.00	\$0.00
VRS Life Insurance Subsidy - Kim Sanders & Jen Oliver		\$1,227.60	\$0.00
Disability Insurance Subsidy - Kim Sanders & Jen Oliver		\$210.48	\$0.00
Total Employee Benefits 2000		\$36,330.27	\$11,382.95
Contractual Services 3000 - Contractual services other than contract or consultant staff costs should be listed here.		Source of Funds	
Description (please provide detailed cost calculations)		State	Local
Professional Services - speakers, AV & equipment rental, logistical support		\$0.00	\$25,759.00
Prepaid travel expenses		\$22,003.31	\$0.00
Total Contractual Services 3000		\$22,003.31	\$25,759.00

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START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

<p>Internal services 4000 - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.</p>	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Internal Transportation Services - yellow bus	\$3,721.28	\$6,250.00
Internal Printing Services	\$55.88	\$1,000.00
Total Internal Services 4000	\$3,777.16	\$7,250.00
<p>Travel 5000 - Transportation, lodging, meals, and other travel expenses of project staff and consultants should be listed. Please include a statement that state travel regulations were followed and that travel was directly related to project activities.</p>	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
	\$0.00	\$0.00
Total Travel 5000	\$0.00	\$0.00
<p>Materials and Supplies 6000 - List all supplies, materials, and services charged to the project. This includes: office supplies; educational materials; books and audiovisual materials; communications (postage, local and long-distance telephone charges, etc.); printing, publication, and photocopying services; and computer services.</p>	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Food Costs	\$933.97	\$0.00
Instructional Supplies	\$1,766.36	\$13,400.00
Testing/Monitoring Supplies	\$800.00	\$0.00
Program Supplies	\$1,802.10	\$41,690.00
Non Capitalized Assets	\$63.40	\$8,116.00
Total Materials and Supplies 6000	\$5,365.83	\$63,206.00
TOTAL EXPENDITURES	\$186,911.73	\$157,541.95

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START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

KECOUGHTAN HIGH SCHOOL - - DETAILED EXPENDITURE REPORT

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program			
KECOUGHTAN HIGH SCHOOL Start-up - 27.31% Local Match			
Salaries and Wages 1000 - Entries should identify project staff positions, and the total amount charged to the project.		Source of Funds	
Names of Individuals	Project Role	State	Local
Jen Oliver	Business Integration Coordinator	\$21,091.68	\$0.00
Sharnya Smith	EEL School Coordinator	\$82,637.03	\$0.00
Temp Teachers and other employees	PBL & CBL Curriculum Writer. Program Implementers	\$35,245.00	\$0.00
Dr. Raymond Haynes	Key Division Leader	\$0.00	\$2,866.00
Veronica Hurd	Key Division Leader for AoH and EEL	\$0.00	\$9,538.00
Christina Kerby	Academy Coach	\$0.00	\$22,688.00
Freshman Academy	Leadership-academy connected alignment	\$0.00	\$2,642.00
Debbie Russell	Grant reporting and support	\$0.00	\$10,612.00
Total Salaries and Wages 1000		\$138,973.71,	\$48,346.00
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.		Source of Funds	
Names of Individuals		State	Local
Benefits for all employees used as match - actual or estimated at 26.65%			\$10,195.06
Part time Employee FICA (7.65%)		\$10,380.02	\$811.55
Virginia Retirement - Sharnya Smith & Jan Oliver		\$13,219.68	\$0.00
VRS Hybrid - Sharnya Smith & Jan Oliver		\$3,359.28	\$0.00
VRS Health Credit - Sharnya Smith & Jan Oliver		\$1,206.96	\$0.00
Health Insurance Subsidy - Sharnya Smith & Jan Oliver		\$12,912.20	\$0.00
VRS Life Insurance Subsidy - Sharnya Smith & Jan Oliver		\$1,336.80	\$0.00
Disability Insurance Subsidy - Sharnya Smith & Jan Oliver		\$46.56	\$0.00
Total Employee Benefits 2000		\$42,461.50	\$11,006.61
Contractual Services 3000 - Contractual services other than contract or consultant staff costs should be listed here.			
Description (please provide detailed cost calculations)		State	Local
Professional Services - speakers, AV & equipment rental, logistical support			\$25,759.00
Prepaid travel expenses		\$22,003.31	\$0.00
Total Contractual Services 3000		\$22,003.31	\$25,759.00

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START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

Internal services 4000 - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Internal Transportation Services - yellow bus	\$3,721.28	\$6,250.00
Internal Printing Services	\$55.88	\$1,000.00
Total Internal Services 4000	\$3,777.16	\$7,250.00
Travel 5000 - Transportation, lodging, meals, and other travel expenses of project staff and consultants should be listed. Please include a statement that state travel regulations were followed and that travel was directly related to project activities.	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
	\$0.00	\$0.00
Total Travel 5000	\$0.00	\$0.00
Materials and Supplies 6000 - List all supplies, materials, and services charged to the project. This includes: office supplies; educational materials; books and audiovisual materials; communications (postage, local and long-distance telephone charges, etc.); printing, publication, and photocopying services; and computer services.	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Food Costs	\$933.97	\$0.00
Instructional Supplies	\$1,766.36	\$13,400.00
Testing/Monitoring Supplies	\$800.00	\$0.00
Program Supplies	\$1,802.10	\$41,690.00
Non Capitalized Assets	\$63.40	\$8,116.00
Total Materials and Supplies 6000	\$5,365.83	\$63,206.00
TOTAL EXPENDITURES	\$186,911.73	\$157,541.95

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START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

PHOEBUS HIGH SCHOOL - - DETAILED EXPENDITURE REPORT

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program			
PHOEBUS HIGH SCHOOL Start-up - 27.31% Local Match			
Salaries and Wages 1000 - Entries should identify project staff positions, and the total amount charged to the project.		Source of Funds	
Names of Individuals	Project Role	State	Local
Jen Oliver	Business Integration Coordinator	\$21,091.68	\$0.00
Albertina Jackson	EEL School Coordinator	\$91,475.02	\$0.00
Temp Teachers and other employees	PBL & CBL Curriculum Writer. Program Implementers	\$50,355.00	\$0.00
Dr. Raymond Haynes	Key Division Leader	\$0.00	\$2,866.00
Veronica Hurd	Key Division Leader for AoH and EEL	\$0.00	\$9,538.00
Christina Kerby	Academy Coach	\$0.00	\$23,921.00
Freshman Academy	Leadership-academy connected alignment	\$0.00	\$2,642.00
Debbie Russell	Grant reporting and support	\$0.00	\$10,612.00
Total Salaries and Wages 1000		\$162,921.70	\$49,579.00
Employee Benefits 2000 - Please list the amount of employee benefits charged to the project.		Source of Funds	
Names of Individuals		State	Local
Benefits for all employees used as match - actual or estimated at 26.65%		\$0.00	\$10,225.70
Part time Employee FICA (7.65%)		\$12,170.52	\$811.55
Virginia Retirement - Albertina Jackson & Jan Oliver		\$14,688.48	\$0.00
VRS Hybrid - Albertina Jackson & Jan Oliver		\$3,359.28	\$0.00
VRS Health Credit - Albertina Jackson & Jan Oliver		\$1,314.00	\$0.00
Health Insurance Subsidy - Albertina Jackson & Jan Oliver		\$14,922.80	\$0.00
VRS Life Insurance Subsidy - Albertina Jackson & Jan Oliver		\$1,455.12	\$0.00
Disability Insurance Subsidy - Albertina Jackson & Jan Oliver		\$46.56	\$0.00
Total Employee Benefits 2000		\$47,956.76	\$11,037.25
Contractual Services 3000 - Contractual services other than contract or consultant staff costs should be listed here.			
Description (please provide detailed cost calculations)		State	Local
Professional Services - speakers, AV & equipment rental, logistical support		\$0.00	\$25,759.00
Prepaid travel expenses		\$22,003.31	\$0.00
Total Contractual Services 3000		\$22,003.31	\$25,759.00

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START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

Internal services 4000 - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Internal Transportation Services - yellow bus	\$3,721.28	\$6,250.00
Internal Printing Services	\$55.88	\$1,000.00
Total Internal Services 4000	\$3,777.16	\$7,250.00
Travel 5000 - Transportation, lodging, meals, and other travel expenses of project staff and consultants should be listed. Please include a statement that state travel regulations were followed and that travel was directly related to project activities.	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
	\$0.00	\$0.00
Total Travel 5000	\$0.00	\$0.00
Materials and Supplies 6000 - List all supplies, materials, and services charged to the project. This includes: office supplies; educational materials; books and audiovisual materials; communications (postage, local and long-distance telephone charges, etc.); printing, publication, and photocopying services; and computer services.	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Food Costs	\$933.97	\$0.00
Instructional Supplies	\$1,766.36	\$13,400.00
Testing/Monitoring Supplies	\$800.00	\$0.00
Program Supplies	\$1,802.10	\$41,690.00
Non Capitalized Assets	\$63.40	\$8,116.00
Total Materials and Supplies 6000	\$5,365.83	\$63,206.00
TOTAL EXPENDITURES	\$186,911.73	\$157,541.95

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START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

APPENDICES

APPENDIX A - HCS WORK-BASED LEARNING CONTINUUM

APPENDIX B - POWERFUL PARTNERSHIPS

APPENDIX C - PORTRAIT OF A HAMPTON GRADUATE

APPENDIX D - CAREER CONTENDERS - DETAILED PLAN

APPENDIX E - PROFESSIONAL DEVELOPMENT OPPORTUNITIES

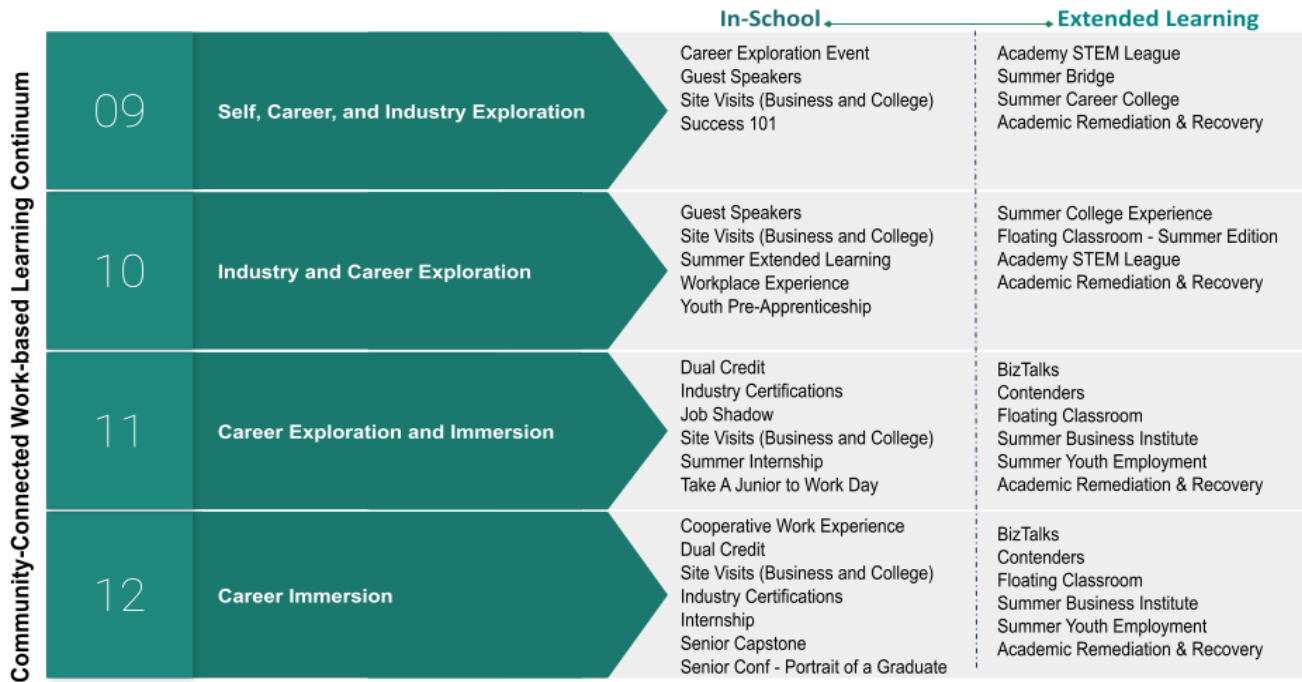
APPENDIX F - HIGH SCHOOL "RISK LIST"

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APPENDIX A - HCS WORK-BASED LEARNING CONTINUUM

High School Work-based Learning Continuum



WBL - Key Definitions

Self Awareness	Self Awareness is the ability to recognize my own thoughts, feelings, and actions. I can think about how I am feeling and why I am feeling that way. I can think about my behavior and how it affects others. I know my own strengths and how I can build upon them to accomplish my goals and help others.
Community Awareness	Community Awareness is understanding the world around us and having compassion for all people who live in it. It involves being informed about historical and community issues, being respectful of others, and working together to make our community a better place.
Career Awareness	Career Awareness is learning why and how we work. It involves discovering and understanding the different types of jobs and careers that exist - and will exist - in the world and exploring my interests and talents to help me make informed choices about future work.
Self and Community Exploration	Self and Community Exploration allows students to learn about themselves and their impact on our community while deepening their understanding of the history of our community and the influence of the community on them.

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Self and Community Impact	Self and Community Impact allow students to learn more about the needs of their community and their influence toward addressing those needs to move themselves and their community forward
Self and Community Transition	Self and Community Transition allows students to identify their goals for high school, think about what they want to achieve beyond high school, and how they can contribute to the success of the community.
Self, Career, and Industry Exploration	Self, Career, and Industry Exploration allows students to explore and identify their personal and professional aspirations with career and industry opportunities.
Industry and Career Exploration	Industry and Career Exploration allows students to explore and identify their personal and professional aspirations through a college and career lens of interest.
Career Exploration and Immersion	Career Exploration and Immersion allows students to understand and develop the skills to reach their personal and career goals within my college and career academy.
Career Immersion	Career Immersion allows students to identify and develop the skills and knowledge necessary to succeed in their chosen field while developing a plan to achieve and succeed through their desired career goals.

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APPENDIX B - POWERFUL PARTNERSHIPS

AoH Steering Committee

Co-Chairs

Mary Bunting - CITY OF HAMPTON
Dr. Jeffery Smith - HAMPTON CITY SCHOOLS

COMMITTEE MEMBERS

Shawn Avery - HAMPTON ROADS WORKFORCE COUNCIL
Dr. Towuanna Porter Brannon - VIRGINIA PENINSULA COMMUNITY COLLEGE (VPCC)
Dr. John Caggiano - HAMPTON CITY SCHOOLS
Ann Cherry. - HAMPTON SCHOOL BOARD
Kirkpatrick Kapua Conley - SENTARA HEALTHCARE
Jack Ezzell. - ZEL TECHNOLOGIES, LLC
Joe Frommelt. - VIRGINIA SHIP REPAIR ASSOCIATION
Greg Garrett - GARRETT REALTY PARTNERS
Kasia Grezelkowski - VERSABILITY RESOURCES
Dr. Robert McKenna - VIRGINIA PENINSULA CHAMBER OF COMMERCE
Mike Monteith - PENINSULA COMMUNITY FOUNDATION
Dr. John Olson - ECPI UNIVERSITY
Dr. Kerry Ragno - VIRGINIA PENINSULA COMMUNITY COLLEGE (VPCC)

Organizations Represented

City of Hampton is an independent city in the Commonwealth of Virginia providing municipal services to over 137,000 citizens.

ECPI University's Newport News' Campus is a private, for-profit educational institution providing undergraduate- and graduate-level education in an accelerated format.

Garrett Realty Partners is a forward-looking, market leading real estate firm in Hampton Roads, Virginia.

Hampton City Schools is a public school division providing rigorous academic experiences and comprehensive work based learning opportunities to approximately 20,000 PreK-12 grade students.

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Hampton Roads Workforce Council is a regional organization advocating for a comprehensive approach to workforce development, endeavoring to solidify relationships between key stakeholders - employers, economic developers, training providers, and employees.

Hampton School Board, the school district's policy making body composed of seven elected officials, promotes excellence in public education and operates within the framework of Virginia Board of Education regulations to establish guidelines that ensure the proper administration of HCS programs.

Sentara CarePlex Hospital is a technologically advanced health care facility featuring the area's first dedicated orthopedic hospital.

VersAbility Resources partners with businesses from Hampton Roads to Hawaii to provide jobs for people with disabilities as well as a full range of services.

Virginia Peninsula Chamber of Commerce is an organization of business owners and entrepreneurs who promote the interests of their local business and facilitate the solution of business related community issues through collaboration and facilitation by bringing solution-oriented resources together.

Virginia Peninsula Community College is one of Virginia's Community Colleges, primarily serving the cities of Hampton, Newport News, Poquoson and Williamsburg, and the counties of James City and York.

Peninsula Community Foundation's strategic initiatives are dedicated to helping citizens, government and businesses imagine a better, stronger, more prosperous way of life on the Virginia Peninsula.

Virginia Ship Repair Association is a regional trade association representing companies engaged in, or supporting, the ship repair industry.

Zel Technologies, LLC (ZELTECH) is one of the nation's premier professional services and engineering firms.

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2022 My Future My Journey

ACADEMY OF ARCHITECTURE, ENVIRONMENT & ENGINEERING	HIGH SIERRA POOLS
ACADEMY OF CYBERSECURITY, ENGINEERING, AND ROBOTICS	HOLLOWAY EXPERIENCE REAL ESTATE
ACADEMY OF DIGITAL VIDEO PRODUCTION	HUDSON + ASSOCIATES ARCHITECTS
ACADEMY OF ENTREPRENEURSHIP & INFORMATION DESIGN	HUNTINGTON INGALLS
ACADEMY OF HEALTH, HUMAN AND FINANCIAL SERVICES	INSPIRE IT
ACADEMY OF HOSPITALITY AND TOURISM	INTERNATIONAL BACCALAUREATE®
ACADEMY OF LAW & PUBLIC SAFETY	J. SMITH MCDONALD'S
ACADEMY OF MEDIA ARTS & DESIGN	LEGACY SCHOOL & CAREER APPAREL, LLC
ACADEMY OF TEACHING, EDUCATION & LEARNING	LIBERTY UNIVERSITY
ACADEMY OF TECHNOLOGY AND ENGINEERING	MAHOGANY PROJEK, LLC
ALLIED RESEARCH TECHNOLOGY INC.	MARINERS' MUSEUM AND PARK
ALLSTATE INSURANCE- MIRIAN CASTRO-WYCHE AGENCY	MILLS MARINE SHIP REPAIR
AMAZINE AMAZON INC.	MINDSET LIFE COACHING LLC
AMERICAN SOCIETY OF NONDESTRUCTIVE TESTING (ASNT)	NEW HORIZONS CAREER & TECHNICAL EDUCATION CENTER
APPRENTICE SCHOOL	NEWPORT NEWS FIRE DEPARTMENT
ASSOCIATED GENERAL CONTRACTORS OF VIRGINIA AGCVA BUILD YOUR FUTURE VIRGINIA	NEWPORT NEWS FIRE DEPARTMENT
BARE BIKINI AND BROW BAR	NEWPORT NEWS SHIPBUILDING
BAYPORT CREDIT UNION	NEWPORT NEWS WATERWORKS
CITY ON MY CHEST	ODU COLLEGE OF HEALTH SCIENCES
CLASS101	OLD DOMINION UNIVERSITY
COLONNA'S SHIPYARD INC.	ON STAGE PERFORMING ARTS ACADEMY
DOMINION ENERGY	PENSKE TRUCK RENTAL
DUDLEY'S DRIVING CENTER INC.	POLISHED COSMETICS
ECMC THE COLLEGE PLACE	RIVERSIDE COLLEGE OF HEALTH CAREERS - RIVERSIDE HEALTH SERVICES
ESPECIALLY FOR YOU, LLC	ROGUE DUNGEON MASTERS
EVO INTERNATIONAL	SENTARA CAREPLEX HOSPITAL

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FAITH-WALK HAMPTON	SENTARA COLLEGE OF HEALTH
FAMILY RESTORATION SERVICE	SMITHFIELD FOODS
FLEX (FUTURE LEARNING EXPERIENCE)	TOGETHER WE CAN FOUNDATION
FOOD LION	TRANSPORTATION, ANALYTICS, INFORMATION & LOGISTICS ACADEMY
FOREVER MOORES BARBER LOUNGE	VERTEX PERFORMANCE LLC
FRUITION PUBLISHING CONCIERGE SERVICES	VIRGINIA ASSOCIATION OF SURVEYORS, PENINSULA CHAPTER
GOVERNOR'S HEALTH SCIENCE ACADEMY	VIRGINIA MODELING ANALYSIS & SIMULATION CENTER - ODU
HAMPTON CITY SCHOOLS - PEG TV	VIRGINIA PENINSULA COMMUNITY COLLEGE - ACADEMY OF THE COLLEGE EXPERIENCE
HAMPTON COMMONWEALTHS ATTORNEY	VIRGINIA PENINSULA COMMUNITY COLLEGE - STUDENT AFFAIRS
HAMPTON DEPARTMENT OF PUBLIC WORKS WASTE WATER DIVISION	VIRGINIA PENINSULA COMMUNITY COLLEGE - WTCE
HAMPTON ECONOMIC DEVELOPMENT/WORKONE	VIRGINIA PENINSULA COMMUNITY COLLEGE/ART & GRAPHIC DESIGN
HAMPTON FIRE AND RESCUE	VIRGINIA PORT AUTHORITY
HAMPTON HEALTHY FAMILIES/CITY OF HAMPTON	VIRGINIA SEAFOOD AGRICULTURAL RESEARCH AND EXTENSION CENTER
HAMPTON NEWPORT NEWS CSB	VIRGINIA SHIP REPAIR ASSOCIATION MARITIME ACADEMY AT HAMPTON HIGH SCHOOL
HAMPTON POLICE DIVISION	VIRGINIA WESLEYAN UNIVERSITY
HAMPTON ROADS EDUCATORS' CREDIT UNION	WARWICK MECHANICAL GROUP
HAMPTON ROADS WORKFORCE COUNCIL, NEXTGEN	WSKY TV - SKY4 TV
HAMPTON SHERIFF'S OFFICE	YOUTH SAILING VIRGINIA, INC.

2023 Senior Conference for the Portrait of a Graduate

EXHIBITORS

ADVANCED TECHNOLOGY INSTITUTE	HRSD - HAMPTON ROADS SANITATION DISTRICT
AIR FORCE RESERVE	INSPIRE IT
AMAZON	J. SMITH McDONALD'S
ARMY & AIR FORCE EXCHANGE - - VA	JOB CORPS FOREST SERVICE CENTERS/JACKSON PIERCE PUBLIC AFFAIRS
ASHER INSTITUTE OF HAMPTON	JOHNSON MARINE, LLC

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START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

ASM GLOBAL - HAMPTON ROADS CONVENTION CENTER	LIBERTY SOURCE PBC
AUTOBELL CAR WASH, INC.	LTD HOSPITALITY GROUP
AVERETT UNIVERSITY ABSN	MANPOWER
BOYS & GIRLS OF SOUTHEAST VA	MILLS MARINE & SHIP REPAIR LLC
BRYANT & STRATTON COLLEGE	NATIONAL UNIVERSITY
CHICK-FIL-A	OCEANEERING INTERNATIONAL INC.
CHICK-FIL-A COLISEUM DRIVE	PIEDMONT AIRLINES
CITY OF HAMPTON	REGENT UNIVERSITY
CITY OF HAMPTON - ECONOMIC DEVELOPMENT	RICHARD BLAND COLLEGE
CITY OF NEWPORT NEWS HUMAN RESOURCES	RIVERSIDE COLLEGE OF HEALTH CAREERS
CITY OF NEWPORT NEWS WATERWORKS DEPARTMENT	RIVERSIDE HEALTH SYSTEM
COMMONWEALTH SENIOR LIVING	SOUTH UNIVERSITY
CRAFT AND TECHNICAL SOLUTIONS, LLC	TE CONNECTIVITY
DANCE WORKS	THE CENTER FOR SEXUAL ASSAULT SURVIVORS
DOMINION ENERGY	THERMCOR INC.
ECMC - EDUCATIONAL CREDIT MANAGEMENT CORPORATION	TIDEWATER STAFFING
ECPI UNIVERSITY	TITAN DECKING
ELITE CULINARY STAFFING LLC	TITAN TALENT DEVELOPMENT, LLC.
<i>FOOD LION</i>	VA AIR NATIONAL GUARD
<i>HAMPTON ANIMAL CONTROL</i>	VENTURE DYNAMICXS
HAMPTON CITY SCHOOLS	VERSABILITY RESOURCES
HAMPTON POLICE DEPARTMENT	VINSON INSURANCE AND FINANCIAL SERVICES
HAMPTON PUBLIC WORKS	VIRGINIA BEACH POLICE DEPARTMENT
HAMPTON ROADS EDUCATORS' CREDIT UNION	VIRGINIA HEALTH SERVICES
<i>HAMPTON ROADS REGIONAL JAIL</i>	VIRGINIA PENINSULA COMMUNITY COLLEGE
HAMPTON SHERIFF'S OFFICE	VIRGINIA PEST MANAGEMENT ASSOCIATION / PEST MANAGE CAREER OPPORTUNITIES
HAMPTON VIRGINIA AQUAPLEX	WARWICK MECHANICAL GROUP & MINTON AND ROBERSON SHEETMETAL
HII/NEWPORT NEWS SHIPBUILDING	WESTERN TIDEWATER REGIONAL JAIL
HOLLOWAY EXPERIENCE REAL ESTATE	WESTMINSTER CANTERBURY ON CHESAPEAKE BAY
<i>HRCP - HUMAN RESOURCES CERTIFICATION PREPARATION</i>	YOUTH SAILING

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SENIOR CONFERENCE - POG		
ONSITE INTERVIEWS	MOCK INTERVIEWS	PRESENTATION
AIR FORCE RESERVE	ADVANCED INTEGRATED TECHNOLOGIES	AIR FORCE RESERVE - <i>MILITARY LIFE AND LONG-TERM BENEFITS</i>
ARMY - AIR FORCE EXCHANGE- VA	AIR FORCE RESERVE	CENTER FOR SEXUAL ASSAULT SURVIVORS - <i>TIPS FOR HEALTHY AND SAFE COLLEGE EXPERIENCE</i>
ASHER INSTITUTE OF HAMPTON	ASHER INSTITUTE OF HAMPTON	HAMPTON PUBLIC WORKS - <i>DRESS FOR THE JOB YOU WANT</i>
ASM GLOBAL -	AUTOBELL CAR WASH, INC.	
AUTOBELL CAR WASH, INC.	AVERETT UNIVERSITY ABSN	HURD, AOH GRADUATE AND CHRISTOPHER NEWPORT UNIVERSITY STUDENT - <i>SURVIVING THE 1ST SEMESTER OF COLLEGE</i>
BOYS & GIRLS OF SOUTHEAST VA	BOYS & GIRLS OF SOUTHEAST VA	RICHARD BLAND COLLEGE - <i>COLLEGE-BOUND TIPS AND MORE</i>
CHICK-FIL-A	BRYANT & STRATTON COLLEGE	STATE FARM - <i>TAKE ME TO THE BANK: BANK ACCOUNTS, CREDIT CARDS, AND LOANS</i>
ELITE CULINARY STAFFING LLC	ELITE CULINARY STAFFING LLC	
HAMPTON CITY SCHOOLS	HAMPTON PUBLIC WORKS	
HAMPTON VIRGINIA AQUAPLEX	HOLLOWAY EXPERIENCE REAL ESTATE	
HII/NEWPORT NEWS SHIPBUILDING	JOB CORPS FOREST SERVICE CENTERS	
JOB CORPS FOREST SERVICE CENTERS	MANPOWER	
RICHARD BLAND COLLEGE	PIEDMONT AIRLINES	
TE CONNECTIVITY	RICHARD BLAND COLLEGE	
THERMCOR INC.	THERMCOR INC.	
TIDEWATER STAFFING	TIDEWATER STAFFING	
TITAN DECKING	TITAN DECKING	
TITAN TALENT DEVELOPMENT, LLC.	TITAN TALENT DEVELOPMENT, LLC.	
WARWICK MECHANICAL GROUP & MINTON AND ROBERSON SHEETMETAL	VINSON INSURANCE AND FINANCIAL SERVICES	
WESTMINSTER CANTERBURY ON CHESAPEAKE BAY	VIRGINIA BEACH POLICE DEPARTMENT	
	VIRGINIA HEALTH SERVICES	
	VIRGINIA PENINSULA COMMUNITY COLLEGE	
	VIRGINIA PEST MANAGEMENT ASSOCIATION / PEST MANAGE CAREER OPPORTUNITIES	

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2022 Summer Youth Employment Program

311 CITIZENS CONTACT CENTER	JAMES T. WILSON FISHING PIER
BLUEBIRD GAP FARM	LITTLE ENGLAND CULTURAL CENTER
BUTTARCUPS CONSULTANTS , LLC	NATIONAL PARK SERVICE
CITIZENS UNITY COMMISSION	NORTH HAMPTON COMMUNITY CENTER
CITY OF HAMPTON- FORT MONROE	ODU PENINSULA CENTER
COMMUNITY KNIGHTS, INC	PARKS & RECREATION ATHLETICS
COREY JONES INSURANCE AGENCY	PARKS & REC THERAPEUTIC SERVICES
FAMILY AND FUN ENTERTAINMENT LLC	PARKS AND RECREATION ADMIN
FOX HILL NEIGHBORHOOD CENTER	PHOEBUS HIGH SCHOOL
HAMPTON HIGH SCHOOL	QUALITY OF LIFE COUNSELING
HAMPTON PUBLIC LIBRARY - MAIN	QUEENS CROWN BEAUTY SUPPLY
HAMPTON PUBLIC LIBRARY- NORTHAMPTON	RPS ENTERPRISES INC
HAMPTON ROADS INT'L MONTESSORI SCHOOL	WEST HAMPTON COMMUNITY CENTER
HAMPTON SHERIFF'S OFFICE	WILD CHILD SPA ENTERTAINMENT
HAMPTON VICTIM SERVICES	Y.H THOMAS COMMUNITY CENTER
HEALTHY FAMILIES - SCHOOL AGE PROGRAMS	YOUTH SAILING VIRGINIA, INC

2022-23 BizTalk - Entrepreneurship Series

HOLLYWOOD TO HAMPTON

TRENT GARRETT, TELEVISION STAR
JACOB YOUNG, EMMY-AWARD
WINNING ACTOR

TOMMY REAMON

ALL SMILEZ
ASHER INSTITUTE OF HAMPTON
CITY ON MY CHEST
HEAVENLY HAIR BOUTIQUE
IHALO
JUNKY GLAM LLC
KISS MY DENIM
KOILED MAGNOLIAS LLC
SAY CHEESE
SHAY'S EARRINGS AND
ACCESSORIES

ONEFITNESS

BREATH EZ FITNESS STUDIOS
CHARI ONE FITNESS
HAMPTON ECONOMIC DEVELOPMENT
NEWMAN FITNESS
PHIL 4 U
RECHARGE MIND, BODY AND SOUL
VERTEX PERFORMANCE
YMCA

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Floating Classroom

2022-2023 Leadership Team

FLYING CLASSROOM	Captain Barrington Irving, CEO
STEERING COMMITTEE	Mary Bunting, City Manager, Hampton Virginia Dr. Jeffery Smith, Superintendent, HCS
HUNTINGTON INGALLS - NEWPORT NEWS SHIPBUILDING	Gary Artybridge, Manager of Corporate Citizenship & K-12 Education Partnerships at Newport News Shipbuilding
HAMPTON CITY SCHOOLS LEADERSHIP	Dr. John Caggiano, Deputy Superintendent - Curriculum, Instruction, and Assessment Dr. Raymond Haynes, Executive Director of Secondary School Leadership Kellie Goral, Executive Director of Public Relations and Marketing
DIVISION LEADERSHIP	Veronica Hurd, Director of the Academies of Hampton Seth Black, Director of Career and Technical Education Craig Freeman, Education Specialist Betsey McAllister, STEM Teacher Specialist Sharon Dixon, AoH Project Support Debbie Russell, AoH Project Support and Grant Writer
EXECUTIVE PRINCIPALS	Tanya Howard, Academy Principal of Media Arts and Design and Transportation, Analytics, Information, and Logistics Rashaad Pitt, Academy Principal of the Maritime Academy Sharon Graham, Academy Principal of Architectural, Environment, and Engineering Haneef Majied, Academy Principal of Hospitality and Tourism
BUILDING LEVEL	Academy Coaches, Extended Learning Coordinators, and Challenge Lead Teachers

2022-2023 Field Experience Partners

AMERICAN ROVER	U.S. COAST GUARD (USCG)
FORT MONROE	VIRGINIA INSTITUTE OF MARINE SCIENCE (VIMS)
MARINERS MUSEUM	VIRGINIA ZOO

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HOLLYWOOD TO HAMPTON

Giving Hampton students access to some of Hollywood's brightest minds, right here in their own backyard.

PARTNER	IMPACT
TRENT GARRETT	Actor, known from Disney's "Andi Mack" and ABC's "Splitting UP Together"
JACOB YOUNG	Longtime soap oper star best known for roles on "All My Children," "General Hospital," and "The Bold and the Beautiful"
NEXT GENERATION STORYTELLERS	Founded by Garrett and Young, facilitated the 24-week virtual and in-person curriculum on filmmaking
ROY WAGNER	World-renowned cinematographer and two-time Emmy award winning director of photography, known for his work on film productions such as "A Nightmare on Elm Street 3" and "Nick of Time" to "House," and "Burn Notice."
MICK STRAWB	Special effects production designer on productions such as "Nightmare on Elm Street 4" and the 1994 "Fantastic Four"
MARK ROZZANO	Associate producer of Broadway's "Beauty and the Beast," and special effects production design Mick Strawn, who's worked on "Boogie Nights," "Blade" and "Buffy the Vampire Slayer"
MERCEDES WILLIAMSON	Assistant director for "Midsommar" and known for known for Hereditary and Wind River
FORT MONROE	Donated their facilities for filming and other production work
VIRGINIA FILM COMMISSION	Provided sponsorships and will help run the film festival from September 29-October 1 at the American Theatre in Phoebus.
HAWK ANAMORPHIC	Camera equipment sponsor
SONY RED	Digital cinema camera and modular camera system equipment sponsor
BLACK MAGIC	Audio visual equipment and hardware sponsor

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APPENDIX C - PORTRAIT OF A HAMPTON GRADUATE

— PORTRAIT OF A —
HAMPTON GRADUATE
Prepared for success in careers, lifelong learning, and life





ACCOMPLISHMENTS

- Academically prepared with a diploma that verifies postsecondary readiness
- College credit, a nationally-recognized professional certification, or both
- Two-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

— PORTRAIT OF A —
HAMPTON GRADUATE
Prepared for success in careers, lifelong learning, and life





Diploma



Professional Portfolio



College Credit



Virtual Class



Career Certification



College-Ready PSAT Scores

CONTENT KNOWLEDGE

Achieves and applies appropriate academic and career-focused knowledge

CAREER & LIFE SKILLS

Integrates and applies classroom knowledge to navigate the real world

POSITIVE SENSE OF SELF & PURPOSE

Demonstrates mindfulness of self, others, and personal journey

COMMUNICATION, COLLABORATION, & LEADERSHIP

Builds connections and works with individuals and diverse communities



Internship



www.hampton.k12.us



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APPENDIX D - CAREER CONTENDERS - DETAILED PLAN

Career Contenders - division wide experience

Executive Summary

With the goal of preparing students for the globally competitive workforce of the 21st century, Career Contenders affords students the opportunities to create and problem solve in a real-world environment that brings forth social and personal skills, relevance, and interest. With the goal of moving beyond theory to practice, Career Contenders immerses students in a space and place where they can experience the situation first hand and in real time. The learning experiences are grounded in creative spaces, they connect to the community, and they provide opportunities in which everyone learns from one another. Career Contenders engages students in current events and experiences that resonate with and impact our local and regional community.

Career Contenders is unique from most extended learning opportunities in that it brings students together, from across the division and across grade levels 9-12, in hands-on experiences. Working as a team, students take full ownership in analyzing and evaluating situations and/or problems, defining the direction of their work, and using design thinking to solve problems, address community needs, and make an impact. Working in a real world environment lets students better understand the problems or situations, reflect on their experience(s), incorporate new information into their preexisting understandings, and come up with more accurate solutions and/or develop new ways to look at things. Students learn to pivot from their original ideas and solutions as they discover new information or gain new perspectives. From planning to implementation, students are mentored by industry professionals who also monitor and celebrate progress. After applying their knowledge to find solutions to complex problems, students present their findings and/or showcase their product to the greater community.

Students engaged in Career Contender design, build, market, and complete community challenges. The yearlong experiences deepen student knowledge and understanding, facilitate the acquisition of complex skill sets, and engage students in projects that allow them to dream big, go outside their comfort zone, and accomplish things they did not think possible. The cutting- edge experiences increase the relevancy of the content and conceptual understandings while also igniting learning, creativity, and innovation. Students get students excited about their learning as they achieve extraordinary results that impact them and the community.

Goals

Floating Classroom

1. Provide opportunities to engage students in authentic STEM lessons and activities to help build upon interest and creativity.
2. Allow for a deeper drive into new and existing skills in communication, teamwork, leadership, critical thinking, and problem-solving.
3. Promote social, emotional, and physical development and reinforce independent learning.

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Hollywood to Hampton

1. Broaden students awareness of the various career opportunities in the film industry
2. Promote student career readiness through hands-on applications of relevant skills specific to areas of interest and aligns with the career quadrants
3. Identify at least one connection between their coursework and the experience
4. Build confidence in presenting their qualifications and skill sets for future business or postsecondary opportunities

Objective(s)

Floating Classroom - Summer 2022

- Achieve 100% pass rate for Boating License of students participating 80% of the time allotted for the Floating Classroom - Summer Edition.
- Students will understand the anatomy of a squid and successfully dissect a squid
- Students will understand the meaning and effect of red tide
- Students will analyzed the science of jellyfish and be able to describe how they have helped humanity
- Students will learn how to make and follow navigational maps and demonstrate their understanding by drawing a map of a room
- Students will be able to read a map and compass and use those skills to follow a map and find the "treasure" after successfully completing a hike
- Students will master boat basics and describe the boating environment and participate in sailing a boat
- Students will design and build their own boat, which will be presented to industry partners and 'field' tested.

Floating Classroom - Spring 2023 (4 career cluster opportunities for student engagement)

- Acquisition - students will research various vessels to determine the best value for the STEM+ Lab and complete a business proposal to acquire a suitable vessel
- STEM+ - students will explore aquaponic systems, food waste intervention, and invasive species prevention and develop a sustainable farming practice for the local area based on data collection
- Restoration/Construction - students will prepare for demolition, replacement and installation of mechanical and interior fixtures and develop technical strategies for the installation of the engine, electrical systems, and interior fixtures.
- Media - students will develop filming, interviewing, and editing skills for the purpose of establishing routes for media platforms and outlets.

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Hollywood to Hampton

- At least 70% of students enrolled in virtual classes and in the project indicated on the post-survey that they have increased awareness of the various career opportunities in the film industry.
- At least 70% of students that attended at least 2 sessions of virtual or in-person experiences indicated on the post-survey that they have increased career readiness through hands-on applications of relevant skills specific to areas of interest.
- At least 80% of students that attended virtual or in-person experiences are able to identify one connection between their coursework and the experience.
- At least 50% of the students that attended virtual or in-person experiences towards completion of the short-film will complete the post event survey.
- At least 85% of the students that participated in the short-film competition will complete the post event survey and will indicate the overall experience no less than a 4 on a scale of 1-5 on the post survey.

Strategies

Career Contenders Project 1: Floating Classroom

HCS has partnered with the Flying Classroom⁴ and launched the Floating Classroom, as the first division-wide Career Contender program. It brings together students to do ongoing research in work that aligns with our community's coastal resiliency and environmental protection strategic priorities. Resilient Hampton is a City Council strategic priority. Rather than fighting water, the aim is to create a safe, sustainable future alongside our water resources. By "living with water" we strive to integrate flood risk mitigation, engineering, spatial planning, urban design, environmental goals, community amenities, and economic development. Instead of figuring out how to "engineer" water away, we allow the water to be an integral part of our community [Waggoner & Ball].

In support of Resilient Hampton, students are transforming a houseboat to build the FLOATING Classroom, an innovative STEM + learning lab. A private donor acquired and donated to HCS a houseboat to remodel and retrofit in order to create a FLOATING CLASSROOM that will benefit our PreK-12 students for years to come. The boat has been relocated from the Gulf of Mexico to The Docks at Downtown Hampton, within walking distance of Virginia Air and Space Center, Virginia Seafood Agricultural Research and Extension Center, and the Hampton History Museum.

In this student-driven, teacher-facilitated, and business-partner supported challenge, students are creating, designing, performing demos, and building a floating classroom. The culminating event will be the launching of a Gibson houseboat converted into a STEM+Lab research center.

Activity Detail - The Floating Classroom - Summer 2022 programs, in collaboration with local business partners and Flying Classroom, provided students dynamic and engaging activities. Through 10 virtual lessons students studied the effect of the Red Tide and

⁴ Flying Classroom is internationally known for bringing an integrative STEM+ supplemental curriculum that builds student knowledge about the STEM+ content through integrative academic activities that focus on math, science, literacy, social studies, and other subjects.

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simulated how Red Tide works. Students went on a virtual expedition with Capt. Irving swam with jellyfish and then they analyzed the science of jellyfish and why they are considered indicator species within the ecosystem. Students dissecting a squid, breaking down each and every part. They learned about hydrodynamics and buoyancy and how to build and test a radio-controlled boat.

Along with the 10 virtual sessions hosted by the Flying Classroom, local partners supported field experiences and hands-on and project-based learning opportunities related to sustainable waterways and boating safety. Students investigated sustainable options for keeping local waterways clean and safe. They also participated in boating safety education instruction and experiences that prepared them to pass the test to acquire a boating license. To assist students in their learning, aligned field experiences included the following activities supported by local partners::

- Virginia Zoo to learn about and developing an appreciation for wildlife and the habitats that they live in;
- U.S. Coast Guard (USCG) to visit three USCG stations to understand the process for keeping waterways safe, boater safety, and explore career opportunities
- Mariners Museum to understand the impact of water quality on humans throughout the Chesapeake Bay watershed and how it affects the freshwater environments within the macroinvertebrate communities;
- Fort Monroe to research the ecosystem effect on different types of species in our waterways;
- Fort Monroe to master skills required to meet the boating safety education requirement to obtain The Lifetime Virginia Boating Safety Education Card; and
- American Rover to learn to sail, hearing about the history of ships and sailing, and taking a turn at the helm of a vessel (boat) while the captain discusses the tools they use to navigate.

The combination of dynamic virtual experiences and in-person opportunities engaged students in explorations and innovative learning, which allowed instructors to reveal the world of STEM+ to the next generation.

Activity Detail - The Floating Classroom - Spring 2023 programs engaged students in the efforts required to secure the houseboat and its permanent docking location in Hampton; creating business, marketing and communications plans; and demo and rebuild the boat within legal requirements, codes and compliance, budgeting, etc. Students primarily worked within a specific career cluster: Acquisition, STEM+, Restoration/Construction, and Media.

The instructional component and hands-on experiences shifted to the initial phases of transforming the houseboat into a STEM + learning laboratory. Lessons included introduction to maritime business, mastering the maritime markets, corrosion intervention, and relocation. They participated in a virtual excursion to the Orbis Flying Eye Hospital. Students also participated in field experiences facilitated by the same partners as the summer 2022 program.

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Career Contenders Project 2: Hollywood to Hampton

The film industry is a thriving and dynamic sector that has continued to evolve and adapt over the years. From the earliest days of silent films to the modern era of streaming and on-demand entertainment, the film industry has consistently pushed the boundaries of what is possible, both in terms of storytelling and technology. While the film industry does indeed align with entertainment, there is a critical shortage of young professionals within the industry that have the technical, creative, and trade skills to fully staff cast and set positions.

Because of this critical need in the film industry, Trent Garrett and Jacob Young of Next Generation Learning, both highly successful working actors and producers created a short-film competition among HCS' four high schools. This intensive, yearlong program Weekly virtual classes and after-school extended learning experiences were held for the duration of the academic year and distributed among 25 weeks.

This intensive year long experience brought together students interested in filmmaking, professional guest filmmakers, and faculty produce, shoot and edit a film together in a realistic environments. Students worked with career professionals and faculty to vision and frame film ideas, write scripts, build sets, design and make costumes, and ultimately film their short films. With access to tools of the trade and working closely with industry mentors, students got a glimpse of what it like to do the work and work within a professional setting while having a safety net knowing that if they made a mistake all would be okay.

Activity Detail - Hollywood to Hampton - Over the course of 25 weeks students were able to explore careers in the film industry. Through their experiences, students were introduced to film artistry and production and learned that each film is an artistic, creative, and collaborative process pursued by trained professionals. They attended weekly virtual classes with entertainment industry professionals and after-school extended learning experiences supported by local professionals. Virtual sessions introduced students to screenwriting, production, directing and cinematography, marketing and publicity, hospitality, transportation, budgeting and finance, acting, and casting. After school sessions allowed students to participate in hands-on learning experiences aligned with the weekly topic session.

The combination of virtual and extended learning experiences introduced students to artistic and academic approaches to film and media while also exposing them to filmmaking and related industries. Through a combination of survey, lecture, discussion, reflection and hands-on activities, students learned about film production. the collaborative process in filmmaking, what roles support film production, and how each is necessary to make the project happen. Through weekly lessons, assignments, and activities students experienced the different roles and saw how each is important to creating a successful film...from the screenwriter who conceives a film and writes the screenplay to the director who guides the project from beginning to end, the producer who oversees all aspects of production, the cinematographer who controls the camera, the editor who assembles the footage, and the behinds the scene crew such as the engineer, gaffer, grip, etc, who ensure the scene is captured the way the director intended.

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The sequenced lessons gave students the framework and tools to first conceptualize and then apply what they learned about costumes, makeup, lighting, sound, scenery, props, music, practical special effects, and design to produce and direct a high quality short film.

- **Weeks 1-4:** students envision the film they want to make. They wrote a tagline *that states the central conflict of the story, in a manner that stimulates interest and "hooks" the reader; prepared a synopsis; and wrote a rough draft of their film project.*
- **Weeks 5-8:** students learned about the production staff roles (e.g. Production Manager, First & Second Assistant Director, Script Supervisor, Production Accountant, and Production Assistants), to production departments (e.g. Art, Makeup & Hair, Wardrobe, Grip and Electric, Camera, Production Sound, Location Manager, Catering, Crafts), and to assigning production manager roles with the student film projects.
- **Weeks 9-12:** student activities introduced them to the roles and responsibilities of the film director, director of cinematography, and director of lighting.. During week 12, students were assigned to these director roles for their student films.
- **Weeks 13-17:** instruction and real world experiences focused on production logistics including identification of and visits to *prospective filming locations, set design and props, hospitality for visiting industry professionals (accommodations, flight, ground transportation, etc.),* and marketing of and promotions for the film festival.
- **Weeks 18-21:** students engaged in scene study where they work out what they need to do to really bring their script to life and they worked with industry mentors to write scripts, Students submitted their scripts on Flip (formerly Flipgrid), an app where students express their ideas asynchronously in short video, text, and audio messages.
- **Weeks 21- 24:** students continued to work on the scene study. During this time they also participated in casting, auditions, crew selection, and production work.
- **Weeks 24-26:** students participated in pre-production meetings and finalized all efforts related to filming during week 26.
- **Week 27:** students worked with professional cinematographers in the culminating experience of their yearlong study - to film their work and produce their short film.
- **Summer:** student activities included post-production work, event planning for the September Film Festival, and reflection.

Students were also provided an opportunity to work with Next Generation Storytellers to produce a film for the Academies of Hampton "Time-Travel Mystery Gala", held at the Virginia Air and Space Science Center on March 24, 2023. Four performers from the On-Stage Performing Arts Academy received acting and staging instruction from award-winning professionals; they performed in an interactive theater experience that engaged the audience in film and live performances. The show was directed by seven-time Emmy award nominee Jacob Young and Hollywood actor Trent Garrett; the film portion was filmed in a local production studio. Along with the opportunity to showcase their skills in front of a community audience, students were paid \$500 for their work.

Hollywood to Hampton did not end with students filming their work. In September 2023, a student-run film festival, to be held at the historic American Theater in Hampton Virginia, will provide students an opportunity to screen their work for friends, colleagues, family and community members. Their films will be entered in a film competition open to the

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community.. The short film contest winners will move on to a national film festival competition. Additionally, every student involved in the experience (both virtual and in-person) received an IMDb credit associated with Next Generation Learning as well as sponsorships from the Virginia Film Festival.

Media Links

Links to eNews or other

Floating Classroom

- June 2023, eNews: [The Academies of Hampton launch the Floating Classroom restoration with a ribbon cutting](#)
- June 2023, eNews: [Students and Teachers Plant Oysters on Oyster Reef](#)
- June 2023, WTKR TV 3: ['The Floating Classroom:' Academies of Hampton, students make STEM lab on boat](#)
- August 2023, eNews: [Floating Classroom builds oyster cages with members of the Tidewater Oyster Gardeners Association](#)

Hollywood to Hampton

- October 2022, eNews: [Hollywood comes to the Academies of Hampton](#)
- March 2023, WVEC TV 13: [Hollywood meets Hampton: Immerse yourself in this mystery gala that benefits arts, education | 13newsnow.com](#)
- June 2023, WAVY TV 10: [From Hollywood to Hampton: Industry pros teach filmmaking to local students | WAVY.com](#)

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APPENDIX E - PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Professional development and experiential learning opportunities help teachers view teaching and learning through the lens of what students should know and be able to do in the future. In addition to academy or career-theme-specific professional development, Hampton City Schools facilitates training for all academy team members, school leadership, and staff. Transforming the K-12 experience in Hampton City Schools includes creating, maintaining, and supporting a collaborative culture, supportive structures, and best practices through purposeful and deliberate professional development opportunities. Preparing our teachers, counselors, and academy leaders is a division priority.

Hampton continues to build internal capacity through a vertically aligned professional development series that leverages the best practices and historical practices of the Ford NGL communities. Academy faculty and staff participate in sessions on teaming; academy mapping; integration of business and school partnerships focused on developing and sustaining partnerships; instruction and learning experiences that ensure students learn by actively engaging in real-world and personally meaningful projects; and systems and processes that support and enhance the work.

Professional Development		
Training	Frequency	Training Description
Academy Team Leads	PRN*	Sessions focus on processes, tools, and leadership skills needed to empower and leverage team leaders' strengths, improve the academy team's effectiveness, and meet the academy's goals. Topics include leadership development, teaming processes/protocols, student support and interventions, business partner integration, and interdisciplinary planning.
Academy Counselors	PRN	Community of practice sessions focus on factors key to being an academy counselor and academy team member. Topics include how to build on the traditional counselor characteristics and enhance them in the academy model. Training reinforces how the Academy model helps students prepare and select pathways to college or postsecondary plans while providing options to personalize learning.

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Academy Coach/Director	PRN	<p>Monthly two-hour workshops target one of the National Standards of Practice (NSP) through deepening awareness, knowledge, and application. The training strategy provides Academy Coaches and the Director a forum to capture and share existing knowledge, identify solutions to common problems, and provide a process to collect best practices. The training helps leaders learn how to be a liaison between the school and community and guide the academies through the NSP certification process.</p>
Master Schedule	Ongoing	<p>Monthly personalized assistance and coaching session for the master scheduling division leadership team and individual high school scheduling teams as we implement a phased-in and gradual release scheduling model. The master scheduling process shifted from the traditional approach to a student-centered approach that places students and teachers into cohorts so common planning can be used to meet students' needs and interdisciplinary projects.</p>
One Community, One Transformation Onboarding	Ongoing	<p>All new academy team members, school leadership, and staff attend <i>One Community, One Transformation</i> onboarding sessions that align with creating, maintaining, and supporting career and interest-themed academies through a collaborative culture, supportive structures, and best practices. We continue to work closely with those who have developed and sustained the Academy model in the flagship community of Nashville and across the country. We lean on a community of support and best practices to move our community forward.</p>
Division Coaching	Ongoing	<p>Weekly reflection and coaching session that supports the division's executive director of secondary school leadership and director of the Academies of Hampton.</p>
Effective Teaming	Ongoing	<p>High school Academy teams and elementary and middle school instructional teams participate in sessions focused on teaming, cross-curricular planning and implementation, and using project-based learning models to offer students authentic work experiences in real-world environments. Faculty learn to integrate thinking</p>

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		and learning skills across the curriculum instead of teaching through the lens of the same subject.
Project-based Learning	Ongoing	High school Academy teams and elementary and middle school instructional teams participate in sessions focused on understanding the importance of PBL, how to embed it in the curriculum, and tools for implementation. Faculty are expected to provide students high-quality project-based learning that integrates academy themes and academic subjects. This training and ongoing support from the CIA team bolster teachers efforts' to implement PBL in their own classrooms as well as part of an academy team.
Powerful Partnerships	Started 2021-2022	Faculty and staff participate in a series of workshops focused on developing and sustaining partnerships that support the college and career readiness curriculum, instruction, and learning experiences that ensure all students graduate college-, career-, and life- ready. Sessions focus on engaging the business, college and broader community in the organization and leadership of the academy, as well as helping to provide the WBL experiences.
Distributed Leadership	Started 2022-2023	Academy leaders (Principal, Coach, Extended Learning Coordinator and Team Lead participate in sessions that build leadership capacity and support a culture and climate where expertise is spread across the school. Highly effective teams share responsibility for outcomes, a system of support, and sustainable structures and accountability systems that build the capacity of others to lead. As a result of the training, the Leadership will work with Academy teachers to develop content-specific, grade level collaborative time for students to collaborate on their work; engage in peer-to-peer observation, feedback, and reflection to meet student needs and modify or refine instruction; engage in continuous improvement; and track and monitor student level progress to provide real time attention and support.

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<p>Teacher Career Exploration and Immersion</p>	<p>Ongoing</p>	<p>Academy team members participate in worksite learning experiences. Industry tours provide a behind-the-scenes look into business and industry trends and lay the groundwork for student-focused WBL Externships immerse teachers in a company to learn about the skills and competencies needed to succeed in that industry or career path and to build personal relationships with employers. With their deeper knowledge and understanding, faculty become stronger ambassadors for WBL programs.</p>
<p>Student Ambassador Training</p>	<p>Started 2021-2022</p>	<p>Student ambassadors are prepared for leadership roles in their school, community, and life through their participation in leadership development activities, industry tours with executive presentations, and service-learning. The onboarding sessions prepare student ambassadors for their role, giving them clear guidelines and expectations. Ongoing sessions reinforce the logistics of how to be a great ambassador, from the important information they need to know regarding the school, topics to avoid, who to report to, how to respond to a question they are uncertain about, etc.</p>
<p>*PRN - as the situation demands</p>		

Industry-aligned experiences give teachers the tools to help students understand the “why” behind their lessons and see how concepts are applied in the real world. Worksite tours and teacher externships strengthen teacher knowledge and understanding of the industry, which provides practical applications for what they teach to align the classroom experiences with the industry better. Teachers become WBL champions as they create innovative and relevant learning experiences for students by integrating business/industry-based knowledge into their teaching practices.

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Professional Development		
Training & Audience	Frequency	Training Description
<p>Powerful Partnerships 3rd-12th grade educators</p>	<p>Ongoing</p>	<p>Faculty and staff participate in a series of workshops focused on successfully developing, supporting, and sustaining strong business and school partnerships so that the integration of the work-based learning continuum is embedded in the teaching and learning (reaching students and teachers). Strong educator-employer partnerships help teachers keep up with trends and best practices in the field in order to create fun, engaging, relevant curriculum and instruction and help employers meet the demand for well-prepared candidates filling the talent pool industry needs to meet current and emerging needs.</p>
<p>Explore Peninsula 1.0 16 Freshman academy lead teachers and high school counselors</p>	<p>September, October, January, and March and periodically during the year</p>	<p>Explore Peninsula 1.0 engages high school counselors and freshman academy lead teachers in workplace tours that connect educators with a network of professionals from diverse industries. Industry tours and hands-on experiences create real-world relevance that helps teachers learn the needs and wants of industry and understand how to use what they learn in their instruction and through interdisciplinary learning experiences for students. Students often ask teachers, “Why is this important/why do I need to learn this?” or “When will I ever use this in real life?” Explore Peninsula 1.0 experiences gives teachers the tools, resources, and support they need to bring curriculum to life and to create relevant and robust extended learning experiences that align with the classroom instruction. The workplace tours are usually scheduled for weekdays when it is convenient for a business to host a small group of teachers. Tours are typically scheduled for days already set aside for professional development or take place after school.</p>
<p>Explore Peninsula 2.0 Core curriculum teachers grade 9-12, CTE</p>	<p>September, October, January, and March and periodically during the year</p>	<p>Explore Peninsula 2.0 is an important professional development strategy designed to give teachers the tools that need to ensure curriculum content and learning experiences enable students to connect what they are studying in the classroom to the world of work. Career pathway teams, including both core curriculum and CTE teachers and counselors, with employers who provide hands-on experiences in industries and career</p>

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		<p>clusters that align with the pathways in the specific Academy. Academy teams rotate between various industry experiences to develop an understanding about how the knowledge and skills gained in school are applied in the workplace and how those connections can be strengthened. With a better understanding of what students need to be able to know, do, and understand to be career successful, teachers are better equipped to build the bridge between skills-based and knowledge-based education and their students' future college and career interests. Each academy team will participate in workplace visits that include an overview of the industry and the business; worksite tour; a presentation on the industry, the careers it offers, and the skills and education or training required; job shadow or hands-on exhibit; and discussion time. Through this professional learning experiences educators will be able to go back to their buildings, their Academies, and make changes to the curriculum, adjustments to instruction methodologies, and create, modify, or redesign learning experiences to better suit the needs of students.</p> <p>The workplace tours are usually scheduled for weekdays when it is convenient for a business to host a small group of teachers. Tours are typically scheduled for days already set aside for professional development or take place after school.</p>
<p>Explore Peninsula 3.0 5 educators per school - a total of 20 from across the division</p>	<p>Year-long beginning in the fall</p>	<p>Explore Peninsula 3.0, modeled after the Chamber of Commerce LEAD Peninsula program, gives teacher leads a comprehensive, behind-the-scenes look at government, business and industry in order to build a strong connection between academics and the world beyond the classroom. Activities foster opportunities for increased communication and cooperation among the Academy's lead teachers and staff with the private, public, and nonprofit sectors that are the backbone of the Portrait of the Virginia Peninsula. Educators learn about inner workings of community organizations and the valuable products and consumer services they provide and how they stimulate economic growth and impact local prosperity, spur employment, and create community pride. During this year-long program, academy lead teachers participate in educational sessions, tours, and candid conversations with community leaders once a month.</p>

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<p>Explore Peninsula 4.0 Academy teachers (core and CTE pathway instructors)</p>	<p>September, October, January, and March and periodically during the year</p>	<p>Explore Peninsula 4.0 engages the team of Academy teachers (core subject and CTE pathway instructors) in an in-depth exploration and immersion experience within a single industry that is closely aligned with their academy and pathways. The aim of this intensive and comprehensive experience is to help teachers learn the skills and competencies needed to succeed in that industry or career path. Activities with the business let teachers see how classroom content and learning strategies are applied in the workplace and what industry practices are important for students to know. Their experiences strengthen and enhance instruction and experiential learning opportunities by connecting student learning with the students' future career interests and giving students the academic and technical skills they need to be successful in the world they are preparing to enter.</p>
<p>Challenge Design Workshop Teachers, community and business partners (50 total participants)</p>	<p>Late winter, early spring</p>	<p>As a part of the planning process, business leaders are invited to attend the Challenge Design Workshop facilitated by the Extended Enrichment Learning Coordinators to work with the writing and implementation teachers to create the plan for the summer. Challenge Based Learning plans will call for students to research, survey, visit, observe, and collect data. During the session, participants work to create the plan and determine the necessary research and exposure that will be needed to assure a successful and rewarding experience for the students served.</p>

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APPENDIX F - HIGH SCHOOL 'RISK LIST'

The 'risk list' is used to identify students who are struggling to be successful in high school and are in need of academic and/or social emotional support to stay on track and graduate on time. Correlating the risk score to RTI Tiers: a total risk point score of less than 30 is the equivalent of Tier 1; a total risk point score of 30-70 is the equivalent of Tier 2; and a total risk point score of in excess of 70 is the equivalent of Tier 3.

RISK POINT AREA:	Cohort 2023	Cohort 2024	Cohort 2025	Cohort 2026
Standard Credit (SC) Risk	0 - 6.5 standard credits = 8pts 7 -11.5 SC= 6pts 12-15.5 SC = 2 pts 16-20.5 SC = 1pt	0 - 4.5 standard credits = 8pts 5 - 8 SC = 6pts 8.5 - 9.5 SC = 2 pts	0 - 1.5 standard credits = 8pts 2 - 3.5 SC = 6pts 4 - 4.5 SC = 2 pts	0 standard credits = 8 pts <i>This will increase at the end of semester 1.</i>
Verified Credit (VC) Risk	0 Verified Credits = 6pts 1-2 VC = 4pts 3-4 VC = 2pts	0-1 Verified Credits = 2pts 2-3 VC = 1 pt	<i>VC Data will be added at the end of sem 1.</i>	<i>VC Data will be added at the end of sem 1.</i>
Grade Level / Cohort Mismatch Adjustment	Add 5 points to any student classified as grade 11. Add 10 points to any student classified as grade 10. Add 15 points to any student classified as grade 9.	Add 5 points to any student classified as grade 10. Add 10 points to any student classified as grade 9.	Add 5 points to any student classified as grade 9.	
GPA Risk	Below 1.0 = 4pts 1.0 - 1.99 = 3pts 2.0 - 2.49 = 2pts 2.5 = 2.99 = 1pt			
D&F	Total number of D's and F's currently in the student's gradebook.			
YTD Sch Days Absent	1 point per YTD absence.			
Previous Year Attendance	1 point per day missed in 21-22.			
Virtual	3 points if the student has not completed a virtual course.			
CPR	3 points if the student has not completed the requirements for CPR.			
IC Test	3 points if the student has not completed and passed an industry credential.			
Q1 English	5 points if the student had an F or INC for the final Q1 grade in English.			

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Q1 Math	5 points if the student had an F or INC for the final Q1 grade in Math.
Q2 English	5 points if the student currently has an F or INC in Q2 English.
Q2 Math	5 points if the student currently has an F or INC in Q2 Math.
# of Infractions	1 point per infraction YTD.
YTD School OSS-I	1 point per OSSI YTD.
CCRI RISK	5 points if the student has not met the requirements for CCRI.
Exit code Adjustment	20 points added if the student is inactive with one of the following exit codes: W880 W970 W411 W415
Total Risk	Sum of all risk point values.

Newport News City Schools

Targeted Extended School Year Grant Program

2023 Annual Progress Report

FY 2023 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

SUBMIT THIS REPORT TO MARK SUNDERS BY EMAIL AT CALYPSO.GILSTRAP@DOE.VIRGINIA.GOV NO LATER THAN **SEPTEMBER 15, 2023.**

THIS REPORT MUST BE SUBMITTED AS A SINGLE DOCUMENT.

Please enter the fiscal year(s) funding utilized to support the program as reflected in this report (ex. FY23 funds OR FY22 carryover funds plus FY23 new funds). ***Do not enter the dollar amount.***

Fiscal Year(s) Funds Used:

The final report must include the following:

1. The names and addresses of the school division and participating schools;

School Division:

Newport News Public Schools
12465 Warwick Blvd
Newport News, VA 23606

Participating Schools:

Carver Elementary 6160 Jefferson Ave, 23605
Discovery STEM Academy 1712 Chestnut Ave, 23607
Greenwood Elementary 13460 Woodside Lane, 23608
Hidenwood Elementary 501 Blount Point Rd, 23606
Jenkins Elementary 80 Menchville Rd, 23602
Katherine Johnson Elementary 17346 Warwick Blvd, 23607
McIntosh Elementary 185 Richneck Road, 23608
Newsome Park Elementary 4200 Marshall Ave, 23607
Palmer Elementary 100 Palmer Lane, 23602
Sanford Elementary 480 Colony Rd, 23602
Saunders Elementary 583 Harpersville Rd, 23601
Sedgefield Elementary 804 Main St, 23605
Stoney Run Elementary 855 Lucas Creek Road, 23608
Ella Fitzgerald Middle 432 Industrial Park Drive, 23608
Gildersleeve Middle 1 Minton Drive, 23606

2. Grant Coordinator contact information:
Karen Lynch, Extended Learning Supervisor
757-283-7791
Newport News Public Schools
12465 Warwick Blvd.
Newport News, VA 23606

3. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.);

The overall goal for the program: The primary goals of WE LEAP are to increase student mastery of English, Math, Social Studies, and Science Standards of Learning, while engaging students in enrichment activities that promote their love of learning and stimulate their interest in deeper exploration of content.

Objective 1: The average English Proficiency assessment score of participating students will improve by at least 5 percentage points.

Proposed: Strategies: 1. Increase the instructional time at participating schools by 216 hours annually. 2. Increase opportunities for students to participate in small group remediation based on their individual needs. 3. Build background knowledge and expand vocabulary.

Proposed: Metric to be used for evaluation and reporting of Objective 1: NNPS will measure students' reading comprehension using pre and post assessments.

Proposed: Assessment instrument to be used for evaluation and reporting of Objective 1: NNPS will use the Phonological Awareness Literacy Screening for students in grades K-2 and Virginia Standards of Learning assessment for grades 3-12 taken in spring 2023 and compare 2021-2022 school year scores to measure this objective. Overall average increase score of participating students PALS and SOL scores will be considered.

Objective 2: The average Math Proficiency assessment score of participating students will improve by at least 5 percentage points.

Proposed Strategies: 1. Increase the instructional time at participating schools by 216 hours annually. 2. Increase opportunities for students to participate in small group remediation based on their individual needs.

Proposed Metric to be used for evaluation and reporting of Objective 2: NNPS will measure each students' math ability.

Proposed Assessment instrument to be used for evaluation and reporting of Objective 2: NNPS will use the grade level benchmark assessments for grades K-2 and Virginia Standards of Learning assessment for grades 3-12 taken in spring 2023 and compare to 2021-2022 school year scores to measure this objective. Overall average increase score of participating student benchmarks and SOL scores will be considered.

Objective 3: The average Science Proficiency assessment score of participating students will improve by at least 5 percentage points.

Proposed Strategies: 1. Increase the instructional time at participating schools by 216 hours annually. 2. Increase opportunities for students to participate in small group remediation based on their individual needs.

Proposed Metric to be used for evaluation and reporting of Objective 3: NNPS will measure students' comprehension and proficiency of science curriculum.

Proposed Assessment instrument to be used for evaluation and reporting of Objective 3:

NNPS will use the Virginia Standards of Learning for grades taking the science SOL and compare participating scores in Spring 2023 to overall NNPS scores taken 2021-2022 to measure this objective.

4. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served;

Through this continuum of service, WE LEAP provided 3rd-12th grade students at 18 sites remediation and enrichment opportunities from November 2022-May 2023. K-12th grade students who attended SPARK, were provided in-person remediation and enrichment during the summer 2023, for a total of 226 additional hours of learning. That equals 34.5 additional days, or 1.7 additional months, spent on extended learning opportunities.

A six-week long Summer Program for Arts, Recreation and Knowledge (SPARK) extended students' learning beyond the traditional school year.

WE LEAP (3-8 afterschool/Saturday) served 1,125 students in-person

SPARK (K-8 summer) serve 2,926 students in-person

5. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere;



Provided program updates to the local school board, provided program exposure to potential business partners and local community via cable television, sent flyers to parents, solicited support from teachers.

Recommended students on 3rd marking period report cards.

Partnered with various community agencies to provide enrichment activities, including College of William & Mary, Virginia Living Museum, VA Air & Space, Jefferson Labs, Flying Classroom, Mariners Museum & Park, Mad Science, Enrichment City, Youth Technology Network, Alternatives Inc./Power Up Fitness, Young Audiences of Virginia, Inc.

Promoted the program at PTA meetings, family engagement functions, websites, and social media.

Hosted meetings at the target schools to discuss the program with parents and other family members.

Utilized the school division's Family and Community Engagement Specialist Team to work with families in each of the elementary and middle schools to promote participation in the program.

6. Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development;

Attendance continues to be an area of concern at both the after school and summer school

programs. Approximately 20% of the students who register have chronic absenteeism concerns. Many students who are absent participate in sports.

7. Data on the impact of the program. You are required to report on the metric, **Student Achievement**. In addition, you may choose to report on up to **two additional metrics** (Use the textboxes and tables below).

As indicated in the FY23 award letter, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.

a. Student Achievement Metric

Please describe the instrument(s) you used to assess the program’s impact on **student achievement** based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, Virginia Kindergarten Readiness Program, etc.)

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric				
Metric: Student Achievement				
Instrument: RI Assessment				
Reporting Area	All Students	Reporting Group: SPARK	Reporting Group: We Leap	Reporting Group:
Number of Students Assessed	3,277	778	554	
Pre-test Average Score	517	356	403	
Post-test Average Score	543	413	499	
Net Change	27	57	96	

Enter an explanation of the data here: Students are given the RI assessment in the fall and spring. Students who attended SPARK and/or WE LEAP show higher academic gains as compared to students

who did not attend a remediation program.

8. Describe your efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools here:

With FY23 funds, Newport News Public Schools piloted a high school offering of WE LEAP, and the program was simply unsuccessful. It was challenging competing with afterschool sports and other extracurricular activities, and students who were in need of tutoring especially did not want to participate. A high school program, following the same model as WE LEAP is not recommended at this time.

With the discussions around the FY24 proposal, WE LEAP leadership discussed the possibility of a phased out approach for schools achieving academic success under the program. Full support would go to schools with academic conditions, and schools who achieve accreditation would have a modified or scaled down version of the program to continue offering support for three years to help maintain accreditation. NNPS is in discussion around what this program model could look like.

Finally, the Newport News Education Foundation is under new leadership with the vision of supporting programs like WE LEAP and SPARK on a broad scale. The Foundation would, in future, fundraise and accept in-kind donations to help this program succeed. The fundraising arm of the foundation is very new and it will take several years before the foundation is able to support the program in any real capacity.

Expense Report

Please complete the detailed expense report below by line item. In lieu of completing the expense report, the Excel spreadsheet provided to you may be completed, copied, and pasted into this final report to replace the blank report shown below. **The report must include the 20% local match. Exception: Local match is not required for school divisions with schools that are in an Accredited with Conditions status and are rated at Level Three in two or more Academic Achievement for All Students school quality indicators or in a Denied Accreditation status.**

Expense Report for Start-up Grant for Development of Extended School Year Program FY23			
Start-up Years 1-3: 20% Local Match (see exception above)			
Start-up Years 4+: Local Match Based on Local Composite Index			
NO CAPITAL COSTS or INDIRECT COSTS ALLOWED			
Salaries and Wages 1000 - Entries should identify project staff positions, and the total amount charged to the project.			Source of Funds
Names of Individuals	Project Role	State	Local
Total Salaries and Wages 1000		\$0	\$0
Employee Benefits 2000- Please list the amount of employee benefits charged to the project.			Source of Funds
		State	Local
Total Employee Benefits 2000		\$0	\$0
Contractual Services 3000 - Include wages and contract or consultant costs in this section.			Source of Funds
		State	Local
Total Purchased Contractual Services 3000		\$0	\$0
Internal services 4000 - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.			Source of Funds
		State	Local

Expense Report for Start-up Grant for Development of Extended School Year Program FY23

Total Internal Services 4000	\$0	\$0
Other 5000 - Other services. Include expenditures that support the use of programs. Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, and other.		
	Source of Funds	
	State	Local
Total Travel 5000	\$0	\$0
Materials and Supplies 6000 - Materials and Supplies. Supplies, materials, and services directly consumed in the course of the project may be budgeted. This category includes office supplies; educational materials; books and audiovisual materials; computer equipment, and technology software or on-line content.		
	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Total Materials and Supplies 6000	\$0	\$0
	State	Local
Total Project Budget	\$0	\$0

<u>Salaries and Wages 1000</u>		<u>Source of Funds</u>	
<u>Names of Individuals</u>	<u>Project Role</u>	<u>State</u>	<u>Local</u>
<u>LYNCH, Karen</u>	<u>Administrator</u>	<u>32,175.34</u>	<u>0.00</u>
<u>MONTEITH, CHRISTINE;</u>	<u>Clerical</u>	<u>16,303.01</u>	<u>0.00</u>
<u>MCCAULEY, CHANTEL;</u>	<u>Clerical</u>	<u>9,234.85</u>	<u>0.00</u>
<u>KING, BRENDA</u>	<u>Site Coordinator</u>	<u>11,623.50</u>	<u>0.00</u>
<u>BATTLE, ERIC; BELIN, TANYA; BETZOLD, SARA; CLARK, LOLITA; DIEHL, KATHLEEN; ESTES, CHRISTINA; JONES, TARRI; LYNCH, ELISA; OWENS, MARLON; PEREZ, REGINA; POLLARD, HANNAH; SKINNER, TRACY</u>	<u>Teachers</u>	<u>67,473.75</u>	<u>0.00</u>
<u>GREEN, DENIECE; MOSS, LAWANDA; JONES, EDRIC; KNICK, HANNAH; SEMES, SUSAN</u>	<u>Tutors</u>	<u>10,764.26</u>	<u>0.00</u>
<u>PERKINS, DONNA;</u>	<u>Nurses</u>	<u>7,967.78</u>	<u>0.00</u>
<u>DAVIS, JIMMECCA</u>	<u>Site Coordinator</u>	<u>10,098.00</u>	<u>0.00</u>
<u>BROWN, KRISTY; CHAPMAN, LAUREN; CIOTTA, KAREN; DAVIS, LATAVIA; GLOVER, DEBRA; HATCH, LOREN; JOHNSON, JORDAN; MILES, SABRINA; REILLEY, CONSTANCE</u>	<u>Teachers</u>	<u>44,985.00</u>	<u>0.00</u>
<u>HOWELL, KAYLA; JOHNSON, WENDY; WOODS, GLORIA; DAVIS, LATAVIA; AYERS, TONIA; JENKINS-BUTTS, ADRIE; MILES, SABRINA-LEE</u>	<u>Tutors</u>	<u>14,797.66</u>	<u>0.00</u>
<u>MELENDEZ, ZARETH</u>	<u>Clerical</u>	<u>4,853.78</u>	<u>0.00</u>
<u>HAMMOND, SHERINNA</u>	<u>Nurses</u>	<u>4,450.49</u>	<u>0.00</u>
<u>BERRIER, CARLA</u>	<u>Site Coordinator</u>	<u>11,605.50</u>	<u>0.00</u>
<u>BAILEY, AYISHA; BROWN, CONSTANCE; CHAMBERS-HARMON, SUM; CHANDLER, EMILY; CIRRINCIONE, CORNELI; DOTY, NICOLE; GRASSER, KRISTA; GRAVES, PAMELA; HARTZHEIM, SHERRI; HEDGEPEETH, WANDA; HENRIQUEZ, MARIA; JALLO, STEPHANIE; KUHR, PETER; LAMONT, MICHELLE; LIST, ROSALIE; PRAST, ALYSSA; WEAVER, ERIN; WHITE, KARYN</u>	<u>Teachers</u>	<u>46,867.66</u>	<u>0.00</u>
<u>BROADNAX, JUSTICE; FARONE, ALICIA; HARRIS, JANEL; SANCHEZ RODRIGUEZ, E; WEISS, DAXTON; WILLIAMS, TAMMY; GIBSON, ANAYAH; GREEN, LIDIA; KNICK, HANNAH</u>	<u>Tutors</u>	<u>16,124.25</u>	<u>0.00</u>
<u>LA RIVIERE, JENNIFER</u>	<u>Clerical</u>	<u>4,977.31</u>	<u>0.00</u>

<u>JEFFERYS, CHERYL; DAVIS, JAYME</u>	<u>Nurses</u>	<u>4,430.89</u>	<u>0.00</u>
<u>BERGEN, JESSICA</u>	<u>Site Coordinator</u>	<u>5,976.50</u>	<u>0.00</u>
<u>BEERBOWER, MADISON; BOWERS, JULIE; BUTLER, GABRIELLE; FINKBEINER, KAYLA; HOLLAND, SHERITA; KEMP-GODFREY, BRANDE; LUNDY, MADISON; MENDEZ, DEE'JEAN; MURAWSKI, MARIA; SHELTON, KRISTIN; SMALL, CHERONE</u>	<u>Teachers</u>	<u>30,237.50</u>	<u>0.00</u>
<u>COOPER, KIMBERLY; HAMLIN, AMIE; JACKSON, TAYLOR</u>	<u>Tutors</u>	<u>11,432.83</u>	<u>0.00</u>
<u>THOMAS, WILMA</u>	<u>Clerical</u>	<u>6,070.48</u>	<u>0.00</u>
<u>CARPER, DEBORAH</u>	<u>Nurses</u>	<u>4,724.90</u>	<u>0.00</u>
<u>HUDNALL, BRITTANY</u>	<u>Site Coordinator</u>	<u>9,527.00</u>	<u>0.00</u>
<u>BENERROUA, FATIMA; BUTLER, JANNET; CRAIG, ALISON; GROSS, VALENCIA; HANSON, CHRISTA; JAMES, SHARLENE; LETCHWORTH, RACHEL; MAKI, BRENDA; NEWMAN, LISA; O'NEIL, CHRISTY; POPE, PHYLLIS; SILVER, TULSA; SWANENBURG, AMY; WAGNER, KAMI</u>	<u>Teachers</u>	<u>38,008.00</u>	<u>0.00</u>
<u>HARBOUR, TANAKA; LANE-RAMIREZ, CHRIST; MAUNEY, ANGELA; WILLIAMS, BRIA; DINKINS, KENYA; LONDON, LAKESHA; PEARSON, FLORENCE; SAUNDERS-BURTON, ANT; ANDERSON, TREVON</u>	<u>Tutors</u>	<u>9,128.27</u>	<u>0.00</u>
<u>ZACHARIAS, JENNIFER</u>	<u>Clerical</u>	<u>4,419.66</u>	<u>0.00</u>
<u>KRAUSE, NICHOLETTE</u>	<u>Site Coordinator</u>	<u>1,542.50</u>	<u>0.00</u>
<u>BALDWIN, MAISIE; BARTHELEMY, KATHLEEN; BOWDEN, JEANNINE; COOPER, MARNIE; CRAWSHAW, FIONA; FOOTER, CATHERINE; HALSEY, AMY; KOGER, ASJAH; LINDSAY, SAMANTHA; NORFLEET, REBECCA; SALMON, EMILY; SAWYERS, LATOYA; SMALLWOOD, KESHAWNA; STARR, DEREK; WELLMAN, MADELEINE</u>	<u>Teachers</u>	<u>58,476.00</u>	<u>0.00</u>
<u>LAWERENCE, SABRINA; MALONE, KATHLEINE; THOMAS, STUART</u>	<u>Tutors</u>	<u>6,889.08</u>	<u>0.00</u>
<u>DYSON, SHEILAGH</u>	<u>Clerical</u>	<u>5,538.70</u>	<u>0.00</u>
<u>TRUNK, CATHERINE</u>	<u>Nurses</u>	<u>7,762.52</u>	<u>0.00</u>
<u>GRIFFIN, ANTOINETTE</u>	<u>Site Coordinator</u>	<u>9,306.50</u>	<u>0.00</u>
<u>BENTON, ALARIA; CAUDLE, CHRISTIAN; COTTON, LEE; JONES, RAVEN; PAIGE, PHYLLIS; PORTER, SHANICE; SCHMITT, SARAH; THOMAS, CARLA; THOMPSON, TIERRA; WILLIAMS, MORENIKE</u>	<u>Teachers</u>	<u>49,660.00</u>	<u>0.00</u>
<u>HALL, LORRAINE; STEPHENS, SUMMER; WOMACK-COOKE, JESSIC</u>	<u>Tutors</u>	<u>6,937.26</u>	<u>0.00</u>
<u>MOORE, SHARNEY</u>	<u>Clerical</u>	<u>6,256.59</u>	<u>0.00</u>
<u>COOK-BELMER, STEPHAN</u>	<u>Nurses</u>	<u>2,514.98</u>	<u>0.00</u>
<u>OBERTHAL, JOYCE</u>	<u>Site Coordinator</u>	<u>11,218.00</u>	<u>0.00</u>
<u>BILLUPS, CATINA; BRAMAN, SUSAN; DONALDSON, JOANN; GOFF, ERIC; GUILFORD, WENDY; HARUCKI, GINA; HILTON, NAJLA; HUNDLEY, SHIKARA; JOHNSON, TALITHA; MANIAK, EMILY; MATHES, JENNIFER; PEGRAM, JULIE; PIERCE, WAYNE; SPRUIEL, APRIL; TYREE, JEANNA; WYNN, ARRON</u>	<u>Teachers</u>	<u>42,908.00</u>	<u>0.00</u>
<u>HUNDLEY, SHIKARA; CLANTON, TERRI; FRIEND, JALYN</u>	<u>Tutors</u>	<u>1,022.24</u>	<u>0.00</u>
<u>INGRAM, KELLEY; LOPEZ, MARYCELLYS; POWELL, ELAINE</u>	<u>Clerical</u>	<u>5,046.72</u>	<u>0.00</u>
<u>HUDNALL, LYNN; TRUNK, CATHERINE</u>	<u>Nurses</u>	<u>4,619.01</u>	<u>0.00</u>
<u>COBBS, HEATHER</u>	<u>Site Coordinator</u>	<u>10,379.50</u>	<u>0.00</u>
<u>BETHEA, ARIANA; FARGO, JAC'QUES; KRIZMENCIC, HEATHER; SAUNDERS, TAMIKA; SLOAN, CHRISTIE; STANLEY, ASHLEY; VAZQUEZ, MEAGAN; WADE, LAURA; ZEH,</u>	<u>Teachers</u>	<u>60,420.00</u>	<u>0.00</u>

<u>CARLY</u>			
<u>ROBINSON, ADA</u>	<u>Tutors</u>	<u>2,205.00</u>	<u>0.00</u>
<u>DYSON, DEBRA; WEISS, ASHLEY</u>	<u>Clerical</u>	<u>4,727.79</u>	<u>0.00</u>
<u>HAYNESWORTH, SHAQUIT; GEORGE, KRISTI; TRUNK, CATHERINE</u>	<u>Nurses</u>	<u>823.92</u>	<u>0.00</u>
<u>WOODARD, VERNON</u>	<u>Site Coordinator</u>	<u>8,616.00</u>	<u>0.00</u>
<u>BAKER, PATRICIA; BARRY, LINDSAY; HARRISON, KRISTEN; HENDERSON, CAROLINE; LEE, ELIZABETH; LOFTIS, REBEKAH; LOUCKS, HANNAH; MILLER, BAYLEY; MORELLI, KELLY; PENNEY, RHONDA; YOUNG, MAYA</u>	<u>Teachers</u>	<u>49,915.00</u>	<u>0.00</u>
<u>THOMAS, LATASHA; TORRES MIRANDA, VALE</u>	<u>Clerical</u>	<u>4,169.12</u>	<u>0.00</u>
<u>BAKER, LESLIE; MCFATTER, SHIANNE</u>	<u>Nurses</u>	<u>3,307.24</u>	<u>0.00</u>
<u>MCCLANAHAN, SARAH</u>	<u>Site Coordinator</u>	<u>9,376.50</u>	<u>0.00</u>
<u>ALLEN-DAUGHTREY, LIS; DAVIS, AJANEA; DIGGS, TAMOYA; FORD ASANTE ASIRIFI;; GREEN, PORTLYN; HILL, DAWN; HUGHEY, AMANDA; LAW, JENNIFER; OLIVER, JENNIFER; RACKLEY, JESSICA; RODGERS, KANDACE; SAUNDERS-BURTON, ANT; SINGLETARY, NICOLE-D; TAYLOR, CAROLINE; WARREN, KEWANA; ZIEGLER, CHRISTINA</u>	<u>Teachers</u>	<u>22,807.50</u>	<u>0.00</u>
<u>CARR, JOANNE; HILL, LUTHER; WEISS, DAXTON; DEVAUGHN, LAELLE; SEABORN, SANDRA; YOUNG, TATANASHE</u>	<u>Tutors</u>	<u>9,503.25</u>	<u>0.00</u>
<u>DOWNER, KAYLA</u>	<u>Clerical</u>	<u>4,126.45</u>	<u>0.00</u>
<u>WITHERSPOON, PATRICI; HOWARD, JESSICA</u>	<u>Nurses</u>	<u>2,278.41</u>	<u>0.00</u>
<u>BRADLEY, BOBBI</u>	<u>Site Coordinator</u>	<u>5,415.00</u>	<u>0.00</u>
<u>BAGNALL, HEATHER; BAMMEL, CATHERINE; CERVANTES, ROXANA; CLEAR, FRIEDA; CRENSHAW, HEATHER; DEBRANGO, ROSEANN; DETHLEFS, IRENE; DINGLE, JUANITA; MORAN, PILAR; MULDROW, NATASHA; NASH-JACKSON, NILA; PITTMAN, TERI; SALAAM, ARETHEA</u>	<u>Teachers</u>	<u>38,097.50</u>	<u>0.00</u>
<u>COOPER, JOANNE; STEPHENSON, PAMELA; WORRELL, CYNTHIA; JAMERSON-WARD, FRED; PLACE-NURSE, EULENE</u>	<u>Tutors</u>	<u>14,987.57</u>	<u>0.00</u>
<u>GEORGE, KRISTI</u>	<u>Nurses</u>	<u>374.24</u>	<u>0.00</u>
<u>BARTLE, ANGELA</u>	<u>Site Coordinator</u>	<u>12,632.50</u>	<u>0.00</u>
<u>DUNN, JAMES; DURAND, JENNIFER; DZIJA, JASON; FURLOUGH, SANDRA; GORDE, ASHLEY; HARDY, TARA; HENDERSON, WILLIAM; MATTHEWS, KRISTY; MUNIS, EMMA; PACE, DEANNA; POELLNITZ, DELICIA; ROULEAU, SUZANNE; SKINNER, STEPHANIE; SMITH, DOMINIQUE; WRIGHT, BRANDIE</u>	<u>Teachers</u>	<u>34,150.00</u>	<u>0.00</u>
<u>SANTOS, JOSEPH; SPENCE, KATHRYN</u>	<u>Tutors</u>	<u>1,588.79</u>	<u>0.00</u>
<u>BRIGHTMAN, NICOLE; POST, BRENDA; BLOOM, RENEE</u>	<u>Nurses</u>	<u>7,892.16</u>	<u>0.00</u>
<u>BAKER, SHARON</u>	<u>Site Coordinator</u>	<u>7,915.00</u>	<u>0.00</u>
<u>BARRERA, CARMEN; BAUMGARDNER, CAMERON; BEVERLY, CAITLIN; BROWN, KAMILAH; CHEA, PRACHEAYOUTH; DAVIS, JACOB; PARKER, ANITRA; PHELPS-THOMAS, DONNA; ROBINSON, TAQUITA; SAGE, MICHAEL; SERRANO, ZABDI</u>	<u>Teachers</u>	<u>29,220.00</u>	<u>0.00</u>
<u>DAVIS, CYNTHIA; DIAZ, MARCIA</u>	<u>Tutors</u>	<u>7,972.21</u>	<u>0.00</u>
<u>ALSTON, SPARKLE</u>	<u>Clerical</u>	<u>1,755.67</u>	<u>0.00</u>
<u>NAIL, PAMELA</u>	<u>Nurses</u>	<u>5,621.07</u>	<u>0.00</u>
<u>KERNS, RONYEA</u>	<u>Site</u>	<u>13,851.91</u>	<u>0.00</u>

	<u>Coordinator</u>		
<u>ANDERSON, RHISON; BOYD, KELLY; BURRELL, MARIAH; BUSH, TOMEIKA; GREEN, BRIANNA; GURLIACCIO, JOSEPH; HARVEY, CYNTHIA; KEANE, LAUREN; MARTIN, SHAMEKA; MILES, SABRINA; RINGO, SHEENA; SHERARD, IDRIS</u>	<u>Teachers</u>	<u>49,807.73</u>	<u>0.00</u>
<u>BOYD, KELLY; WILKINS, WANDA</u>	<u>Tutors</u>	<u>3,578.97</u>	<u>0.00</u>
<u>GUTHRIE, BETH</u>	<u>Clerical</u>	<u>8,718.25</u>	<u>0.00</u>
<u>HACKETT, AMAEDEE</u>	<u>Nurses</u>	<u>5,787.67</u>	<u>0.00</u>
<u>HOLDEN, ANIKA</u>	<u>Site Coordinator</u>	<u>8,065.00</u>	<u>0.00</u>
<u>ARMSTRONG, JOHN; BELFIORE, DEMETRIA; BRADLEY, KARLA; BURNS, LAUREN; DAWSON, AMANI; HENDRICK, JACOLE; HENRIQUEZ, JEANNINE; HOLMES, NAKIA; JONES, TARRI; JONES, TRACEY; KELLEHER, ROBERT; NICHOLSON, JAZMINE; RADFORD, LLEWCHEAN; RINALDI, JILLIAN; SMITH, SYDNEY; SPIVEY, LAVERNON; SUTHERLAND, REBECCA</u>	<u>Teachers</u>	<u>60,340.00</u>	<u>0.00</u>
<u>JONES, EDRIC</u>	<u>Tutors</u>	<u>979.20</u>	<u>0.00</u>
<u>SPRUILL, JOANNE</u>	<u>Clerical</u>	<u>2,983.68</u>	<u>0.00</u>
<u>BROOKS, SHARITA</u>	<u>Nurses</u>	<u>4,036.43</u>	<u>0.00</u>
<u>STROTHERS, ADRIA</u>	<u>Site Coordinator</u>	<u>3,247.00</u>	<u>0.00</u>
<u>LOVETT, JOHN; MEISNER, ROBERT; PHIPPS, DEMETRIUS; POPE, PHYLLIS; SAMSKY, ANASTASIA</u>	<u>Teachers</u>	<u>6,315.00</u>	<u>0.00</u>
<u>STROTHERS, SYNQUIS</u>	<u>Tutors</u>	<u>624.60</u>	<u>0.00</u>
<u>JOHNSON, SAMANTHA</u>	<u>Nurses</u>	<u>307.19</u>	<u>0.00</u>
<u>ROBINSON, CORINTHIA</u>	<u>Tutors</u>	<u>4,308.78</u>	<u>0.00</u>
<u>TAYLOR, TAMARA</u>	<u>Clerical</u>	<u>2,819.44</u>	<u>0.00</u>
<u>ELEY, ALDA</u>	<u>Nurses</u>	<u>8,666.44</u>	<u>0.00</u>
<u>ADAMS, JAYDE; ALSTON, PAMELA; AMMONS, ADRIENNE; ATWELL-BROWN, MARSHA; AYERS, TONIA; BELL, CHARLIE; BOYD, KELLY; BRADLEY, AJA; BUSH, TOMEIKA; BUSSEY, MYCHAL; CARSON, ZACHARY; CARTER, EMILY; CELIS, CRISTINA; CHUCK, KAYANA; COOK, ADRIAN; FAIR, REGINA; FASHION, VALERIE; FLOWERS, LAVERNE; FOX, SIRATA; GEORGE, ROXANNE; GIBSON, NYSHAE; GORDE, ASHLEY; GREENE, TAJAI; HANDLEY, AMANDA; HARRIS, QUANESHIA; HIGHSMITH, LATOYA; HORNE, HEATHER; HORNE, KAYLEE; JACKSON, SHATONI; JENKINS, LINWOOD; JONES, BRIANNA; JONES, TAMARA; KEANE, LAUREN; KNICK, HANNAH; LITTLE, ERIN; MALONE, GWENDOLYNN; MASSEY, CYNTHIA; MCCARTY-WILSON, CECI; MEADOR, ZACHARY; MOORE, JWAN; MOSS, ANNQUINETTA; MOTLEY, KEISHA; O'BRIEN, RACHEL; PIERCE, ROLANDO; SHERARD, IDRIS; SLOAN, SUZANNE; SMITH, JEREMY; SMITH, MARIAH; STROTHER, XIARA; SYKES, TRACEY; TORAN, MELANIE; VANDER VENNET, KATHE; VANDEUSEN, KURT; VAUSE, MARY; VON SCHMIDT-PAULI, C; WALLACE, SARA; WHITE, VANDER; WILLIAMS, MILDRED; WILLS, CHANNELL; WOODS, CHANDA; WRIGHT, MAURICE; ANDERSON, CATHERINE; GILES, JOY; MCEADDY, DEBORAH; ROOKS, BRIAUN; SKINNER, TRACY</u>	<u>Summer School Teachers</u>	<u>198,369.8</u> <u>9</u>	<u>0.00</u>
<u>POST, BRENDA</u>	<u>Summer School Nurses</u>	<u>3,718.27</u>	<u>0.00</u>
<u>BROWN, SHIRLEY; JACKSON-PIERCE, SHAW; JONES, SHERROD; LITTLE, JIMMIE</u>	<u>Summer School Security</u>	<u>10,653.76</u>	<u>0.00</u>

<u>WELCHER, BRANDON; LUCAS, XARIA; TODD, MATTHIAS; MALONE, KATHLEINE; ALFORD, AYVA-MARIE; ALSTON, SHAYKWON; ARTIS, CURTIS; BARBER, CAREY; BROWN, CALAH; BROWN, SHYZEAR; BUTLER, DESHARA; COMMONS, JACOB; DELACRUZ, GLEN ANDRE; DETRICK, JERMAINE; GASKINS, KINDALL; GREEN-ROBINSON, MARC; HENDERSON-SAUNDERS,; JACOB, FURAHA; JAMES, MARIAH; JONES, BLAKE; KING, ZACHARIAH; MCCOY, AZIYA; NIEVES, EMMA; RHOADS-CALISTRO, MAD; ROACH, TREVOR; SAM, ANH; SAM, THINH; SAMUELS, DACOSTA; SAWYER, CATHERINE; SMITH, CODY; SMITH, TANAJA; VELA, SEBASTIAN; WALKER, NAJAHRI</u>	<u>Sumer School Instructional Assistants</u>	<u>35,978.77</u>	<u>0.00</u>
<u>Total Salaries and Wages 1000</u>		<u>1,451,391.64</u>	<u>0.00</u>
<u>Employee Benefits 2000</u>		<u>Source of Funds</u>	
		<u>State</u>	<u>Local</u>
<u>FICA</u>		<u>117,851.04</u>	<u>0.00</u>
<u>VRS Retirement</u>		<u>6,199.77</u>	<u>0.00</u>
<u>Health Insurance</u>		<u>3,570.51</u>	<u>0.00</u>
<u>Group Life</u>		<u>499.88</u>	<u>0.00</u>
<u>Disability</u>		<u>37.49</u>	<u>0.00</u>
<u>Workers' Compensation</u>		<u>64,938.04</u>	<u>0.00</u>
<u>Retiree Health Care Credit</u>		<u>451.36</u>	<u>0.00</u>
<u>City Retirement</u>		<u>1,753.48</u>	<u>0.00</u>
<u>OPEB Retirement</u>		<u>1,322.99</u>	<u>0.00</u>
<u>Total Employee Benefits 2000</u>		<u>196,624.56</u>	<u>0.00</u>
<u>Contractual Services 3000</u>		<u>Source of Funds</u>	
		<u>State</u>	<u>Local</u>
<u>EDUCATIONAL TRAVEL SERVICE INC</u>		<u>103,986.25</u>	<u>0.00</u>
<u>ENRICHMENT CITY LLC</u>		<u>19,800.00</u>	<u>0.00</u>
<u>JAMESTOWN 4-H EDUCATIONAL CENTER</u>		<u>6,800.00</u>	<u>0.00</u>
<u>KIDZ FITNESS, LLC</u>		<u>7,750.00</u>	<u>0.00</u>
<u>LURAY CAVERNS CORPORATION</u>		<u>6,954.50</u>	<u>0.00</u>
<u>MARINERS MUSEUM</u>		<u>1,625.00</u>	<u>0.00</u>
<u>METRO RICHMOND ZOO</u>		<u>8,517.00</u>	<u>0.00</u>
<u>NORFOLK CITY</u>		<u>7,851.80</u>	<u>0.00</u>
<u>PRINTING WRIGHT INC.</u>		<u>8,319.00</u>	<u>0.00</u>
<u>SCIENCE AT THE BEACH LLC</u>		<u>57,126.54</u>	<u>0.00</u>
<u>SCIENCE MUSEUM VIRGINIA</u>		<u>9,204.00</u>	<u>0.00</u>
<u>SEDFIELD ELEMENTARY SCHOOL</u>		<u>717.75</u>	<u>0.00</u>
<u>SUNTRUST BANKS INC BANKCARD DIVISION</u>		<u>10,576.67</u>	<u>0.00</u>
<u>VA AQUARIUM & MARINE SCIENCE CENTER</u>		<u>1,460.97</u>	<u>0.00</u>

<u>VIRGINIA AIR & SPACE CENTER</u>		<u>30,928.00</u>	<u>0.00</u>
<u>VIRGINIA LIVING MUSEUM INC</u>		<u>31,920.00</u>	<u>0.00</u>
<u>YOUNG AUDIENCES VIRGINIA INC</u>		<u>11,550.00</u>	<u>0.00</u>
<u>Total Purchased Contractual Services 3000</u>		<u>325,087.48</u>	<u>0.00</u>
<u>Internal Services 4000</u>			<u>Source of Funds</u>
		<u>State</u>	<u>Local</u>
<u>Child Nutrition Services</u>		<u>4,332.50</u>	<u>0.00</u>
<u>Printing</u>		<u>8,319.68</u>	<u>0.00</u>
<u>Yellow Buses (Field Trips)</u>		<u>133,390.00</u>	<u>0.00</u>
		<u>0</u>	<u>0.00</u>
<u>Total Internal Services 4000</u>		<u>146,042.18</u>	<u>0.00</u>
<u>Other 5000</u>			<u>Source of Funds</u>
		<u>State</u>	<u>Local</u>
<u>Sonja Jordan - reimbursement for student clothing</u>		<u>25.95</u>	
<u>Tiffany Jones - reimbursement for school supplies</u>		<u>39.95</u>	
<u>Total Other 5000</u>		<u>65.90</u>	<u>0.00</u>
<u>Materials and Supplies 6000</u>			<u>Source of Funds</u>
		<u>State</u>	<u>Local</u>
<u>AMAZON.COM SERVICES INC</u>		<u>27,862.75</u>	<u>0.00</u>
<u>PCS EDVENTURES</u>		<u>3,283.67</u>	<u>0.00</u>
<u>PEDIATRICS OF OYSTER POINT PLLC</u>		<u>2,000.00</u>	<u>0.00</u>
<u>SCHOLASTIC INC</u>		<u>5,154.00</u>	<u>0.00</u>
<u>SCHOOL SPECIALTY LLC</u>		<u>36,694.98</u>	<u>0.00</u>
<u>DOLLAR TREE</u>		<u>5.00</u>	<u>0.00</u>
<u>FOOD LION</u>		<u>5.54</u>	<u>0.00</u>
<u>KRISPY KREME</u>		<u>43.02</u>	<u>0.00</u>
<u>LITTLE CAESARS</u>		<u>187.01</u>	<u>0.00</u>
<u>LOWES</u>		<u>559.98</u>	<u>0.00</u>
<u>MUSEUM OF SCIENCE - BOSTON</u>		<u>793.47</u>	<u>0.00</u>
<u>ODP BUS SOL LLC</u>		<u>13,320.43</u>	<u>0.00</u>
<u>OFFICEMAX/DEPOT</u>		<u>28.61</u>	<u>0.00</u>
<u>SAMS CLUB</u>		<u>6,959.35</u>	<u>0.00</u>
<u>SAMS MEMBERSHIP</u>		<u>110.00</u>	<u>0.00</u>
<u>SCHOOL SPECIALTY ECOMM</u>		<u>1,399.39</u>	<u>0.00</u>
<u>SP PCSEDVENTURES!.CO</u>		<u>1,090.88</u>	<u>0.00</u>

<u>WAL-MART</u>		<u>2,008.50</u>	<u>0.00</u>
		<u>101,506.5</u>	
<u>Total Materials and Supplies 6000</u>		<u>8</u>	<u>0.00</u>
<u>Total Project</u>		<u>2,220,718.</u>	<u>0.00</u>
		<u>34</u>	

Roanoke City Schools

Targeted Extended School Year Grant Program

2023 Annual Progress Report

Roanoke City Public Schools
Fiscal Year Funding Source – FY 21 Carryover Funds and FY 23 Funds

1. Executive Summary

The goal of RCPS+ was to find an effective way to help all students develop the skills needed to succeed as they transition from one grade level to the next. The Division sought to accelerate rather than remediate student learning. Looking at research by Howard Bloom and others, the Division found strong evidence that participation in a demanding academic curriculum promotes academic success across all subgroups. Research has shown that interruptions in learning, especially over the summer (termed “summer slide”), can harm academic progress. State and National academic standards continue to increase in rigor each year. RCPS+ provides extended student learning opportunities before the traditional academic year begins by extending the academic year from 9.5 months to 11 months of instruction. The RCPS+ curriculum focuses on an accelerated, differentiated approach that offers various tutorial and enrichment opportunities.

2. Comprehensive description of the extended year project

A. The name and address of the school division, participating schools, and grant coordinator contact information.

1) Roanoke City Public Schools – 40 Douglass Ave, NW Roanoke, VA 24012

2) Roanoke City Public Schools that participated in the ESY grant were:

Fairview Elementary School 648 Westwood Blvd. Roanoke, VA 24012 FY23 in yellow

Fallon Park Elementary School 502 Nineteenth St. SE, Roanoke, Virginia 24013

Garden City Elementary 3718 Garden City Blvd. Roanoke, VA 24014

Hurt Park Elementary 1525 Salem Ave. SW, Roanoke, VA 24016

James Breckinridge Middle School 901 Williamson Road, Roanoke, VA 24012

John P. Fishwick Middle School 1004 Montrose Ave. SE, Roanoke, VA 24013

Lincoln Terrace Elementary 1802 Liberty Road NW, Roanoke, VA 24012

Lucy Addison Middle School 1220 Fifth Street NW, Roanoke, VA 24016

Morningside Elementary 1716 Wilson St. SE, Roanoke, Virginia 24013

Roanoke Academy Elementary 1441 Westside Blvd. NW, Roanoke, VA 24017

Round Hill Elementary School 2020 Oakland Blvd. Roanoke, Virginia 24012

Westside Elementary 1616 19th St. NW, Roanoke, VA 24017

3) Mr. Greg Johnston, Executive Director of Academics is the grant coordinator for this project. He can be reached by email at gjohnston@rcps.info, by phone at (540) 853-2300, or by mail at 40 Douglass Avenue, NW, Roanoke, VA 24012.

4) Type of Program: Extended School Year

- B. The description of the program, including total days of instruction, hours of instruction per day, and student enrollment total by grade or programs served.

The RCPS+ program ran Monday through Thursday for six weeks (22days) from June 20 – July 27. Each elementary school's hours were 8 a.m. – 2 p.m., with 5 ½ hours of instruction and 30 minutes for lunch. The middle school site's hours were 9 a.m. – 3 p.m., with 5 ½ hours of instruction and 30 minutes for lunch. Teachers participated in two workdays on June 14 & 15.

Students enrolled for each grade:

School	PreK	K	1 st	2 nd	3 rd	4 th	5 th	6-8	Total
Fallon Park, Garden City, Morningside	49	58	55	62	64	51	44		383
Hurt Park, Roanoke Academy	69	31	40	37	38	35	31		281
Fairview, Westside	32	56	54	47	54	46	40		329
Lincoln Terrace, Round Hill	45	50	56	63	72	52	60		398
James Breckinridge, John P. Fishwick, Lucy Addison								267	267
Total	195	195	205	209	228	184	175	267	1658

The purpose of RCPS+ is to transition students into a new school year by providing early preparation in reading, writing, and mathematics. Prekindergarten - 8th-grade students participate in the program. RCPS+ offers opportunities to extend student learning through a motivational, engaging, hands-on program. The primary goal is to prevent summer learning lags by providing an extra six weeks of instruction.

The ESY Grant focuses on:

1. Increasing student achievement in reading, writing, and mathematics as measured by Measures of Academic Progress (MAP).
2. Effecting change in student motivation resulting in improved attendance rates.
3. Meeting all students' nutritional, instructional, and emotional needs during the 2023 summer break.

ESY Grant Goal: The overall goal for the program is to have seventy-five (75%) of kindergarten through eighth grade students reading on grade level by the end of their current school year.

Elementary Schools

Objective 1: Increase active reading time in text during the literacy block and throughout the school day for kindergarten through fifth grade students.

- Strategies: Staff will use small group reading instruction, total participation techniques, stamina building strategies, differentiated instruction, interactive read alouds, and content area reading applications.
- Metric to be used for evaluation and reporting of Objective 1: Instruction will include 60-90 minutes of active reading during a daily literacy block and throughout the school day.
- Assessment instrument to be used for evaluation and reporting of Objective 1: Measure of Academic Progress (MAP) testing.

Update: objective 1

2022-2023 School Year:

- Daily instruction in phonics and phonemic awareness to build and strengthen foundational reading skills for students in K-3.
- Targeted small group instruction in grades K-5 focused on foundational skills, fluency, and comprehension.
- Students engage in decodable text reading daily providing an opportunity to apply their phonics knowledge.
- Daily whole group ELA knowledge building instruction in grades K-5 to increase academic and content specific vocabulary and provide daily interaction with complex texts.
- Students respond to text daily through writing. Students are provided opportunities to engage in informative/explanatory, opinion/argument, and narrative writing.

Objective 2: Students will demonstrate grade level reading comprehension by giving written responses to assigned reading tasks.

- Strategies: Teachers will use journal responses, graphic organizers, sentence stems, illustrations, and higher-level questions.
- Metric to be used for evaluation and reporting of Objective 2: Seventy-five (75%) percent of students attending the extended summer program will show a sustained or improved accuracy in reading comprehension.
- Assessment instrument to be used for evaluation and reporting of Objective 2: Measure of Academic Progress (MAP) testing.

Update: Objective 2

2022-2023 School Year:

- Daily instruction in phonics and phonemic awareness to build and strengthen foundational reading skills for students in K-3.

- Targeted small group instruction in grades K-5 focused on foundational skills, fluency, and comprehension.
- Students engage in decodable text reading daily providing an opportunity to apply their phonics knowledge.
- Daily whole group ELA knowledge building instruction in grades K-5 to increase academic and content specific vocabulary and provide daily interaction with complex texts.
- Students respond to text daily through writing. Students are provided opportunities to engage in informative/explanatory, opinion/argument, and narrative writing.

Objective 3: Students who attend the extended summer program will sustain or improve their end of the school year reading levels.

Strategies:

- Strategies: Prescriptive reading curriculum, additional time in text, and STEAM (science, technology, engineering, art, and mathematics) projects based on literature, and differentiated small group instruction.
- Metric to be used for evaluation and reporting of Objective 3: Eighty (80%) of students attending the extended summer program will sustain or improve their reading levels.
- Assessment instrument to be used for evaluation and reporting of Objective 3: Measure of Academic Progress (MAP) testing.

RCPS+ provides an opt-out tutorial and enrichment program that specifically targets reading, writing, and mathematical skills through engaging, interactive, and hands-on instruction. This year's theme for RCPS+ was *Find Your Voice*.

The 2023 Summer RCPS+ reading, math, and STEAM curriculums followed specific components at each site. The curriculum included:

RCPS+ Elementary Reading

- K- 3rd Phonics and Phonemic Awareness Instruction everyday using Really Great Reading and Heggerty
- 4th and 5th – Direct, explicit instruction every day on applying the knowledge of syllable types to read multisyllabic words using Multisyllable Routine Cards
- K-5th Whole Group – Knowledge based instruction utilizing rich, grade-level, culturally responsive texts that integrate comprehension skills, present cross curricular instruction, focus on collaborative group work, and opportunities for students to respond to text through writing
- K-5th Small Group – Differentiated small group instruction based on assessment data
- K-2 students provided a set of decodable texts to read and apply phonics knowledge at home

Reading topics per grade level:

Kindergarten	First	Second
The Continents – understanding the world is a large place with diverse people and places	Cinderella Stories – understanding that cultures pass down stories to teach lessons and morals	The Digestive System – understanding how the digestive system takes nutrients from food to keep our bodies healthy
Third	Fourth	Fifth
Artists Make Art – understanding how artists use their imaginations and teach us to see the world in different ways	Myth Making – understanding myths are clues to understanding aspects of the history and culture of a group of people	Breaking Barriers – athletes and teams who have overcome adversity and challenged barriers inspires and teaches us important lessons about perseverance, hard work, and the power of teamwork and community

RCPS+ Elementary Math

- Math for Love Curriculum - Math for Love summer math curriculum is a play-based, mathematically rigorous curriculum that lays the foundation for robust conceptual understanding by leveraging the fun of games and hands-on materials. The curriculum includes lesson plans, activities/tasks, manipulatives kits, and games designed to increase fluency, strengthen number sense, and build critical thinking skills for students in mathematics.
- Three areas of focus:
 - **Fluency:** flexibility with numbers; use of appropriate strategies; efficiency & accuracy
 - **Numeracy:** ability to understand & work with numbers; flexibility with numbers; build & develop within all concepts (making connections)
 - **Small Group Instruction:** setup allowed for true differentiation; targeted instruction for needs of students; based on pre-test results (grades 1-5 / MAP K-5)
- K-5 daily stations: data driven teacher station; ST Math; playing cards; dice games; manipulative kits

RCPS+ Elementary STEAM – Finding Your Voice Through STEAM

- Technology, science, and engineering-based lesson plans were developed for K-5 STEAM classroom rotations.
- The science, mathematics, arts, and engineering lessons focused on key science standards of learning in K-5 that apply to all grade levels. Art and literature components were also woven into the lessons as well.

- The science curriculum focused on students finding their voices by understanding they are uniquely made, different from others, and how there are many “voices” around us.
- Children’s literature books were used to improve literacy skills throughout each unit or lesson.
- During the “Who Am I” unit students explored and examined their uniqueness through strawberry DNA extraction and fingerprint art. The children’s literature used for this unit was: Little People, BIG DREAMS Rosalind Franklin – in 1946, Rosalind’s research led her to discover “the secret of life” the double helix structure of DNA, changing the future of science forever.
- Students also examined the engineering and mechanisms of a clock and then created and designed a real working clock with their own artwork to tell their story over time!
- During the “Find the Voice in the World Around You” and “Out of this World” units students discovered there are many “voices” all around them. Students created 3D printed bird calls to understand animals also communicate. Students also participated in the StarLab Planetarium lesson to learn about “voices/sounds” in our universe and created/designed vessels for an egg drop activity which incorporated science skills such as gravity, force, and motion. The children’s literature used for these units were: Say Something, By Peter Reynolds and Counting on Katherine Johnson: How Katherine Johnson Saved Apollo 13, by Helaine Becker.

Middle Schools:

Objective 1: Increase active reading time in all core content areas throughout the school day.

- Strategies: Teachers will include daily disciplinary literacy-focused reading and vocabulary instruction, weekly critical thinking and discussion opportunities related to texts, content-specific texts available online and in hard-copy form.
- Metric to be used for evaluation and reporting of Objective 1: Sixty to ninety (60-90) minutes of combined active reading during core content daily.
- Assessment instrument to be used for evaluation and reporting of Objective 1: Assessment instrument used will be an Active Reading Inventory noted in lesson plans and collected by instructional coaches.

Objective 1 Update | 2022-2023 school year

- Teachers in core subject areas engaged students in daily reading and vocabulary instruction.
 - Texts included textbooks as well as supplemental authentic texts relevant to the subject area.
 - Vocabulary instruction was text-embedded, related to reading selection(s) as well as discipline-related.
- Teachers engaged students in critical thinking and discussion opportunities related to texts at least weekly. Discussion opportunities took the form of whole-class, small-group, and

paired discussions, as well as written assignments related to the text and designed to promote critical thinking/reflection.

- Teachers in core classrooms focused on achieving 60-90 minutes of combined time spent actively reading over the course of each week.
- Middle school instructional coaches collected lesson plans with active reading time noted.

Objective 2: Students will increase active reading time in all core content areas throughout the school day.

- Strategies: Teachers will include daily disciplinary literacy-focused writing opportunities, equitable approaches to writing including common graphic organizers, sentence frames, use of mentor texts, visual prompts, and online writing programs.
- Metric to be used for evaluation and reporting of Objective 2: Seventy-five percent (75%) of students attending the extended day and extended summer program will engage in 30-60 minutes of combined active writing during the core content classes daily.
- Assessment instrument to be used for evaluation and reporting of Objective 2: Active Writing Inventory noted in lesson plans and collected by instructional coaches.

Objective 2 Update | 2022-2023 school year

- Teachers in core subject areas engaged students in writing activities focused on improving disciplinary literacy.
 - Activities included responses to reading, and use of graphic organizers.
 - Strategies employed by teachers included providing sentence starters/sentence frames and visual prompts.
 - Teachers employed mentor texts and exemplars to support student writing success.
- IXL, Writable and MyAccess! online programs provided support for writing improvement.
- Teachers in core classrooms focused on achieving 30-60 minutes of combined time spent in writing activities over the course of each week.
- Middle school instructional coaches collected lesson plans with writing activity time noted.

Objective 3: Students who attend the extended day and extended summer program will sustain or improve their end of the school year reading levels.

- Strategies: Teachers will include prescriptive reading curriculum, disciplinary literacy focus in all classes, text annotation, and differentiated small group reading instruction.
- Metric to be used for evaluation and reporting of Objective 3: Eighty percent (80%)

of students attending the extended day and extended summer program will sustain or improve their reading levels.

- Assessment instrument to be used for evaluation and reporting of Objective 3: Reading levels will be measured by Lexile using an online reading assessment.

Objective 3 Update | 2022-2023 school year

- Teachers of the extended day and summer program focused instruction on reading and writing about a mentor text specific to each grade level.
 - Teachers employed small group reading instruction to differentiate for varied learners' needs and levels.
 - Teachers used an "I do, we do, you do" model of annotation to provide students with annotation strategies while reading.
- Teachers of the extended summer program embedded and intertwined reading, writing, and multimodal communication strands.

RCPS+ Middle School English

- Three strands of the VDOE English curriculum framework—reading, writing, multimodal communication—integrated throughout the 6-week program of study, using an anchor text for each grade level as the central focus:
 - Grade 8 | *They Called Us Enemy* by George Takei | memoir
 - Grade 7 | *Pax The Journey Home* (Book 2) by Sara Pennypacker | novel
 - Grade 6 | *Eleven* by Tom Rogers | novel
- Supplemental texts included to complement the anchor texts and strengthen reading skills in varied genre, such as poems, related nonfiction, related fiction.
- Text-embedded explicit vocabulary instruction and practice related to each anchor text and supplemental texts.
- Daily writing (formal and informal) using the writing process (prewrite, plan, draft, revise, edit, finalize).
- Grammar instruction in context of writing activities, along with targeted writing skill practice using IXL.
- Each grade level focused on a culminating written project that required students to demonstrate knowledge/skill with reading, writing, and multimodal communication.
 - Grade 8 | personal narrative
 - Grade 7 | personal essay; short story
 - Grade 6 | narrative paragraph & reflective paragraph

RCPS+ Middle School Math

- Booklets and supplemental activities were created to address math concepts from fifth grade through Algebra I to address remediation and enrichment needs (based on strand weaknesses)
- Standards that related to each other vertically were clustered into unit plans to allow teachers to reteach and accelerate.
 - This grade level range was needed to differentiate instruction. Teachers offered remediation and enrichment where appropriate. For example, a 7th grade teacher may have chosen to reinforce 5th and 6th grade content prior to teaching the current grade level standard (based on data). In addition, 8th grade and algebra I content may have been provided as enrichment to challenge all learners.
- Booklets were provided for students to respond to daily math writing prompts. Students were given real-life math situations and were asked to respond and justify their thinking.

RCPS+ Middle School STEAM

Students in middle school RCPS+ rotated through five units over the course of the summer. Each program included reading and writing and hands on content with:

- Rocketry- students studied Newton's Laws, force and motion and built and flew solid fuel rockets.
- Urban Heat Project – students acted as citizen scientists as they used weather instruments and infrared cameras to collect heat data around the school grounds. They also wore temperature sensors home and collected data about their community. Then they used maps of their community to plan heat mitigation strategies.
- Students used math and science skills to learn about and create logos using FARGO card printers.
- Students got up close and personal with history thanks to Frederick Douglass during an assembly about his life.
- Experimental and Engineering design- students dove into the Science Standards “SEP”- Science and Engineering Practices- to conduct experiments and solve design challenges, including 3D design and printing.
- Programming- students used iPads and Sphero robotic spheres to learn programming and to guide their “sphero” around the school building.

3. Description of the barriers and facilitators to implementation, including amount of planning time, logistics for transportation and other support services, community engagement and partnerships with other organizations or school divisions, fiscal impact, and scheduling of professional development.

Instructional data collected on a small summer student population compared to the regular school year was the first barrier. All students can participate in the program but have the right to opt out. RCPS+ competes with traditional summer plans such as vacations, camps, and other “fun in the sun” events. RCPS+ presented an engaging, hands-on curriculum that is non-evaluative to attract students and parents. Students learned new concepts during reading, math, and STEAM lessons and reviewed previously taught material during the past year. All activities followed a common theme for the 2023 summer. This year’s theme was *Find Your Voice*. District reading and math specialists, classroom teachers, and district coordinators did the instructional planning for the RCPS+ program. Staff members spent hundreds of hours developing the instructional curriculum for teachers and staff.

The second RCPS+ barrier was the lingering impact of COVID-19 among students and staff. RCPS+ went four days a week instead of five because of a concern for student and teacher social-emotional well-being and possible low participation. RCPS wanted to ensure that the summer program went well and provided enough of a break for everyone involved each week. Going four days a week was a big hit this summer.

The third unintended barrier was our assessment program during the six-week summer program. RCPS gave the Measures of Academic Progress (MAP) assessment three times during the 2022-2023 school year for the first time. By doing this assessment to determine our students’ strengths and weaknesses, we could not use the MAP assessment during the summer. The six-week program is too short to accomplish the norming process and is not available for us to use. Our next assessment will not occur until the first week in September.

Transportation was based on the number of students participating in RCPS+. Roanoke City Public Schools contracted Durham School Services for our transportation needs during RCPS+. Durham School Services provided transportation to and from school each day.

Traditionally, various organizations are working with Roanoke City Public Schools' Extended School Year project, RCPS+. This year's program saw more involvement from local partnerships than in the past. Roanoke City Public Schools took more field trips this summer, to the delight of staff and students. Several external programs came into the schools focused on children's theatre and reading. Students were still able to participate and learn new and exciting things.

4. Description of changes in teacher and parent satisfaction and student engagement, including how each was measured and results found.

Each year of the RCPS+ program, a survey goes to staff with the following questions:

- What were the most engaging aspects of the English curriculum?
- What recommendations do you have for the English curriculum writers?
- What were the most engaging aspects of the math curriculum?
- What recommendations do you have for the math curriculum writers?
- What were the most engaging aspects of the STEAM curriculum?
- What recommendations do you have for the STEAM curriculum writers?
- What are your thoughts on the extension activities and fieldtrips offered this summer?

There were a variety of responses from this year's survey. Most of the answers focused on positive items such as high expectations, solid but modified curriculum, appropriate use of authentic literature in English, math, and STEAM, more opportunities to write, math journals, STEAM activities, building background knowledge, more field trips available, and just the sense of staying on course. Survey concerns focused on too rigorous of a curriculum for the summer, a need for more hands-on activities, more planning time before the program's start, a shorter program, more detailed plans for STEAM, more background knowledge before field trips, need for an arts camp, and not everyone was able to participate in all the activities/field trips. The survey allows staff to express what they believe needs to continue and what needs to be tweaked. The survey helps with our planning for the upcoming school year.

5. Data on the impact of the year-round or extended year project (Please use the *Evaluation Matrix*)

- A. English instruction and Tier 1 grade-level reading continue to be an area of needed growth. Our school district implemented new instructional practices, specifically phonemic awareness, phonics, vocabulary, comprehension, and writing. However, the school district saw minimal gains at the beginning of each new school year. Teachers, staff, and students worked hard to incorporate the new rigorous components. Unfortunately, students did not fully retain the hard work accomplished during the academic school year due to a “summer slide” from June through August. The ESY grant allows participating students to sustain academic progress into a new school year.
- B. During the 2022-2023 school year, Roanoke City Public Schools assessed students' reading levels through Measure of Academic Progress (MAP), an adaptive computer test. MAP assessments help teachers identify the student's instructional levels and provide context for determining where each student is performing concerning local or state standards and national norms. MAP reports allow teachers to better target instruction based on students' strengths and needs. Roanoke City Public Schools gave this assessment three times during the 2022-2023 school year. The reading results are included in this report.

2022-2023 Elementary Fall

Metric: Student Achievement 2022-2023 – Fairview, Fallon Park, Garden City, Hurt Park, Lincoln Terrace, Morningside, Roanoke Academy, Round Hill, and Westside

Instrument: Measures of Academic Progress (MAP)

Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: EL
Number of Students Assessed	3268	654	1658	Not available
Meets or Exceeds Grade Level Expectations	1210 (37.03%)	312 (47.71%)	551 (33.23%)	
Approaching Grade Level	789 (24.14%)	146 (22.32%)	429 (25.87%)	
Below Grade Level	1269 (38.83%)	196 (29.97%)	678 (40.89%)	

During the Fall of 2022, RCPS staff members assessed student reading levels to determine the true pandemic impact on learning loss in grades K-5. MAP tests are "smart" tests adapting to a student's level of learning, meaning they are not too hard or too easy and give a more accurate picture of students' current skills. Overall, 37.03% of students were meeting or exceeding grade level expectations, 24.14% were approaching grade level, and 38.83% were below grade level expectations. The MAP assessment results were higher than most thought they would be due to the pandemic impact on learning loss. There was concern that the Black subgroup in the below grade level was much higher than the white subgroup. The EL reporting data was unavailable due to technology issues in separating the data from the other sub-groups. This data is reported in the winter and spring charts. The MAP assessment provided a starting point for teachers and staff to use in helping students succeed.

2022-2023 Elementary Winter

Metric: Student Achievement 2022-2023 – Fairview, Fallon Park, Garden City, Hurt Park, Lincoln Terrace, Morningside, Roanoke Academy, Round Hill, and Westside

Instrument: Measures of Academic Progress (MAP)

Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: EL
Number of Students Assessed	3272	638	1685	480
Meets or Exceeds Grade Level Expectations	1004 (30.68%)	278 (43.57%)	441 (26.17%)	100 (20.83%)
Approaching Grade Level	809 (24.72%)	132 (20.69%)	429 (25.46%)	113 (23.54%)
Below Grade Level	1459 (44.59%)	228 (35.74%)	815 (48.37%)	267 (55.63%)

During the Winter of 2022, RCPS staff members assessed student reading levels to determine the true pandemic impact on learning loss in grades K-5. Overall, 30.68% of students were meeting or exceeding grade level expectations, 24.72% were approaching grade level, and 44.59% were below grade level expectations. The MAP assessment results were lower than most thought they would be after the fall assessment. The number of students in the below-level grade level category increased by almost 6%. Several factors played a part in this decrease, including student absenteeism, staff absenteeism, a new curriculum in English, and inconsistent in-person staff training.

2022-2023 Elementary Spring

Metric: Student Achievement 2022-2023 – Fairview, Fallon Park, Garden City, Hurt Park, Lincoln Terrace, Morningside, Roanoke Academy, Round Hill, and Westside

Instrument: Measures of Academic Progress (MAP)

Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: EL
Number of Students Assessed	3280	630	1684	444
Meets or Exceeds Grade Level Expectations	1045 (31.86%)	281 (44.60%)	469 (27.85%)	95 (21.40%)
Approaching Grade Level	818 (24.94%)	147 (23.33%)	439 (26.07%)	12 (2.70%)
Below Grade Level	1417 (43.20%)	202 (32.06%)	776 (46.08%)	337 (75.90%)

During Spring 2023, RCPS staff members assessed student reading levels to determine the true pandemic impact of learning loss in grades K-5. Overall, 31.86% of students were meeting or exceeding grade level expectations, 24.94% were approaching grade level, and 43.20% were below grade level expectations. The MAP assessment results showed a slight increase from the winter assessment. The impact of the pandemic was more significant than anyone thought it would be regarding learning loss. Key foundational components of reading in their early school years impacted student progress significantly. Our instructional program in English will reverse the results shown in the above chart if followed with fidelity. The program includes daily instruction in phonics and phonemic awareness, targeted small group instruction, engagement in the daily reading of decodable texts, whole group ELA knowledge-building instruction, content-specific vocabulary, and students responding to text daily through writing.

2022-2023 Middle School Fall

Metric: Student Achievement 2022-2023 – James Breckinridge, John P. Fishwick, and Lucy Addison

Instrument: Measures of Academic Progress (MAP)

Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: EL
Number of Students Assessed	1361	271	644	Not available
Meets or Exceeds Grade Level Expectations	546 (40.12%)	150 (55.35%)	193 (29.97%)	
Approaching Grade Level	322 (23.66%)	61 (22.51%)	159 (24.69%)	
Below Grade Level	493 (36.22%)	60 (22.14%)	292 (45.34%)	

During the Fall of 2022, RCPS staff members assessed student reading levels to determine the true pandemic impact on learning loss in grades 6-8 and the impact of new instructional practices within the school division. MAP tests are "smart" tests adapting to a student's level of learning, meaning they are not too hard or too easy and give a more accurate picture of students' current skills. Overall, 40.12% of students were meeting or exceeding grade level expectations, 23.66% were approaching grade level, and 36.22% were below grade level expectations. The MAP assessment results were higher than most thought they would be after the 2021-2022 school year. There was concern that the Black subgroup in the below grade level was much higher than the white subgroup. The EL reporting data was unavailable due to technology issues in separating the data from the other sub-groups. This data is reported in the winter and spring charts. The MAP assessment provided a starting point for teachers and staff to use in helping students succeed.

2022-2023 Middle School Winter

Metric: Student Achievement 2022-2023 – James Breckinridge, John P. Fishwick, and Lucy Addison

Instrument: Measures of Academic Progress (MAP)

Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: EL
Number of Students Assessed	1391	270	644	274
Meets or Exceeds Grade Level Expectations	577 (41.48%)	162 (60.00%)	207 (32.14%)	92 (33.58%)
Approaching Grade Level	302 (21.71%)	50 (18.52%)	155 (24.07%)	53 (19.34%)
Below Grade Level	512 (36.81%)	58 (21.48%)	282 (43.79%)	129 (47.08%)

During the Winter of 2022, RCPS staff members assessed student reading levels to determine the true pandemic impact on learning loss in grades 6-8 and the impact of new instructional practices within the school division. Overall, 41.48% of students were meeting or exceeding grade level expectations, 21.71% were approaching grade level, and 36.81% were below grade level expectations. The MAP assessment results varied slightly from the fall assessment. There was still concern that the EL subgroup was higher than the overall subgroup. The black subgroup showed improvement compared to the fall assessment. Middle school students did not show a similar impact from the pandemic school year because they had the foundational skills taught at the elementary level and more practice with formal assessments. The critical effect of the middle school MAP results focused on absenteeism.

2021-2022 Middle School Spring

Metric: Student Achievement 2021-2022 – James Breckinridge, John P. Fishwick, and Lucy Addison

Instrument: Measures of Academic Progress (MAP)

Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: EL
Number of Students Assessed	1349	260	620	149
Meets or Exceeds Grade Level Expectations	533 (39.51%)	140 (53.85%)	188 (30.32%)	13(8.72%)
Approaching Grade Level	316 (23.42%)	53 (20.38%)	155 (25.00%)	23 (15.44%)
Below Grade Level	500 (37.06%)	67 (25.77%)	277 (44.68%)	113 (75.84%)

During the Spring of 2023, RCPS staff members assessed student reading levels to determine the true pandemic impact on learning loss in grades 6-8 and the impact of new instructional practices within the school division. Overall, 39.51% of students were meeting or exceeding grade level expectations, 23.42% were approaching grade level, and 37.06% were below grade level expectations. The MAP assessment results were still lower than most thought they would be after the winter assessment. The impact of the pandemic was more significant than anyone thought it would be around instructional growth. Our new instructional program in English will reverse the results shown in the above chart by using an extensive number of online resources for review and practice, as well as the publisher's planning-for-instruction tools in tier 2 differentiation, EL differentiation, and enrichment differentiation. Pacing guides have been adjusted with various checkpoints to monitor student progress. Teachers will continue using data from MAP assessments to provide interventions, additional instruction, practice, and small group work to develop and improve reading comprehension.

- C. RCPS+ does not occur during the academic school year. The program runs for six weeks in June and July. Teachers apply online and are selected based on academic success from the previous academic year. Elementary principals, coordinators, and executive staff members review all applications. Teachers are chosen to work RCPS+ if they return for the next academic school year, which ensures consistency in maintaining effective instructional practices throughout the next academic year. RCPS+ is highly competitive and provides significant funds for teachers during the summer.

- D. RCPS+ occurs after the academic school year ends. It is a six-week program with an opt-out option for students. Through engaging, interactive, and hands-on instruction, the program provides acceleration and tutorial activities targeting reading, writing, and mathematical skills. RCPS+ is a non-evaluative program that encourages students to try new instructional activities. RCPS+ does not have an attendance policy. Students are encouraged to participate in local camps throughout the six-week timeframe of RCPS+. RCPS believes by encouraging students to try new things and experiences; they will develop broader background knowledge and academic success. Teacher attendance was lower this year due to exhaustion. Teachers do not have sick days to use during summer programs. If they do not teach, they are not paid for the day. RCPS maintained a substitute list for staff to use during the summer. The average class size ranged from 15:1 to 18:1. By reducing the class size, teachers can work with their students' strengths and weaknesses more often. Student behavior is outstanding during RCPS+. Students engage in non-evaluative activities that develop a renewed love of reading, mathematics, and STEAM learning. Students are encouraged to try new things and present their learning through various projects.

- E. Roanoke City Public Schools has offered the RCPS+ program for ten years. Roanoke City Schools realized that our previous summer school model needed significant adjustments to help students sustain or improve academic success. RCPS+ provides an engaging, hands-on, non-evaluative program for Pre-Kindergarten - 8th grades. All elementary and middle schools participated in the 2023 RCPS+ program at nine sites. Almost 3000 students enrolled, with 1658 coming from the ESY Grant schools. Roanoke City Public Schools is fiscally responsible for instructional funds. Roanoke City Public Schools works with our local school board, the Roanoke City Council, and state grants to provide new and exciting instructional opportunities for our students. There is no significant impact on per-pupil costs since RCPS+ works with fewer students than during the regular school year. RCPS+ only lasts for six weeks. Most of the expenses related to this year's program focused on staffing. The cost per student varies from school to school. The budget expenses reflect FY21 carry-over funds and FY23 grants. (See below expense report)

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY 21 carryover and FY 23			
Start-up Years 1-3: 20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)			
Start-up Years 4+: Local Match Based on Local Composite Index			
NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.			
1000 Personnel Services - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project. Include wages and contract or consultant staff costs in this section.		Source of Funds	
Names of Individuals	Project Role	State	Local
<i>Names of individuals and staff positions are listed after the expense report.</i>			
FY 21 Carry-over		1,550,098.60	310,019.72
FY 23		237,783.06	0
Staff salaries listed in separate section			
Total		1,787,881.66	310,019.72
2000 Employee Benefits - Please list the amount of employee benefits charged to the project.		Source of Funds	
Social Security		State	Local
FY 21 Carry-over		118,077.03	23,615.41
FY23		20,319.84	0
Total Employee Benefits 2000		138,396.87	23,615.41
3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.		Source of Funds	
Fieldtrips and transportation		State	Local
FY 21 Carry-over		16,622.23	3,324.45
FY 23		0	0
Total Purchased Contractual Services		16,622.23	3,324.45
4000 Internal Services		Source of Funds	
Print shop: classroom curriculum		State	Local
FY 21 Carry-over		9,131.11	1,826.22
FY 23		0	0
Total Internal Services		9,131.11	1,826.22
5000 Other Services		Source of Funds	
Leases, rentals, and postage		State	Local
FY 21 Carry-over		5,079.47	1,015.89

FY 23	573.00	0
Total Other Services	5,652.47	1,015.89
6000 Materials and Supplies - List all supplies, materials, and services charged to the project.	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Curriculum materials- see description below		
FY 21 Carry-over	403,395.56	80,679.11
FY 23	94.00	0
Total Materials and Supplies	403,489.56	80,679.11
	State	Local
Total Project Expenses	2,361,173.90	420,480.80

Vendor	Item	Cost
Amazon Capital Svcs, Inc	Confetti Canon, Heart Confetti, Zipper Bags, Fiber Wands	2,718.54
Amazon Capital Svcs, Inc	Beach Balls, Snowfall Projector, Snowflakes, Hear Confetti	211.64
Amazon Capital Svcs, Inc	Carnival Toss Games, Rubber Stamp, Wipes, Agility Training	4,838.19
Amazon Capital Svcs, Inc	Painted Lady Caterpillars	199.00
Amazon Capital Svcs, Inc	Build A Story Cards - Community Helpers	127.00
Amazon Capital Svcs, Inc	Why Not You? And We're All Wonders Books	131.39
Amazon Capital Svcs, Inc	Paper Bags and Cheez-It Crackers	137.47
Amazon Capital Svcs, Inc	Binders and Cake boards	1,984.83
Amazon Capital Svcs, Inc	Insect and Butterfly Habitat Cage Terrariums	263.76
Amazon Capital Svcs, Inc	Play Doh Modeling Compound 36 Packs	579.80
Amazon Capital Svcs, Inc	Craft Sticks, Memory Card, Embroidery Floss, Clay	150.88
Amazon Capital Svcs, Inc	Multicolor Meter, Filament Bundles	354.08
Amazon Capital Svcs, Inc	Mini Erasers for Kids	254.25
Amazon Capital Svcs, Inc	Salt Shakers	539.05
Amazon Capital Svcs, Inc	Tiara, Kristoff Costumes	308.07
Amazon Capital Svcs, Inc	Sidewalk Chalk, Acrylic Skeins	127.90
Amazon Capital Svcs, Inc	Vision Slides, Pipettes, Alcohol, Jars, Magnifying Glasses	1,667.50
Amazon Capital Svcs, Inc	Photo Paper	219.00
Amazon Capital Svcs, Inc	Construction Paper, Clay	294.65
Amazon Capital Svcs, Inc	Shipping Boxes	130.45
Amazon Capital Svcs, Inc	Batteries and Bulge Lug Nuts	34.56
Amazon Capital Svcs, Inc	Craft Sticks, Lip Gloss Base, Tubes, Flavoring Oil	335.61
Amazon Capital Svcs, Inc	Lanyards and USB Wall Chargers	168.09

Amazon Capital Svcs, Inc	Glue Sticks and Paint Brushes	666.62
Amazon Capital Svcs, Inc	Thermometers and Starlight Mints	516.58
Amazon Capital Svcs, Inc	Shipping Labels, Froggy Flakes, Wig, Wings, Tiara, Skirt	611.05
Amazon Capital Svcs, Inc	Wedding Suit, Olaf Hoodie, Isis Wings, Leis, Costumes	1,485.54
Amazon Capital Svcs, Inc	Batteries, Brass Fasteners, Clock Movements	4,653.63
Amazon Capital Svcs, Inc	Paratroopers with Parachutes	539.40
Amazon Capital Svcs, Inc	Tape, Paint, Craft Sticks, Balloons, Index Cards	1,706.16
Amazon Capital Svcs, Inc	Percy Jackson Book	11.29
Amazon Capital Svcs, Inc	Rosalind Franklin Books	106.60
Amazon Capital Svcs, Inc	Say Something, Rosalind Franklin, Counting on Katherine	593.28
Amazon Capital Svcs, Inc	Theater Games, Backdrop, Felt Play, Flannel Board	1,714.27
Amazon Capital Svcs, Inc	Modeling Clay, Pencils, Drawing Paper	98.98
Amber Voeller	Vocal Coaching for Frozen Kids	1,600.00
Amber Voeller	Intro to Acting Sessions	1,200.00
B&H Foto	Ultrachrome Cartridge Set	549.00
Barnes and Noble	Books for Summer Reading Program	1,114.97
Barnes and Noble	Preschool Books	2,090.02
Barnes and Noble	Books for Summer Reading Program	28,369.04
Blick Art Materials	Colored Pencil Set and Newsprint	43.78
Bluum of Texas, LLC	Class VR Licenses	7,182.00
Early Childhood	Preschool Art Supplies	3,151.07
Early Childhood	Preschool Play Supplies	1,570.81
Eduporium, Inc	Bee Bot Hive Bundles and Mats	18,424.00
Follett School Solutions	Books for Reading Program	26,034.00
Guitar Center Stores	Xylophones	1,214.73
Hobby Haven, Inc	Model Rockets	376.58
Just Right Reader, Inc	Summer Skill Review Take Homes	53,560.00
Lakeshore Parent, LLC	Magnetic Numbers, Letters, Engineer a Coaster, Fort Builder	9,159.20
Lakeshore Parent, LLC	Microscopes	1,529.10
Lakeshore Parent, LLC	Preschool Play Supplies	919.17
Lakeshore Parent, LLC	Preschool Play Supplies	4,280.70
Learning Squared, Inc	Staying Safe by Staying Connected	24,724.00
Math for Love, LLC	Curriculum - Manipulative Kits K-5	106,623.30
McMaster-Carr Supply	Hex L-Keys	18.00
Music is Elementary	Rhythm Works Sets	1,043.10
Oriental Trading	Fedoras	101.97
Plank Road Publishing, Inc	Teachers Handbooks	1,362.33
Really Great Reading	Countdown Student Workbooks	22,788.00
Roanoke Children's Theatre	Music Directing for Frozen Kids	400.00
Ryan Christopher	Sounds and Light for Frozen Kids	2,145.00
School Specialty	Play Doh, Markers, Pencils, Scissors, Pocket Folders	3,219.50
School Specialty	Role Play Set, Badge Holder, Sand, Yarn, Goggles, Puzzles	1,445.83
School Specialty	Marker/Crayon Set, Dry Erase Markers, Highlighters - VH	1,164.81

School Specialty	Marker/Crayon Set, Dry Erase Markers, Highlighters - RH	2,137.97
School Specialty	Marker/Crayon Set, Dry Erase Markers, Highlighters - RAMS	1,523.07
School Specialty	Marker/Crayon Set, Dry Erase Markers, Highlighters - Preston	1,630.28
School Specialty	Marker/Crayon Set, Dry Erase Markers, Highlighters - Westside	2,245.18
School Specialty	Marker/Crayon Set, Dry Erase Markers, Highlighters - Grandin	1,122.59
School Specialty	Marker/Crayon Set, Dry Erase Markers, Highlighters - Fallon	2,245.18
School Specialty	Marker/Crayon Set, Dry Erase Markers, Highlighters - Crystal	1,122.59
School Specialty	Play Doh, Markers, Magic Shapes, Craft Mask Kits	1,836.60
School Specialty	Construction paper, Crayons, Railroad Board, Masking Tape	2,293.13
School Specialty	Dominoes, Dice, Watercolors, Composition Books, Glue	2,727.27
School Specialty	Dice, Playing Cards	5,608.58
SOFTSPORTS, LLC	Staying Safe by Staying Connected	26,999.40
Staples	Kinetic Sand, Markers, Binders, Glue, Bags, Sticky Notes	2,121.00
Staples	Easel Pads	300.80
Staples	Cardstock	740.52
Staples	Shipping Labels	57.05
Staples	Composition Notebooks, Cardstock, Glue, 3-hole punch	78.42
Staples	Goldfish, Water, Lollipops, Smarties, Storage Bags	702.52
Staples	Markers, Copy Paper, Colored Paper, Tape, Cardstock	126.68
Staples	Pencils, Notebooks, Labels, Learning Strips, Easel Pads - Preston	1,758.48
Staples	Pencils, Notebooks, Labels, Learning Strips, Easel Pads - Westside	1,831.86
Staples	Pencils, Notebooks, Labels, Learning Strips, Easel Pads - RH	1,777.05
Staples	Pencils, Notebooks, Labels, Learning Strips, Easel Pads - Grandin	936.06
Staples	Pencils, Notebooks, Labels, Learning Strips, Easel Pads - VH	1,013.28
Staples	Pencils, Notebooks, Labels, Learning Strips, Easel Pads - Fallon Park	1,831.86
Staples	Pencils, Notebooks, Labels, Learning Strips, Easel Pads - RAMS	1,270.41
Staples	Pencils, Notebooks, Labels, Learning Strips, Easel Pads - Crystal	995.82
Staples	Tape, Crayons, Markers	1,124.78
Staples	Composition Books	2,964.00
Tangible Play, Inc.	Staying Safe by Staying Connected	31,392.00
Theatreworks Backdrops	Backdrops for Frozen Kids	1,349.99
Wal Mart	Supplies for Frozen Kids	295.19
Wal Mart	Strawberries and Alcohol - Strawberry DNA Project	167.00
Wal Mart	Strawberries and Alcohol - Strawberry DNA Project	356.80
Wal Mart	Dawn Soap	19.84
West Music Company	Glockenspiel	1,323.00
RCPS Warehouse	Copy Paper	1,347.16
ZANER-BLOSER, Inc.	Writing Instruction	1,066.02
Done	TOTAL	464,322.55

1000 Personnel Services FY21 Carryover Funds and FY23 Funds

Substitutes for all school sites and positions

Fallon Park (Fallon Park, Garden City, & Morningside)

Last Name	First	Position
Hammend	Cynthia	Secretary
Fields	Quianna	Librarian
Boothe	Elizabeth	PE
Carle	Ashley	Counselor
Flowers	Blaire	Reading Specialist
Nason	Kimberly	Reading Specialist
Wheeler	Pamela	Reading Specialist
McGhee	Ann	EL
Schenkel	Elizabeth	EL
Spencer	Kevin	STEAM
McMullen	Mikayla	STEAM
Miller	Rosemary	STEAM
Rueff	Leslie	STEAM
Greer	Ashley	PreK
Pollock	Janine	PreK
Durham	Erin	PreK
Collins	Hannah	PreK
Worrell	Samantha	PreK Asst.
Crump	Victoria	PreK Asst.
Fulp	Elizabeth	PreK Asst.
Garcon	Naimah	PreK Asst.
Gardner	Kathy	PreK Asst.
Hayes	A'Zah	PreK Asst.
Mele	Sara	PreK Asst.

Glick	Sarah	PreK Asst.
Holsey	Viney	Kindergarten
Urbanski	Sarah	Kindergarten
Clark	Elonda	Kindergarten
Barlow	Whitney	First Grade
Frazier	Rachel	First Grade
Ware	Scarlett	First Grade
Montano	JoAn	First Grade
O'Connor	Ellen	Second Grade
Wilburn	Brian	Second Grade
LeNeave	Tiffany	Second Grade
Doty	Morgan	Second Grade
Graybill	Susan	Third Grade
Deaton	Jennifer	Third Grade
Brouse	Kristin	Third Grade
Wasson	Myra	Fourth Grade
Bryant	Anglea	Fourth Grade
Bailey	Lauren	Fourth Grade
Eplion	Tammy	Fifth Grade
Moyer	Brittany	Fifth Grade
Walters	Karen	SPED
Godfrey	Jamie	SPED
Wiley	Danielle	SPED
Person	Tyler	SPED
Goodwin	Joyce	SPED
Parker	Fiona	SPED
Paitsel	Krystal	SPED
Green	Miranda	SPED
Poff	Kellie	SPED
Guzi	Lauren	SPED

RAMS (Roanoke Academy, Hurt Park)

Last Name	First	Position
Gross	Natasha	Secretary
Hayden	Sharon	Librarian
Reynolds	Kristin	PE
King	Crystal	Reading Specialist
Belcher	Micki	Reading Specialist
Snay	Abigail	Reading Specialist
Guffey	Jennifer	EL
Childress	Cassy	STEAM
Cooke	Joseph	STEAM
Bard	Crystal	PreK
De la Paz	Kathryn	PreK
Hiner	Olivia	PreK
Micklem	Andrea	PreK
Graham	Roslyn	PreK
McConchie	Rebecca	PreK
Staples	Treasure	PreK
Walker	Te'Ashe	PreK Asst.
Shepherd	Connie	PreK Asst.
Markham	Catherine	PreK Asst.
Kosko	Kristina	PreK Asst.
Murtaugh	Grace	PreK Asst.
Davis	Lazette	PreK Asst.
Preston	Keshia	PreK Asst.
Jackson	Tiffany	PreK Asst.
Stover	Candance	PreK Asst.
Barton	Jessi	PreK Asst.
Preston	Shari	PreK Asst.
Woolheater	Miranda	Kindergarten
Johnson	Kelly	Kindergarten
Wright	Amanda	Kindergarten
Rybitski	Sarah	Kindergarten
Robinson	Sarah	First Grade
Johnson	Ashli	First Grade
Kelley	Frances	Second Grade
Jamison	John	Second Grade

Murphy	Elizabeth	Third Grade
Gawlowski	Jennifer	Third Grade
Turner	Kathy	Fourth Grade
Hastings	Lindsay	Fifth Grade
Anderson	Courtney	SPED
Toney	Erica	SPED
Moomaw-Burton	Amanda	SPED
O'Dell	Lynsey	SPED
Rhodes	Sheila	SPED
Epperly	Brian	SPED
Austin	Tiffany	SPED
Thompson	Kelly	SPED
Ferguson	Samantha	SPED
Bell	Tarasha	SPED
Peters	Jordan	SPED

Round Hill (Round Hill & Lincoln Terrace)

Last Name	First	Position
Patterson	Rachel	Secretary
Pigeon	Jill	Librarian
Gill	Jaylyn	PE
Hanes	Carrie	Reading Specialist
Bell	Dana	Reading Specialist
Ungs	Anita	Reading Specialist
Hager	Regina	EL
Thomas	Tana	EL
Hernandez Quiroz	Eowyn	EL
Salvo	Solange	EL
Marquez	Patty	EL Asst.
Harig	Allison	STEAM
Blair	Gordon	STEAM
Burcham	Wendy	STEAM

Borling	Krista	STEAM
Lambert	Lisa	PreK
Naff	Tiffany	PreK
Rexrode	Sharon	PreK
Sanders	Rosalind	PreK Asst.
Jackson	Heather	PreK Asst.
Figuerdo	Tracey	PreK Asst.
Braggins	Jessica	Kindergarten
Thompson	Laura	Kindergarten
Boyd	Bonnie	Kindergarten
Hudgins	Stephanie	Kindergarten
Dolan	Allison	First Grade
Nichols	Courtney	First Grade
Coger	Rebecca	First Grade
Miller-Williams	Tammy	First Grade
McPeak	Angela	Second Grade
Parker	Christina	Second Grade
King	Stephane	Second Grade
Russell	Michael	Second Grade
Cadd	Cassidy	Third Grade
White	Keiara	Third Grade
McLaughlin	Chawanda	Third Grade
Morgan	Paula	Fourth Grade
Looney	William	Fourth Grade
Malina	Lilliam	Fifth Grade
Offnick	Lindsey	Fifth Grade
Fuchs	Eric	Fifth Grade
Lambert	Eric	SPED
Donner	Kia	SPED
Turner	Vyvyanna	SPED

Westside (Westside & Fairview)

Last Name	First	Position
Ambrose	Sherri	Secretary
Delgado	Anna	Librarian
Bowen	Marsh	Librarian
Anderson	India	PE
Thielecke	Caroline	Reading Specialist
Nylander	Kelly	Reading Specialist
Mayr	Melissa	Reading Specialist
Sojka	Joanna	EL
Klumpp	Rachel	EL
Price	Stephanie	EL
Klumpp	Matthew	EL
Vanderburg	Daniel	STEAM
Jocs	Michelle	STEAM
Galarneau	Teresa	PreK
Spaulding	Jessica	PreK
Lewis	Melba	PreK Asst.
Sanders	Angelia	PreK Asst.
Morgan	Adrienne	Kindergarten
Wilson	Denise	Kindergarten
Swann	Jasmine	Kindergarten
Gliniecki	Susan	First Grade
Washington Brown	Kai	First Grade
Khetani	Eunice	First Grade
Bowman	Katlyn	Second Grade
Jones	Anna	Second Grade
Hilderbrand	Monica	Second Grade
Cardenas Tapia	Nelly	Third Grade
Woods	Tamara	Third Grade
Sweet	Elizabeth	Third Grade
Honaker	Jacob	Third Grade

Galbreath	Angela	Third Grade
Martin	Kristi	Fourth Grade
Green	Miranda	Fourth Grade
McDonald	Abigail	Fourth Grade
Johnston	Niki	Fifth Grade
McCoy	Teresa	Fifth Grade
Hedrick	Ben	SPED
Seidel	Sharon	SPED
Roberts	Leah	SPED
Walters	Melissa	SPED

Lucy Addison (Lucy Addison, James Breckinridge, & John P. Fishwick)

Last Name	First	Position
Bonillo	Angelo	STEAM
Barrett	Leslie	STEAM
Shaver	Kelly	English
Manns	Kaicey	Math
Harrington	Eboni	Math
Williams	Katherine	English
Kreppeneck	Brian	STEAM
Holland-Deskens	Sherrial	Math
Wynn	Ernest	English
Gianni	Andrea	STEAM
Martin	Teresa	English
Wilde	Jean	Math
West	Jayla	Math
Allen	Paige	English
Gallatin	Brianna	Math
Lieberman	Jessica	STEAM
Cayton	Ashley	Site Administrator
Rankin	Tyler	PE
Jarrell	Brandi	PE
Havens	Michael	Digital Music

Goodrich	Sally	Art
Schaefer	Aniela	Theatre
Lochbrunner	Liz	Strings
Mattox	Sabrina	World Studies
Ali	Juliana	World Studies
Harrison	Bryan	Creative Writing
Timofeev	Alex	CTE
McIntyre	Abigel	EL
Henao-Taylor	Angela	EL
Workman	Emily	EL
Moore	Grace	EL
Cintron	Adria	EL
Pamplery	Marissa	EL Assistant
Lewis	Andrew	Administrative Asst.

SHARED BETWEEN ALL LOCATIONS

Last Name	First	Position
Prim	Blake	Visual Art
Stallings	Jeffrey	Visual Art
Leslie	Erin	Visual Art
Lloyd	Annette	Visual Art
Shamy	Jennifer	Visual Art
Johnson	Adam	Visual Art IA
Foster	Alex	Visual Art
Dickinson	George	Music

Rock	Kelly	Music
Austin	Ariel	Music
Thorne	Shauna	Music
Cooper	Courtney	Music
Schmitt	Victoria	Music
Murphy	Timothy	Music

6. Description of efforts to sustain the year-round or extended year project model and whether the model will be offered in additional grades, programs, or schools.

Roanoke City Public Schools has offered the RCPS+ program for ten years. Roanoke City Schools realized that our previous summer school model did not work in helping students sustain or improve academic success. RCPS+ provides an engaging, hands-on, non-evaluative program for Pre-Kindergarten - 8th grades. All elementary and middle schools participated in the 2023 RCPS+ program at nine sites. Almost 3000 students enrolled, with 1658 coming from the ESY Grant schools. Roanoke City Public Schools is fiscally responsible for instructional funds. Roanoke City Public Schools works with our local school board, the Roanoke City Council, and state grants to provide new and exciting instructional opportunities for our students.

The Roanoke City Public Schools (RCPS) has established partnerships with higher education, for-profit, and non-profit organizations, including but not limited to Roanoke Valley Public Libraries, Roanoke City Parks and Recreation, Mill Mountain Theatre, Taubman Museum, Mill Mountain Zoo, Virginia Tech, Kid’s Square, Grandin Theatre, and Virginia Children’s Theatre. These organizations have been involved and will continue to partner with RCPS+. In addition, the school division continues to develop new partnerships to provide our students with new and exciting educational opportunities. The Roanoke City Public School Board and the Roanoke City Council understand the importance of preventing any “summer slide.” They strongly support the RCPS+ program and continue to assist with funding beyond the grant funding cycle.

FUNDS CARRYOVER REQUEST (SUBMITTED EARLIER IN THE YEAR)
START-UP OR PLANNING GRANT FOR AN EXTENDED SCHOOL YEAR OR YEAR-ROUND SCHOOL PROGRAM

THIS REQUEST MUST BE SUBMITTED BY E-MAIL TO CALYPSO.GILSTRAP@DOE.VIRGINIA.GOV NO LATER THAN
MAY 10, 2023. IF YOU HAVE QUESTIONS ABOUT THIS FORM, PLEASE CONTACT CALYPSO GILSTRAP AT
calypso.gilstrap@doe.virignia.gov or 804-225-2825

School Division and Program:	Roanoke City Public Schools
Name of Person Completing Request:	Greg Johnston
E-mail Address:	gjohnston@rcps.info
Phone Number:	540-853-2300

Carryover is the process by which **unobligated funds remaining at the end of a budget period** may be carried forward to cover allowable costs in the next budget period. The carryover of funds enables recipients to use unexpended prior year grant funds in another budget period to support activities aligned with the program goals and objectives.

A school division that has been awarded an extended/enriched school year or year-round school start-up grant or planning grant for the development of an extended/enriched school year or year-round school program **may spend the awarded grant over two consecutive fiscal years**.

Use the space below to explain the need/intent to carryover grant funds to the next fiscal year. Include any program benefits or barriers as part of this explanation. Provide a summary of how the carryover funds will be used in Fiscal Year 2024 (July 1, 2023 – June 30, 2024).

Roanoke City Public Schools (RCPS) will need to carry over the FY21 and FY23 grant funds due to the impact of COVID-19 and additional federal funding throughout the Fiscal Year 2024 (July 1, 2023 – June 30, 2024). We could not use all the funds as planned due to additional funding from the American Rescue Plan Elementary and Secondary School Emergency Relief Funds (ARP ESSER) that assisted with unfinished learning from the impact of the Covid-19 Pandemic.

Roanoke City Public Schools will use the carryover funds with fidelity for our students. The carryover funds will help cover the costs needed for instructional staff to create high-quality and engaging lessons, technology upgrades, instructional materials, instructional personnel, and transportation required for before and after school instructional programs. RCPS will continue to plan and implement for a summer recovery/enrichment program to help

reduce the significant learning loss caused by the pandemic during the summer of 2023 and the 2023-2024 school year.

Please complete the applicable charts to report the award total, amount expended, and the carryover total.

Use this chart to report carryover funding from **Fiscal Year 2023 award.**

School (If applicable)	FY23 Award Total	Amount Expended (July 1, 2022-June 30, 2023)	Carryover Total from FY23 award
RCPS 9/22	\$929,220	\$0	\$929,220
RCPS – additional supplement on 4/23	\$139,939.58	\$0	\$139,939.58
Total			\$1,069,159.58

If your program has unexpended funds from previous fiscal years, please report the carryover in the following charts.

Use this chart to report carryover funding from **Fiscal Year 2022 award.**

School (If applicable)	FY22 Award Total	Amount Expended (July 1, 2021-June 30, 2022)	Amount Expended (July 1, 2022-June 30, 2023)	Carryover Total from FY22 award
Did not receive FY22 ESY Funding				N/A

Use this chart to report carryover funding from **Fiscal Year 2021 award.**

School (If applicable)	FY21 Award Total	Amount Expended (July 1, 2020- June 30, 2021)	Amount Expended (July 1, 2021- June 30, 2023)	Carryover Total from FY21 award
RCPS	\$2,102,404	\$0 No ESY Program Covid-19	\$1,065,977.65	\$1,036,426.35

Total Carryover from All Fiscal Year awards = \$2,105,585.93.

Salem City Schools

Targeted Extended School Year Grant Program

2023 Annual Progress Report

FY 2023 ANNUAL REPORT
START-UP GRANT FOR AN EXTENDED SCHOOL YEAR PROGRAM

SUBMIT THIS REPORT TO MARK SAUNDERS BY EMAIL AT CALYPSO.GILSTRAP@DOE.VIRGINIA.GOV NO LATER THAN **SEPTEMBER 15, 2023**.

THIS REPORT MUST BE SUBMITTED AS A SINGLE DOCUMENT.

Please enter the fiscal year(s) funding utilized to support the program as reflected in this report (ex. FY23 funds OR FY22 carryover funds plus FY23 new funds). **Do not enter the dollar amount.**

Fiscal Year(s) Funds Used: FY22 = \$92,266.38 – Balance = \$0.00

FY 23 = Used = 238,499.99 - Balance = \$61, 500.01 Remaining

The final report must include the following:

1. The names and addresses of the school division and participating schools;
Andrew Lewis Middle School – 616 South College Ave. Salem, VA 24153
East Salem Elementary School – 1765 Roanoke Blvd, Salem, VA 24153
West Salem Elementary School – 520 N. Bruffey Street, Salem, VA 24153
GW Carver Elementary School – 6 E 4th Street, Salem, VA 24153
South Salem Elementary School – 1600 Carolyn Rd, Salem, VA 24153
2. Grant Coordinator contact information;
James Soltis – jsoltis@salem.k12.va.us – (540)389-0130
3. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.);
Objectives for the 2023 Spartan Summer Learning Camp were as follows: The primary goal of the Spartan Summer Learning Camp was to provide at least six weeks of instruction to students in grades K-8 in a “learning camp” style setting in order to address lingering learning loss due to COVID19. The free, five-hour program focused on math (at least 90 minutes per day) and reading instruction (at least 120 minutes per day) and included aspects of social-emotional learning, place-based education, physical activity, the 5Cs, and career investigation. Transportation was provided by bus, class sizes did not exceed 11 students per teacher, and students received free breakfast and lunch.

Objective 1: The Salem City School Division will reduce the achievement gap for all subgroups in English and math as compared to white students by 10% annually as measured by the assessment data including but not limited to SOL assessments, CIP Benchmark assessments, and locally developed performance assessments.

Strategies: 1. The school division actively recruited students from underperforming subgroups to attend the summer learning camp. 2. The school division provided transportation, free breakfast, and free lunch to all students who attended the summer learning camp. 3. The school division implemented highly engaging lessons that were hands-on, place-based, and included real-world application. 4. Teachers will analyze assessment data to guide student instruction and personalize the educational experience for students.

Metric to be used for evaluation and reporting of Objective 1: Student assessment results from SOL growth goal attainment data, local benchmark data and locally developed performance tasks results. Specific focus will be on subgroup performance on these assessments compared to white students.

Assessment instrument to be used for evaluation and reporting of Objective 1: Salem City Public Schools will develop a report that summarizes SOL pass rates in English and math (grades 3 -12), local benchmarks (grades 2-8), and local performance task data. The data will be disaggregated by overall student performance and subgroup performance. The report will be updated annually and will highlight the change in pass rates from year to year.

Objective 2: 90% of students who attend the Summer Learning Camp will demonstrate a meet or exceed level of competency in the 5C skills.

Strategies: 1. The Spartan Summer Learning Camp curriculum consists of highly engaging, hands-on, place-based lessons that graft the 5C skills to core academic content. 2. 5C skill's will be explicitly taught and measured during the summer learning camp using the performance tasks and lessons mentioned in strategy 1 and the 5C rubrics created by the extended school year planning committee. 3. Teachers will provide students with feedback on the 5Cs and provide multiple performance tasks for each of the 5C's in order to provide opportunities for students to demonstrate a meets or exceeds level of competency for each skill.

Metric to be used for evaluation and reporting of Objective 2: 5C skill competency.

Assessment instrument to be used for evaluation and reporting of Objective 2: The extended summer program planning committee created rubrics designed to assess the acquisition and competency level attained for the 5C skills.

Results Summary:

- 221 students enrolled
- Average class size of ~8 students (no classes larger than 11 and some as small as 5)
- 79 (36%) students were SpEd; 34 (9%) students were EL; 9 (4%) students had 504 plans
- 83% of K-5 students showed growth in math from pretest to post-test.
- On average, 6-8 math students increased their score by 33% from pretest to post-test. There was an increase of about 5 percentage points from the pre-test average to the post-test average.
- The average post-test score was about 6 percentage points higher than the average pretest score in English. There were larger gains in earlier grades.
- 90% of students who attended met or exceeded all 5C standards

Objective 1 will continue to be measured during the 2023-2024 school year, beginning with the SOL growth assessments and CIP benchmark assessments. Additionally, 2023-2024 SOL results will be analyzed to determine if Objective 1 was met. Based on the data collected, the summer camp lessons will be revised and instructional strategies will be reevaluated to better meet the needs of students

(ensuring fidelity to the plan, do, study, act model of continuous improvement for the Spartan Learning Camp). All students who participated in the Spartan Summer Learning Camp were specifically identified by their teachers for having below grade-level achievement gaps in math and reading. We feel confident that the data from the 2023-2024 school year will indicate better results for learners from traditionally underperforming student populations. Objective 2: Collaboration: Overall 49% more students attained a met level, 43% more SWD attained a met level, 50% more EL students attained a met level, and 43% more black students attained a met level in regards to collaboration when comparing the post-assessment performance data to the pre assessment. Critical thinking; Overall 41% more students attained a met level, 35% more SWD attained a met level, 38% more EL students attained a met level, and 38% more black students attained a met level in regards to critical thinking skills when comparing the post-assessment performance data to the pre assessment. Creative thinking: Overall 50% more students attained a met level, 42% more SWD attained a met level, 50% more EL students attained a met level, and 48% more black students attained a met level in regards to creative thinking when comparing the post-assessment performance data to the pre assessment. Citizenship: Overall 55% more students attained a met level, 48% more SWD attained a met level, 60% more EL students attained a met level, and 52% more black students attained a met level in regards to citizenship when comparing the post-assessment performance data to the pre assessment. Communication: Overall 48% more students attained a met level, 46% more SWD attained a met level, 45% more EL students attained a met level, and 47% more black students attained a met level in regards to collaboration when comparing the post-assessment performance data to the pre assessment. In all assessed areas of the 5C rubric- collaboration, critical-thinking, creative thinking, citizenship, and communication- 10% or less of students were identified in the post-assessment as needing improvement in these skills.

4. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served:
Spartan Summer Learning Camp met for a total of 29 days, for 5 hours each day. We began on June 26, 2023, two weeks after the end of the 2022 - 2023 school year, and ended on August 4, 2023, 2 weeks prior to the start of the 2023 - 2024 school year for a total of 6 weeks. This 6 week time period included the July 4th holiday. Each day included at least 90 minutes of math instruction, at least 120 minutes of reading instruction, and served students in grades K - 8. 221 unique students were enrolled across the 6 weeks of instruction, and can be demographically broken down as follows: 1% American Indian, 2% Asian, 5% Multi-racial, 11% Hispanic, 27% Black, 54% White, 9% English Language Learners, and 36% Students with Disabilities.
5. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere; A team of Salem City Schools teachers collaborated during the 2022 - 2023 school year, designing and revising engaging lessons that aligned with grade-level standards and incorporated Virginia's 5 C's. 71 individuals were employed by Spartan Summer Learning Camp, including teachers and support staff. This does not include those individuals who served as substitutes. Students participated in weekly off-site experiential, place-based learning opportunities as a way to expand our students' career knowledge base, and

strengthen and build community relationships. Community relationships were established with Mill Mountain Theater, the Salem Museum, the Harrison Museum, the Science Museum of Western Virginia, Salem Parks and Recreation, Motivate the Game, and Roanoke County Parks, Recreation & Tourism. Parents and families received communication about the relevance of off-site visits in their child's learning, and they received a letter at the end of summer school outlining the standards covered during Spartan Summer Learning Camp.

6. Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development:

Meetings were held throughout the 2022-23 school year as the division worked to modify, and create additional lessons based on student achievement data and feedback collected from 21-22 summer school staff. As well, the planning team worked to establish additional community partners including Motivate the Game, who provided group lessons and individual support to students to foster tenacity and resilience character skills, particularly as they relate to challenges in the classroom throughout a typical school year. The Spartan Learning Academy kicked-off in June of 2023, providing 6 weeks of consistent instruction for targeted students in grades K - 8. Students were identified based on achievement gaps in Math and English. Reporting groups that traditionally achieve at a lower rate were also prioritized for attendance. Hiring and retaining a consistent teaching staff for the entire 6 weeks remains a primary challenge. Additionally, consistent student attendance for the entire 6 week duration is a challenge particularly in our middle grades. Providing consistent summer instruction for our students, particularly those who demonstrated significant learning loss was incredibly beneficial to student growth and learning, both academically and on a social-emotional level. Additional counselors and guidance lessons were added to the program to provide the necessary social and emotional support these vulnerable learners needed each day.

Key stakeholders included in planning meetings throughout the year included: representatives from transportation services; special education; health and food services; the division's Assistant Superintendent of Instruction; the Assistant Superintendent; school-level administrators; English and Math Instructional Coaches; and instructional aide facilitators. All told, this group represented grades K-8. Also, community stakeholders were involved in the planning including representatives from: Roanoke County and Salem Parks and Recreation, the Harrison Museum, Salem Museum, Motivate the Game, and the Science Museum. Free breakfast and lunch were provided for all students throughout the six-week program, and bus transportation was available for families in need of assistance with transport to and from summer school. Special education staff worked to provide adequate special education teacher and aide coverage for those students enrolled in the program with IEPs so student accommodations could be met throughout the summer program. Special education transportation was provided as needed. Individual student Growth SOL Data, Spring 23 SOL data, and 22-23 CIP Benchmark data was used to provide targeted support for identified students. Professional development was planned and provided for at the end of the traditional school year, during which teachers had access to grade-level lessons that were designed for the program. Hand to Mind manipulatives, Versatiles, WriteBrain, and Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) , grade

level reading material, and Scholastic Lit Camp curriculum were purchased to facilitate differentiated lessons. In addition, hands-on manipulatives and STEM supplies and kits were purchased to support the implementation of engaging learning opportunities. Collaboration amongst grade level teachers was encouraged, as teachers had an opportunity to make modifications to the lessons provided while maintaining the overall instructional integrity of each lesson.

The community relationships that were formed served as assets to the successful implementation of the Spartan Summer Learning Camp, as students were afforded with opportunities to expand their learning beyond the walls of the classroom, in turn gaining valuable knowledge and experience that will help to build a sense of stewardship in their community.

Fiscal Impact

Without the original planning grant and the subsequent implementation grants, SCS would not have been able to design and implement the Spartan Summer Learning Camp. We have applied for an additional \$124,588 implementation grant for the 2023-24 summer that we will use to support our ability to fund personnel and provide SEL services and pay for off-site learning experiences for students.

7. Data on the impact of the program. You are required to report on the metric, **Student Achievement**. In addition, you may choose to report on up to **two additional metrics** (Use the textboxes and tables below).

As indicated in the FY23 award letter, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.

a. Student Achievement Metric

Please describe the instrument(s) you used to assess the program's impact on **student achievement** based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.)

5C skills were explicitly taught and measured during the summer learning camp using the performance tasks and lessons mentioned in strategy 1 and the 5C rubrics created by the extended school year planning committee. Teachers provided students with feedback on the 5Cs and provided multiple performance tasks for each of the 5Cs in order to provide opportunities for students to demonstrate a meets or exceeds level of competency for each skill. The extended summer program planning committee created rubrics designed to assess the acquisition and competency level attained for the 5C skills.

As well as stated above, September 2023 SOL Growth Measurements, CIP benchmarking, and the 2023-24 SOL data will be utilized to determine the attainment level of objective 1.

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric					
Metric: Student Achievement (5Cs: Collaboration, Critical Thinking, Creativity, Citizenship, Communication)					
Instrument: 5Cs Rubric					
Reporting Area	Collaboration	Critical Thinking	Creativity	Citizenship	Communication
Number of Students Assessed	140	140	140	140	140
Pre-test Average Score	1% Met 54% Emerging 44% Needs Improvement	0% Met 35% Emerging 65% Needs Improvement	1% Met 45% Emerging 54% Needs Improvement	6% Met 65% Emerging 29% Needs Improvement	1% Met 40% Emerging 59% Needs Improvement
Post-test Average Score	50% Met 45% Emerging 5% Needs Improvement	41% Met 49% Emerging 10% Needs Improvement	50% Met 44% Emerging 6% Needs Improvement	55% Met 35% Emerging 10% Needs Improvement	48% Met 42% Emerging 10% Needs Improvement
Net Change	49% more met	41% more met	49% more met	49% more met	47% more met

Enter an explanation of the data here:

Students were measured using multiple performance tasks grounded in content that were designed to measure each student's ability to collaborate, think critically and creatively, communicate, and demonstrate citizenship with their peers. The instructional committee designed rubrics to be used in conjunction with the performance tasks to assess students during the initial task and in the post test. Data from the rubrics was analyzed for each student, broken down by reporting groups to determine growth in each student's level of performance based on the SCS MEN standards based grading policy.

b. Additional Metric #1 (optional)

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here: The PALS assessment was used to identify students in the spring. The fall Pals was used to measure progress with the intervention.

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

CURRENT YEAR PRE-POST DATA for Optional Metric				
Metric: Phonological Awareness				
Instrument: PALS				
Reporting Area	All Students	Reporting Group: SWD	Reporting Group: EL	Reporting Group: Black
Number of Students Assessed	44	13	21	8
Pre-test Average Score	100% identified	100% ID	100% ID	100% ID
Post-test Average Score	55% identified	53% ID	47% ID	0% ID
Net Change	-5% id'd	-47% id'd	-53% id'd	-100% ID

Enter an explanation of the data here:

Students were selected to participate in intervention based on PALS identification. The students participated in an intense small group and one-on-one intervention for these skills. There was a significant decrease in identified students after participating in the intervention.

Core Content by Subgroup

		Year	2011	2012	2013	2014	2015	2016	2017	2018	2019	2021	2022	2023
Reading	All	1st	9th	6th	15th	11th	15th	19th	37th	30th	28th	45th	24th	
	Econ Dis	1st	11th	8th	13th	27th	39th	49th	77th	55th	38th	58th	38th	
	SPED	4th	12th	24th	22nd	15th	18th	16th	46th	22nd	34th	41st	25th	
	Black	13th	30th	25th	38th	48th	48th	66th	50th	34th	38th	44th	35th	
	White	5th	21st	18th	26th	15th	18th	19th	51st	42nd	45th	55th	29th	
Writing	All	10th	7th	11th	19th	17th	11th	15th	34th	31st	NA	52nd	86th	
	Econ Dis	5th	7th	10th	24th	57th	28th	46th	59th	88th	NA	66th	90th	
	SPED	14th	3rd	7th	41st	18th	21st	23rd	8th	37th	NA	54th	89th	
	Black	62nd	21st	29th	88th	59th	48th	34th	63rd	16th	NA	17th	57th	
	White	17th	9th	16th	33rd	34th	21st	23rd	42nd	33rd	NA	72nd	100th	
History	All	2nd	4th	15th	14th	12th	11th	23rd	31st	65th	102nd	55th	48th	
	Econ Dis	3rd	16th	28th	21st	23rd	45th	72nd	37th	89th	NA	86th	65th	
	SPED	5th	7th	16th	24th	14th	13th	11th	41st	52nd	NA	68th	49th	
	Black	20th	43rd	55th	82nd	14th	80th	68th	38th	71st	NA	73rd	51st	
	White	12th	13th	28th	15th	19th	22nd	27th	40th	83rd	106th	47th	55th	
Math	All	10th	12th	16th	15th	8th	22nd	24th	49th	65th	31st	17th	21st	
	Econ Dis	7th	34th	15th	50th	16th	39th	35th	77th	81st	36th	28th	22nd	
	SPED	9th	12th	23rd	28th	14th	28th	14th	41st	78th	34th	24th	24th	
	Black	15th	55th	35th	62nd	18th	47th	60th	69th	58th	38th	15th	11th	
	White	15th	24th	23rd	27th	13th	27th	25th	54th	78th	36th	22nd	27th	
Science	All	5th	4th	11th	5th	4th	5th	11th	12th	20th	18th	12th	17th	
	Econ Dis	3rd	4th	34th	20th	11th	23rd	30th	29th	40th	20th	20th	17th	
	SPED	10th	4th	8th	8th	2nd	3rd	5th	23rd	18th	7th	10th	27th	
	Black	14th	14th	72nd	60th	18th	5th	29th	46th	20th	42nd	21st	9th	
	White	10th	9th	24th	21st	12th	17th	19th	15th	31st	27th	13th	25th	

SOL scores for the division, for each category, showing the progress made in each group. Note that in Reading, all groups showed positive results. In Writing, we saw this as a focus area for all groups and the lessons reflected this need. In Math, Black and economically disadvantaged showed the most growth.

SOL results show that black students saw an increase in SOL performance in 3rd grade reading and math, 4th grade reading, 6th grade math, 7th grade math, 8th grade reading and math. Disadvantaged students showed an increase in 7th grade math and reading. English Learners showed an increase in grades 5th, 6th, and 7th grade math. Students with disabilities showed an increase in 3rd grade reading and math, 4th grade reading and math, 6th grade reading and math, and 7th grade math.

Division	Test	All Students				SPED				Disadvantaged				ELL				Hispanic				Asian				Black				White				Multi Racial				504			
		Pass	Growth	Total #	PR	ADV	ADV PR	Pass	Total #	PR	Pass	Total #	PR	Pass	Total #	PR	Pass	Total #	PR	Pass	Total #	PR	Pass	Total #	PR	Pass	Total #	PR	Pass	Total #	PR	Pass	Total #	PR							
SALEM CTY	Algebra I	90.86%	0	361	58%	9.14%	60%	76.60%	47	54%	86.96%	161	54%	85.19%	27	53%	83.33%	36	35%	100.00%	11	100%	92.59%	54	69%	91.57%	249	62%	81.82%	11	40%	93.75%	16	80%							
	Algebra II	93.24%	0	74	57%	12.16%	76%	0.00%	0	0%	92.86%	14	54%	0.00%	0	0%	100.00%	2	100%	100.00%	5	100%	80.00%	5	52%	93.22%	59	53%	100.00%	3	100%	100.00%	1	100%							
	Biology	85.45%	0	481	92%	16.84%	98%	52.17%	46	83%	76.19%	168	85%	44.44%	9	65%	71.88%	32	76%	100.00%	15	100%	65.63%	64	79%	89.77%	342	92%	85.19%	27	72%	75.00%	20	73%							
	Chemistry	100.00%	0	2	100%	0.00%	85%	0.00%	0	0%	100.00%	1	100%	0.00%	0	0%	0.00%	0	0%	100.00%	1	100%	0.00%	0	0%	100.00%	1	100%	0.00%	0	0%	0.00%	0	0%							
	Civics & Economics	80.15%	0	267	71%	27.34%	98%	50.00%	38	87%	72.44%	127	73%	75.00%	16	76%	79.31%	29	85%	66.67%	3	13%	62.79%	43	56%	85.08%	181	81%	72.73%	11	64%	76.47%	17	73%							
	Earth Sci	83.15%	0	184	81%	4.35%	60%	60.00%	35	86%	79.82%	109	83%	57.89%	19	85%	64.00%	25	53%	83.33%	6	23%	88.64%	44	86%	84.00%	100	71%	100.00%	9	100%	100.00%	8	100%							
	EOC Reading	89.80%	0	294	77%	29.93%	92%	75.86%	29	92%	78.22%	101	83%	54.55%	11	54%	77.27%	22	44%	100.00%	6	100%	70.27%	37	29%	94.26%	209	88%	90.00%	20	65%	92.31%	13	62%							
	Geometry	89.51%	0	143	81%	13.99%	88%	66.67%	3	89%	76.74%	43	65%	50.00%	4	64%	78.57%	14	67%	100.00%	6	100%	85.71%	21	87%	90.32%	93	77%	100.00%	9	100%	0.00%	1	12%							
	Gr 3 Math	84.15%	26	265	92%	19.25%	96%	57.41%	54	85%	74.02%	127	75%	62.50%	16	51%	73.08%	26	69%	100.00%	5	100%	72.97%	37	84%	88.17%	186	92%	72.73%	11	50%	100.00%	9	100%							
	Gr 3 Reading	79.92%	33	264	89%	14.02%	94%	53.70%	54	75%	69.84%	126	79%	53.33%	15	57%	68.00%	25	71%	100.00%	5	100%	70.27%	37	69%	85.48%	186	92%	36.36%	11	8%	100.00%	9	100%							
	Gr 4 Math	80.08%	10	246	77%	13.01%	89%	48.98%	49	72%	66.97%	109	55%	66.67%	18	53%	66.67%	21	57%	100.00%	3	100%	61.11%	36	62%	85.99%	178	85%	62.50%	8	29%	91.91%	11	80%							
	Gr 4 Reading	80.49%	5	246	81%	19.92%	92%	59.18%	49	74%	67.89%	109	51%	61.11%	18	60%	57.14%	21	41%	100.00%	3	100%	72.22%	36	73%	85.39%	178	85%	62.50%	8	29%	90.91%	11	80%							
	Gr 5 Math	78.47%	12	274	77%	16.06%	94%	36.36%	44	49%	65.93%	135	57%	85.71%	21	73%	88.46%	26	82%	100.00%	9	100%	60.98%	41	66%	79.78%	183	68%	80.00%	15	76%	55.56%	9	41%							
	Gr 5 Reading	69.85%	15	272	47%	9.19%	77%	31.82%	44	40%	52.99%	134	13%	52.63%	19	38%	73.08%	26	60%	75.00%	8	19%	45.00%	40	32%	75.41%	183	51%	60.00%	15	31%	55.56%	9	29%							
	Gr 5 Science	68.61%	0	274	57%	18.25%	77%	34.09%	44	47%	52.59%	135	29%	57.14%	21	63%	78.57%	28	74%	66.67%	9	22%	35.00%	40	30%	74.73%	182	60%	66.67%	15	49%	66.67%	9	69%							
	Gr 6 Math	75.10%	11	261	79%	16.09%	89%	33.33%	24	66%	62.39%	117	62%	66.67%	21	71%	72.00%	25	65%	100.00%	3	100%	58.54%	41	69%	78.86%	175	77%	76.47%	17	77%	66.67%	9	69%							
	Gr 6 Reading	77.86%	14	262	77%	10.69%	88%	40.00%	25	70%	64.10%	117	55%	57.14%	21	60%	64.00%	25	50%	100.00%	3	100%	65.00%	40	64%	82.02%	178	79%	81.25%	16	68%	66.67%	9	65%							
	Gr 7 Math	73.50%	12	200	68%	4.50%	47%	50.00%	36	77%	69.23%	117	70%	66.67%	18	78%	66.67%	27	70%	100.00%	1	100%	66.67%	39	73%	77.60%	125	70%	62.50%	8	62%	66.67%	15	71%							
	Gr 7 Reading	78.97%	11	271	74%	11.81%	79%	51.28%	39	87%	72.09%	129	74%	47.06%	17	40%	73.33%	30	73%	66.67%	3	13%	62.79%	43	48%	84.24%	184	91%	72.73%	11	63%	70.59%	17	69%							
	Gr 8 Math	61.59%	25	151	63%	0.00%	27%	30.95%	42	60%	59.79%	97	65%	81.25%	16	84%	78.57%	14	82%	100.00%	2	100%	56.41%	39	68%	59.09%	88	42%	85.71%	7	87%	62.50%	8	65%							
Gr 8 Reading	76.62%	16	325	74%	13.85%	82%	27.27%	44	43%	64.00%	150	58%	54.55%	22	57%	59.09%	22	40%	83.33%	6	36%	69.64%	56	78%	80.00%	225	75%	80.00%	15	72%	75.00%	12	79%								
Gr 8 Science	69.57%	0	322	72%	8.39%	91%	16.28%	43	25%	56.38%	149	70%	59.09%	22	76%	56.52%	23	53%	100.00%	6	100%	53.57%	56	82%	75.23%	222	81%	57.14%	14	52%	66.67%	12	87%								
Gr 8 Writing	54.71%	0	329	65%	10.94%	65%	6.52%	46	33%	39.22%	153	50%	40.91%	22	67%	39.13%	23	29%	83.33%	6	55%	41.07%	56	71%	59.65%	228	63%	46.67%	15	53%	0.00%	8	20%								
VA&US Hist	40.91%	0	22	72%	9.09%	96%	0.00%	3	49%	27.27%	11	61%	20.00%	5	69%	33.33%	6	63%	100.00%	2	100%	0.00%	6	29%	71.43%	7	96%	0.00%	1	45%	50.00%	2	84%								
Virginia Studies	77.45%	0	235	67%	32.77%	79%	47.83%	46	65%	60.40%	101	37%	85.71%	7	75%	66.67%	12	47%	100.00%	3	100%	65.71%	35	65%	81.92%	177	79%	37.50%	8	14%	63.64%	11	46%								
W Geography	68.11%	0	323	55%	5.26%	82%	23.26%	43	31%	54.36%	149	45%	45.45%	22	47%	52.17%	23	19%	83.33%	6	23%	52.73%	55	68%	74.11%	224	65%	57.14%	14	50%	50.00%	12	46%								
W Hist I	48.48%	0	33	29%	3.03%	35%	42.86%	7	65%	45.00%	20	29%	33.33%	6	40%	28.57%	7	14%	0.00%	0	0%	42.86%	7	38%	46.67%	15	18%	100.00%	4	100%	25.00%	4	22%								
W Hist II	30.48%	0	105	70%	0.00%	72%	17.39%	23	76%	24.32%	74	72%	38.46%	13	85%	38.89%	18	79%	40.00%	5	60%	28.00%	25	77%	27.45%	51	68%	33.33%	6	76%	25.00%	4	73%								

c. Additional Metric #2 (optional)

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application here: Students were given a locally developed pre and post test in both math and reading.

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students.

CURRENT YEAR PRE-POST DATA for Optional Metric				
Metric: Math Progress				
Instrument: Locally Developed Summer Benchmark				
Reporting Area	All Students	Reporting Group: SWD	Reporting Group: Black	Reporting Group:
Number of Students Assessed	75	15	21	23
Pre-test Average Score	51%	29.26%	56.51%	60.05%
Post-test Average Score	66.27%	35.65%	67.94%	76%
Net Change	71% showed growth	55.56% showed growth	81.25% showed growth	95% showed growth

Enter an explanation of the data here: Students were given a pretest on the first day on math skills.

Students were given a post test on the same skills at the end of summer school. The data showed that 71% of the students showed growth. 5 students only took the post assessment, and the average score was 83% on the post test.

8. Describe your efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools here:

Salem City Schools is working to ensure the Spartan Summer Learning Camp becomes ingrained in what we do. Without the original planning grant and the subsequent implementation grants, SCS would not have been able to design and implement the Spartan Summer Learning Camp. We have applied for an additional \$124,588 implementation grant for the 2023-24 summer that we will use to support our ability to fund personnel and provide SEL services and pay for off-site learning experiences for students. The leadership team presented the results to our school board on September 12th. We will also present additional data in October after the Fall SOL Growth Assessment and CIP Benchmarking. During the City Council's budgeting process, SCS will continue to use data as evidence of the effectiveness of the program to address achievement gaps and to develop the 5C skills businesses are looking for, in order to request an increase in our summer school budget.

Expense Report

Please complete the detailed expense report below by line item. In lieu of completing the expense report, the Excel spreadsheet provided to you may be completed, copied, and pasted into this final report to replace the blank report shown below. **The report must include the 20% local match. Exception: Local match is not required for school divisions with schools that are in an Accredited with Conditions status and are rated at Level Three in two or more Academic Achievement for All Students school quality indicators or in a Denied Accreditation status.**

Expense Report for Start-up Grant for Development of Extended School Year Program FY23				
Start-up Years 1-3: 20% Local Match (see exception above)				
Start-up Years 4+: Local Match Based on Local Composite Index				
NO CAPITAL COSTS or INDIRECT COSTS ALLOWED				
Salaries and Wages 1000 - Entries should identify project staff positions, and the total amount charged to the project.			Source of Funds	
Names of Individuals - ALL FY23	Project Role	State	Local	
Baer, Kelly	Teacher	\$5,589.00		
Barber, Thomas	Teacher	\$4,563.00		
Bowen, Robin	Teacher	\$414.00		
Bower, Gretchen	Teacher	\$207.00		
Brizendine, Sarah	IA	\$60.00		
Brizendine, Sarah	Teacher	\$535.50	\$1,534.50	
Brooks, Kayla	Teacher	\$1,854.00	\$1,035.00	
Brown, Danielle	Teacher		\$2,070.00	
Burton, Marsha	Teacher	\$1,845.00	\$3,168.00	
Butt, Angela	Teacher	\$1,845.00	\$2,070.00	
Castaneda, Abbigail	Teacher	\$990.00	\$828.00	
Cogar, Donna	Teacher	\$1,863.00	\$828.00	
Collier, Mary Ellen	Teacher	\$1,026.00	\$1,035.00	
Copeland Buckles, Lynn	IA	\$340.00	\$1,150.00	
Craighead, Rebecca	Teacher	\$1,773.00	\$594.00	
Davis, Joshua	IA	\$440.00	\$2,178.00	
Duffield, Sharon	Teacher	\$1,638.00	\$3,726.00	
English-Brown, Amelia	Teacher	\$144.00	\$2,321.50	
Farrell, Kimberly	Teacher	\$1,863.00	\$621.00	
Frick, Matthew	Teacher	\$1,800.00	\$2,061.00	
Haley, Beth	Teacher	\$828.00	\$3,726.00	
Hall, Daniel	Teacher	\$1,386.00	\$819.00	
Harmon, Courtney	IA	\$720.00	\$2,619.00	
Hatfield, Sarah	Teacher	\$828.00	\$3,312.00	
Holdren, Allison	IA	\$1,030.00	\$2,185.00	
Jennings, Sharon	Teacher	\$1,602.00	\$2,952.00	
Lester, Fred	Teacher	\$1,845.00	\$4,140.00	
Lester, Lori	Teacher	\$621.00	\$3,312.00	
Lester, Lori	IA	\$525.00	\$345.00	
Massie, Clayton	Teacher	\$1,836.00	\$7,558.66	
Massie, Krista	Teacher	\$1,863.00		

Expense Report for Start-up Grant for Development of Extended School Year Program FY23

Meade, Abigail	Teacher	\$189.00	
Morgan, Elizabeth	Teacher	\$1,872.00	
Morgan, Hannah	Teacher	\$1,044.00	
Morris Moorman, Tarah	Teacher	\$1,584.00	
Musarra, Anthony	IA	\$440.00	
Myers, Jodie	Teacher	\$1,224.00	
Nelson, Melissa	Teacher	\$828.00	
Nguyen, Nancy Lee	IA	\$915.00	
Parker, Amy	Teacher	\$819.00	
Pitts, Dana	Teacher	\$1,836.00	
Reedy, Andrew	Teacher	\$1,836.00	
Robertson, Christine	Teacher	\$1,854.00	
Rose, Madison	Teacher	\$1,035.00	
Routt, Christine	Teacher	\$828.00	
Schermer, Maribeth	Teacher	\$1,197.00	
Sheppard, Amy	Teacher	\$1,539.00	
Simmons, Janice	Teacher	\$1,854.00	
Simmons, Sterling	Teacher	\$162.00	
Smith, Melanie	Teacher	\$144.00	
Snyder, Heather	Teacher	\$198.00	
Sowers, Belinda	IA	\$830.00	
Sweeney, Cheryl	IA	\$805.00	
Taibbi, Chris	Teacher	\$24,797.50	
Taylor, Pamela	IA	\$1,030.00	
Thomas, Bronwyn	Teacher	\$1,845.00	
Watty, Devin	Teacher	\$1,818.00	
Webb, Kaitlin	Teacher	\$828.00	
Webb, Kameron	Teacher	\$1,845.00	
Webster, Meredith	IA	\$600.00	
Whorley, JaQuese	IA	\$440.00	
Williams, Suzanne	Teacher	\$1,845.00	
Wilson, Morgan	Teacher	\$1,845.00	
Total Salaries and Wages 1000		\$101,800.00	\$56,188.66
Employee Benefits 2000- Please list the amount of employee benefits charged to the project.		Source of Funds	
ALL FY23		State	Local
Baer, Kelly		\$427.55	
Barber, Thomas		\$142.52	
Bowen, Robin		\$31.66	
Bower, Gretchen		\$15.83	
Brizendine, Sarah		\$162.94	
Brooks, Kayla		\$141.83	
Brown, Danielle		\$89.15	\$69.21
Burton, Marsha		\$141.14	\$242.36

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Butt, Angela	\$141.14	\$158.36
Castaneda, Abigail	\$75.73	\$63.34
Cogar, Donna	\$142.52	\$63.35
Collier, Mary Ellen	\$78.49	\$79.18
Copeland Buckles, Lynn	\$26.01	\$87.98
Craighead, Rebecca	\$135.64	\$45.44
Davis, Joshua	\$33.66	\$166.62
Duffield, Sharon	\$125.30	\$285.04
English-Brown, Amelia	\$11.02	\$237.53
Farrell, Kimberly	\$142.52	\$47.50
Frick, Matthew	\$137.70	\$157.66
Haley, Beth	\$63.34	\$285.04
Hall, Daniel	\$106.03	\$62.66
Harmon, Courtney	\$55.08	\$200.36
Hatfield, Sarah	\$63.35	\$253.36
Holdren, Allison	\$78.80	\$167.15
Jennings, Sharon	\$122.55	\$225.82
Lester, Fred	\$141.14	\$316.71
Lester, Lori	\$87.67	\$279.96
Massie, Clayton	\$140.45	\$316.71
Massie, Krista	\$142.52	
Meade, Abigail	\$14.46	
Morgan, Elizabeth	\$143.20	
Morgan, Hannah	\$79.86	
Morris Moorman, Tarah	\$121.18	
Musarra, Anthony	\$33.66	
Myers, Jodie	\$93.64	
Nelson, Melissa	\$63.34	
Nguyen, Nancy Lee	\$70.00	
Parker, Amy	\$62.66	
Pitts, Dana	\$140.45	
Reedy, Andrew	\$140.45	
Robertson, Christine	\$141.83	
Rose, Madison	\$79.18	
Routt, Christine	\$63.35	
Schermer, Maribeth	\$91.57	
Sheppard, Amy	\$117.74	
Simmons, Janice	\$141.83	
Simmons, Sterling	\$12.39	
Smith, Melanie	\$11.02	
Snyder, Heather	\$15.15	
Sowers, Belinda	\$63.50	
Sweeney, Cheryl	\$61.58	
Taibbi, Chris	\$1,897.03	
Taylor, Pamela	\$78.80	

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Thomas, Bronwyn	\$141.14	
Watty, Devin	\$139.08	
Webb, Kaitlin	\$63.35	
Webb, Kameron	\$141.14	
Webster, Meredith	\$45.90	
Whorley, JaQuese	\$33.66	
Williams, Suzanne	\$141.14	
Wilson, Morgan	\$141.14	
Total Employee Benefits 2000	\$7,787.70	\$3,811.34

Contractual Services 3000 - Include wages and contract or consultant costs in this section.	Source of Funds	
	State	Local
Write Brain - PD & Training (FY22)	\$598.00	
Mill Mountain Theatre - 2 shows: 9 Chaperones & 75-90 students per show (FY22)	\$200.00	
Good Counsel - SEL Services (Motivate the Game (FY22)	\$9,768.77	
Scholastic Education - LitCamp Implementation Training (FY22)	\$5,998.00	
Valley Printers (FY23)	\$2,169.00	
Good Counsel - SEL Services (Motivate the Game) (FY23)	\$3,531.23	
Salem Museum & Historical Society (field trips - 247 students @ \$3/each) (FY23)	\$741.00	
Science Museum of Western Virginia (field trips - 7/25/23 \$773 + 7/26/23 \$807 + 7/27/23 \$597.60 + 7/28/23 \$462.00 - number of students & cost per student not provided by vendor) (FY23)	\$2,639.50	
Total Purchased Contractual Services 3000	\$25,645.50	\$0

Internal services 4000 - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.	Source of Funds	
	State	Local
Total Internal Services 4000	\$0	\$0

Other 5000 - Other services. Include expenditures that support the use of programs. Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges,	Source of Funds	
	State	Local

Expense Report for Start-up Grant for Development of Extended School Year Program FY23

training, leases/rental, and other.		
	State	Local
Total Travel 5000	\$0	\$0
Materials and Supplies 6000 - Materials and Supplies. Supplies, materials, and services directly consumed in the course of the project may be budgeted. This category includes office supplies; educational materials; books and audiovisual materials; computer equipment, and technology software or on-line content.	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Amazon.com - STEM supplies, MagneticDrawing Boards) (FY22)	\$2,279.24	
Reading Horizons - Reading Kits (FY22)	\$14,133.21	
EAI Education - Activity Cards, Match Games, Number Sleuth, What Number Am I? (FY22)	\$306.32	
Hand2mind - Gr K Problem Solving, VersaTiles Gr. K-5, Math Resources (FY22)	\$20,403.47	
Lowe's - Shelving Units (FY22)	\$2,312.00	
Scholastic - LitCamp Grades K-6 (FY22)	\$13,788.50	
Center for the Collaborative Classroom - SIPPS Materials (FY22)	\$907.20	
Abecedarian ABC - Alphabet Strips (FY22)	\$50.00	
Really Good Stuff - Alphabet Dry Erase Boards (FY22)	\$58.94	
Write Brain - Early Learners As Artful Authors Package including Student-Authored Published Books (Total Cost \$42,024.15: \$21,462.73 from FY22 and \$20,561.42 from FY23)	\$42,024.15	
hand2mind - Reading Instructional Materials (Vocabulary, Phonics, etc.) + STEM Bins (FY23)	\$27,944.80	
Lakeshore Learning - Instructional Materials (STEM, Alphabet, Sight-Words, Phonics, etc.) (FY23)	\$3,667.77	
Amazon.com - Instructional Supplies, such as: Book Bins, Storage Containers, Misc. Games, Power Strips, STEM materials, Table Top Easels, Headphones, Dry Erase Markers, Clay, Building Blocks, 3-Ring Binders, Watercolors, Paper Supplies, Pencils, Glue Sticks, Sponges, Crayons, tablecloths, LEGO, pottery wheels, etc. (FY23)	\$42,500.06	
EAI Education - Activity Cards, Number Sleuth Games (FY23)	\$117.85	
Lowe's - (12) Shelving units (FY23)	\$3,468.00	
Meta Quest - Vacation Simulator Software (FY23)	\$29.99	
Pioneer Valley Books - Phonics Storybooks (FY23)	\$3,040.20	

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Reading Horizons - Elevate Reading Kits, Grades 4-12 (FY23)	\$5,414.15	
Scholastic Education - Misc. Books, Guided Reading Sets (FY23)	\$1,265.43	
Sundance/Newbridge Publishing - Decoder Kids Classroom Sets for Kindergarten/1st Grade (FY23)	\$10,346.87	
Target (20) Pottery Wheels (FY23)	\$1,439.80	
Walmart - Tape and Potting Soil (FY23)	\$35.22	
Total Materials and Supplies 6000	\$195,533.17	\$0
	State	Local
Total Project Budget (FY22 \$92,266.38 + FY23 \$238,499.99)	\$330,766.37	\$60,000.00