

HAMPSHIRE REGIONAL SCHOOL DISTRICT
District Improvement Plan 2022 - 2023

NARRATIVE: The Hampshire Regional School District is comprised of two regional and three municipal school districts: New Hingham Regional Elementary School (Chesterfield-Goshen; PreK-6, 148 students); William E. Norris Elementary School (Southampton; PreK-6, 485 students); Westhampton Elementary School (PreK-6, 105 students); Anne T. Dunphy School (Williamsburg; PreK-6, 127 students); and the Hampshire Regional School High School (located in Westhampton; 7-12, 681 students). Each district has its own school committee, school council, teacher contract, calendar, community involvement, supplemental resources and DESE profile. The schools of Southampton, Westhampton and Williamsburg are individual municipalities. The R.H. Conwell School in Worthington, while not a member of HRSD, is supported by the district's central office and Worthington students in grades 7-12 attend Hampshire Regional High School through the provisions of an agreement between Hampshire and the town of Worthington. The following are Title I schools: Hampshire Regional High School, Anne T. Dunphy School, and Norris Elementary School.

The superintendent's office centrally manages and provides leadership for the six districts servicing students from the towns of Chesterfield, Goshen, Southampton, Westhampton, Williamsburg, and Worthington (thirty-eight miles end-to-end, encompassing 127 square miles). The District's Central Office includes: the Superintendent, Assistant Superintendent of Curriculum, Instruction and Assessment, Business Administrator, Director of Pupil Services, .5 Grants Writer, and Director of Information Technology, which currently is outsourced through Suzor IT. The collaborating and coordinating initiatives between and among HRSD's five districts can be complicated and challenging; however, it is also effectively managed educationally as "Five Towns, One PreKK-12 Community." The centrality of the classroom experience with the focus on teaching and learning is the key element in HRSD's vision and theory of action:

In order to foster a unified, cohesive and inclusive district that provides quality educational experiences, HRSD will strive for consistent implementation of aligned curricula, develop a shared understanding of effective teaching and learning, and set high expectations for all students in a safe and welcoming environment.

IF we continue to collaboratively make data driven decisions and build a shared vision of effective teaching and learning that focuses on student centered, rigorous, and relevant curricular experiences

THEN we will increase the engagement, equity, overall academic achievement, and social-emotional well-being of ALL students.

Financial and programmatic support for the five school districts varies from town-to-town and school-to-school reflecting the needs and structure of each. A defragmented and chaotic budget development process occurred in preparation for FY24 budget due to lack of consistency within the Business Administrator role. Preparing the budgets to fund the schools is an intensive process that usually begins in November but began in late December. Funding for all district schools requires 10 town meeting votes: two votes in each of the five towns (one elementary vote, one 7-12 HRSD vote, except in Worthington which does not vote on the HRHS budget). The needs of the elementary schools are perceived by some to be competing for the same funding resources as Hampshire Regional and are further complicated by Smith Vocational and Agricultural High School, charter schools, and school of choice enrollments. District operations navigate: (1) 5 teacher contracts; (2) 4 paraprofessional/teaching assistant contracts, (3) 5 personnel policies for various support staff positions, (4) 4 separate and independent elementary budgets and 1 high school budget, (5) laws, regulations and policies related to Massachusetts public schools, as well as the provisions specific to the operation of regional school districts, (6) two regional agreements, and (7) one All Districts Committee Agreement.

Recognizing the above challenges, the Superintendent and Executive Cabinet (composed of all central office administrators) meet weekly. While the Superintendent met with the principals weekly during the Fy23 school year,

principals and Superintendent meet weekly throughout the school year to identify best instructional and leadership practices, develop common instructional language, calibrate teacher feedback, identify needed supports, analyze district data, plan professional development, strategize ways to strengthen curriculum and vary instruction. The District Administrative Leadership Team consists of the Superintendent, Business Administrator, Director of Student Services, Health Coordinator, Director of Grants/ Curriculum, Director of Technology, principals, and assistant principals. Meetings are held biweekly to implement district goals, examine teacher and student supports, discuss programming needs and collaborate about the budget process. Recently, consistent management, financial and school safety procedures, policies, and protocols have received increased attention in an effort to improve coordination and collaboration during the global pandemic. There is a consensus to align the district's initiatives and refine its focus and resources around data-driven decisions, literacy action planning, district and school technology plans,

health and safety, and a horizontally and vertically aligned curriculum (instruction, content, and assessment) mapped to the *New English Language Arts and Mathematics Frameworks Incorporating the Common Core State Standards*.

When planning for district goals and budgets, it is imperative to study enrollment and special population trends. The pandemic has impacted the enrollment numbers in every school from -13.6% to 14.7%. However, the change in enrollment from FY22 to FY23 is small with the exception of ATD. Enrollment trends at ATD and Westhampton Elementary School will need to be monitored because if downward trends continue, as they have over the past five years, programming and staffing may be significantly impacted. The following are comparisons between 2019 and 2023:

Enrollment Trends:

	ATD	NORRIS	WES	NHRES	HRHS
FY19 Enrollment	147	501	121	129	719
FY22 Enrollment	138	466	103	148	685
FY23 Enrollment	127	485	105	148	681
Difference from FY23- FY19	-20	-16	-16	+19	-38
% Increase/ Decrease	-13.6%	-3.2%	-13.2%	+14.7%	-5.3%

Special Populations:

ATD	MA Average	2022	2021	2020	2019	2018
Special Ed	17.7-18.9%	13.8%	17.6%	17.5%	17.7%	18.4%
Low Income	31.2-43.8%	35.5%	28.6%	22.6%	25.9%	20.9%
English Learners	10.2-11%	1.4%	.8%	1.5%	2.7%	3.1%

ATD's Special Ed. population has decreased over the past five years (18.4%-13.8%) by 4.6%, and has the lowest Special Ed. population in the district. ATD has the second largest low income population in our district (35.5%). EL population remains considerably lower than MA average.

NHRES	MA Average	2022	2021	2020	2019	2018
Special Ed	17.7-18.9%	15.5%	23.8%	21.9%	28.7%	22.8%
Low Income	31.2-43.8%	39.9%	26.7%	23.4%	24%	25.7%
English Learners	10.2-11%	0	0	0	0	0

NHRES’ Special Ed. population continues to decrease over the past 5 years (7.3%), but has the highest Low Income population in the district. There have not been any EL learners over the past five years.

NORRIS	MA Average	2022	2021	2020	2019	2018
Special Ed	17.7-18.9%	27%	21.7%	18.1%	18.4%	18.5%
Low Income	31.2-43.8%	21%	16.5%	13.4%	12.8%	13.3%
English Learners	10.2-11%	1.9%	1.8%	1.8%	2%	2.1%

Norris’ Special Ed. population has significantly risen this past year by 5.3% and has the highest Special Ed population in the district. Although the Low Income population has grown by 4.5% over the past year, it is the lowest rate in the district. Norris and HRHS both have 1.9% EL learners.

WESTHAMPTON	MA Average	2022	2021	2020	2019	2018
Special Ed	17.7-18.9%	23.3%	23.1%	22.5%	20.7%	22.1%
Low Income	31.2-43.8%	30.1%	25%	15.8%	14%	13.9%
English Learners	10.2-11%	0	0	.8%	.8%	.8%

The most dramatic increase for WES has occurred with the Low Income population, which has increased by 16.2% over the past five years. Special Education and EL populations have remained stable over the past 5 years.

HRHS	MA Average	2022	2021	2020	2019	2018
Special Ed	17.7-18.9%	21.2%	21.8%	23.2%	19.9%	19.3%
Low Income	31.2-43.8%	21.2%	18.3%	15.8%	14.7%	16.1%
English Learners	10.2-11%	1.9%	1.5%	1.5%	1.3%	1.0%

While EL students have nearly doubled over the past five years, the total is under 2% of the population. HRHS has the second lowest Low Income population in the district. Special Education numbers have remained stable over the past five years.

As important as population subgroups are, it is just as important to know how many students choose to leave the district, and what type of education they are seeking. The following charts show school choice, charter, and homeschooling enrollment numbers:

	2021	2020	2019
MA	\$18,556	\$16,958	\$16,577
ATD	\$23,334	\$19,522	\$17,987
NHRES	\$23,592	\$19,916	\$19,008
NORRIS	\$15,104 (\$14,644 + \$460 transp.)	\$13,104 (\$12,532 + \$572 transp.)	\$12,787 (\$12,328 + \$459 transp.)
WESTHAMPTON	\$21,414	\$18,624	\$18,547
HRHS	\$22,024	\$18,313	\$18,455

FY23 School Choice:

	ATD	NORRIS	WES	NHRES	HRHS
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School Choice IN (schools receive)	11	31	22	19	146
School Choice OUT (towns pay)	12	10	5	11	57

FY18-FY22 School Choice OUT:
(Three numbers are given per town: total, # from K-6, # from 7-12)

	FY18	FY19	FY20	FY21	FY22
Chesterfield	15 6,9	15 9,6	17 7,10	13 5,8	9 3,6
Goshen	17 7,10	17 8,9	15 8,7	17 10,7	15 6,9
Haydenville	15 7,8	15 5,10			
Southampton	42 10,32	39 12,27	40 11,29	41 9,32	34 10,24
Westhampton	14 7,7	13 6,7	8 5,3	9 4,5	10 4,6
Williamsburg	23 8,15	20 9,11	36 15,21	39 15,24	36 13,13

FY19-FY23 Homeschooled Students:
(Three numbers are given per town: total, # from K-6, # from 7-12)

	FY19	FY20	FY21	FY22	FY23
Chesterfield	1 1,0	5 1,4	6 1,5	10 8,2	8 7,1
Goshen	2 2,0	0	6 1,5	0	1 0,1
Haydenville	2 2,2	0	0	1 0,1	2 1,1
Southampton	10 5,5	15 7,8	44 35,9	20 11,9	19 14,5
Westhampton	2 2,0	4 1,3	10 10,0	0	1 1,0
Williamsburg	4 2,2	3 2,1	20 16,4	5 3,2	2 1,1

FY18-FY22 Charter School Students:
(Three numbers are given per town: total, # from K-6, # from 7-12)

	FY18	FY19	FY20	FY21	FY22
Chesterfield	8 2,6	8 4,4	1 0,1	1 0,1	1 0,1
Goshen	2 0,2	3 0,3	1 0,1	1 0,1	1 0,1
Haydenville	5 3,2		1 1,0		
Southampton	12 4,8	8 0,8	14 8,6	10 0,10	18 7,11
Westhampton	11 6,5	8 6,2	7 5,2	1 0,1	3 2,1
Williamsburg	23 13,10	28 19,9	22 13,9	11 0,11	18 8,10

In District Per Pupil Expenditures:

Per pupil expenditures are significantly higher than the state average with the exception of Norris:

	ATD	NORRIS	WES	NHRES	HRHS
FY21 PPE MA average: \$18,556	\$23,334	\$15,104 (\$14,644 + \$460 per pupil transportation expenditure)	\$21,414	\$23,592	\$22,024
Difference	+\$4,778 per pupil	-\$3,452 per pupil	+\$2,858 per pupil	+\$5,036 per pupil	+ \$3,468 per pupil

Three Year Per Pupil Trends:

Summary of 2022 Accountability Data

Nationally, the pandemic slowed students’ educational progress and growth. The decreased educational progress and growth yielded lower 2022 academic attainment, and this was a significant departure from the typical achievement and growth patterns in prior years. No accountability determinations were made in 2022 due to Covid. 2022 scores are the new baseline going forward. MCAS data is the only district-wide assessment used by all schools. There are numerous measures and reports to consider when examining this data. Achievement levels and Student Growth Percentiles (SGP) can drastically vary. While each is important in different ways, together they draw a more complete picture.

Congratulations are in order for WES, ATD and NHRES students and staff! WES’ Sarah Overstreet’s 4th graders were first in MA for MCAS ELA and Math! ATD’s 4th graders were 2nd in Math MCAS in MA!! WES 6th graders were 5th in the state for Math, and WES 5th graders were 9th in the state for Science. NHRES’s 6th graders were ranked 2nd in ELA. We have implemented Bridges math curriculum across the district and our district goal is to align ELA curriculum, as well.

NOTE: Additional/more detailed assessment data for each school can be found at “profiles.doe.mass.edu”. Follow prompts to the school of interest. Select “assessment” for detailed school data.

PERCENTAGE OF STUDENTS MEETING AND/ OR EXCEEDING MA STATE AVERAGE:

As per objectives 3 and 4: Spring 2022 and 2023 scores: All Grades 3-10 MCAS school math scores will meet or exceed MA state averages; any grade below the state average will have an improvement plan adopted by the principal and implemented by the appropriate teachers.

MCAS TEST	MA AVERAGE	ATD	NHRES	NORRIS	WES	HRHS
GR. 3 ELA	44	59	47	45	38	
GR. 3 MATH	41	50	20	40	31	
MCAS TEST	MA AVERAGE	ATD	NHRES	NORRIS	WES	HRHS
GR. 4 ELA	38	72	31	26	91	
GR. 4 MATH	42	88	50	54	91	

GR. 5 ELA	41	47	44	42	55	
GR. 5 MATH	36	53	44	35	60	
GR. 5 SCIENCE	43	56	61	61	75	
GR. 6 ELA	41	56	80	34	53	
GR. 6 MATH	42	48	53	47	82	
GR. 3-8 ELA	41	58	50	38	57	
GR. 3-8 MATH	39	57	42	43	66	
GR. 7 ELA	41					36
GR. 7 MATH	37					39

GR. 8 ELA	42					37
GR. 8 MATH	36					32
GR. 8 SCIENCE	42					41
MCAS TEST	MA AVERAGE	ATD	NHRES	NORRIS	WES	HRHS
GR. 10 ELA	58					64
GR. 10 MATH	50					49
GR. 9/10 SCIENCE	47					47

What Are Our Goals for 2022-2023?

Goal Statement of District Improvement Plan: “To demonstrate and embrace contributions that improve coordination, collaboration, and communication among the schools of the Hampshire Regional School District that will support continually improved student performance and welfare, professional development, and instructional strategies to address the needs of all learners.” The primary focus for this District Improvement Plan is on the centrality of the classroom, cohesiveness, consistency, stability, quality instruction, shared expectations, building relationships and the social-emotional well-being of staff and students.

#1 STRATEGIC OBJECTIVE: POSITIVE SCHOOL CULTURE

In order for all members of the HRSD community to feel recognized, encouraged, and supported in their learning, HRSD will strengthen an inclusive and safe learning environment that respects diversity, builds relationships, and responds effectively to the social-emotional experiences of every member

	STRATEGIC PRIORITY:	PERSON(S) RESPONSIBLE:	TIMELINE:	ACTION STEPS:	EXPECTED OUTCOMES OR EVIDENCE OF COMPLETION:
1	In order to enhance the well-being and attendance of students, <u>HRSD will focus on the social and emotional health of students and provide the necessary support to address the needs of the whole child</u>	Supt, Spec Ed Director, Health Coordinator; Administration; Counselors, Behavior Specialists, Teachers, Paras	Summer 2022 Spring 2023 Fall 2022 Winter 2022/2023	Increase support personnel Incorporate SEL curriculum PreK-12; regularly and systematically survey students on school climate and safety, which will inform additional action steps to be taken by the district Provide professional development and support to elementary educators to strengthen their skillset in responding to challenging behaviors and students' varying emotional needs, as needed Provide information through workshops and online resources to further support families	Personnel increased to meet student needs 80+% of all students will respond positively in an annual school climate/ safety survey in May; if below 79%, school will re-evaluate level of supports June 2023: 20+% decrease in disciplinary referrals from FY22 80+% of all parents who attend workshops will gain helpful knowledge from presented information, as evidenced through exit slips
2	In order to ensure equitable access to curriculum for all students, <u>HRSD will develop a PreK-12 English Learners curriculum and implement all recommendations from EL audit</u>	Curr. Coordinator; EL teachers, classroom teachers	Spring 2023	All recommendations from EL audit instituted to meet legal standards	Recommendations from EL audit will be instituted
3	In order for safety management teams to be effective and efficient, HRSD will <u>develop district-wide safety and crisis plans that address</u>	Nurse Leader, Administration, Crisis teams, Nurses, Teachers,	Spring 2023	Each principal will assign a crisis team; staff will clearly identify the chain of command in each school (at least 4 after principal)	Crisis team assigned; 80+% of faculty and staff will be able to identify the chain of command in their building.

	<u>best practices across schools</u>	Paras			
4	In order to be a more cohesive district with shared values and expectations, <u>common core values will be identified</u>	Supt, District and Building Administrators, Teachers, Students, Families, School Committees	Spring 2023	Core values identified through faculty meetings and student surveys, and communicated to students	80+% of gr. 3-12 students will be able to identify at least two core values and explain their importance

#2 STRATEGIC OBJECTIVE: INTRA-DISTRICT PARTNERSHIPS AND REGIONAL EFFICIENCY

In order to increase efficiency, continuity and cohesiveness as a district,
HRSD will streamline business practices and district-wide policies, as well as increase administrative support

	STRATEGIC PRIORITY:	PERSON(S) RESPONSIBLE:	TIMELINE:	ACTION STEPS:	EXPECTED OUTCOMES OR EVIDENCE OF COMPLETION:
1	In order to better meet building needs and ensure that all administrative and central office roles and responsibilities are being met, HRSD will <u>examine and restructure central office positions and responsibilities</u>	Supt, Business Administrator, CO staff, IT Director, Administration	Fall 2022 Winter 2022/ 2023 October 2022	Examine administrative roles and responsibilities to identify gaps in task completion/ oversight; plan and budget staffing accordingly to provide additional support for Early Childhood coordination, elementary curriculum coordination and facilities' maintenance Revise job descriptions accordingly Conduct Technology Audit district-wide and implement suggestions that are fiscally feasible/ develop plan to update network infrastructure	Gaps identified by Dec. 2022; partial implementation to begin July 2023 Revised job descriptions approved by School Committees/ All Districts Committee Funding for network infrastructure found; e-rate paperwork in place
2	In order to enhance intra-district partnerships and communication, HRSD will <u>plan joint School Committee meetings, presentations, and All District Committee (ADC) meetings</u> allowing all districts to hear the same message and approve the same district documents	Supt, All Districts Committee, School committees, Central Office, Administrators	Continual Continual	Continue to examine Five District Working Agreement (Supt. evaluation; CO); ADC to meet at least quarterly While ensuring each district's needs are being addressed, continue to review District policies, making them as consistent as possible to ensure continuity	Joint meetings will be held when necessary and appropriate in order to expedite decision making process in accepting District Improvement Plan and Superintendent's goals/ evaluation Annually 80+% consistency districtwide in policy revision
3	In order to foster efficiency and cohesiveness, <u>HRSD administrative team will develop a collaborative process to build the annual budget and revise Business/ Human Resources procedures, as needed</u>	Supt, Business Administrator, Human Resources, Central Office staff, Administration	Fall 2022 January 2023	To increase Central Office accountability and processing speed, new hiring process/ onboarding protocols developed Increase collaboration among administrators in developing budget	Speed of new hiring process/ onboarding will increase 50+% from July 2021 Budget documents/ presentations will be accessible on the district website; 80+% of administrators will perceive that the budget process is collaborative, as measured through survey results

#3 STRATEGIC OBJECTIVE: CURRICULUM AND ASSESSMENT

In an effort to strengthen all content areas and provide our students with common skills and knowledge needed to be independent and strategic learners, HRSD will focus on vertically and horizontally aligning K-8 ELA and K-12 math curricula by utilizing performance data

	STRATEGIC PRIORITY:	PERSON(S) RESPONSIBLE:	TIMELINE:	ACTION STEPS:	EXPECTED OUTCOMES OR EVIDENCE OF COMPLETION:
1	In order to strengthen literacy in all content areas, HRSD will <u>develop, review and maintain vertically and horizontally aligned curricula scope and sequence for K-12 ELA and K-12 Math</u>	Curriculum Coordinator, Teachers	Winter 2022-2023	Develop district template for curriculum map	80+% of all curriculum maps that are written going forward will follow template to ensure consistency throughout district
2	In order to increase student achievement, measured through district assessments, HRSD will <u>implement <i>Bridges</i> math curriculum in Grades K-5 and <i>Into Math</i> for Grades 6-8</u>	Curriculum Coordinator, Data Teams, K-8 Math Teachers, Program Leaders	Fall 2022 June 2023	Provide professional development for Grades K-8 in <i>Bridges/Into Math</i> ; utilize grant funded instructional math coaches to encourage inquiry based learning Post K-6 math scope and sequence on district website to ensure consistency and increase parental awareness	Spring 2022 and 2023 scores: All grades 3-10 MCAS school math scores will meet or exceed MA state averages; any grade below the state average will have an improvement plan adopted by the principal and implemented by the appropriate teachers By June 2023: 100% K-6 math scope and sequence documents will be posted on website; 50+% completion of K-12 math curriculum maps
3	In order to improve student performance on classroom assessments, HRSD will <u>incorporate formative assessments</u> into our practice and <u>use the data to inform instruction</u>	Curriculum Coordinator, Principals, Teachers	Spring 2023	Create and implement a district-wide schedule to conduct Fastbridge benchmark testing and subsequent review of the data	Schedule developed and implemented district-wide; data analysis to determine if necessary supports are in place
4	In order to ensure that homeschooled students are making grade level appropriate academic progress, <u>HRSD will update homeschooling policies, procedures and expectations</u>	Supt, Curriculum Coordinator, Principals	Fall 2022 June 2023	Review homeschooling policy Develop progress monitoring expectations and template letter	A revised homeschooling policy will be approved by all school committees (80% consistency district-wide) 80+% of families will provide acceptable documentation to demonstrate appropriate grade level academic progress

#4 STRATEGIC OBJECTIVE: INSTRUCTION

Staff will increase their use of high leverage, student-centered, instructional delivery routines in order to strengthen teaching practices that address varied student needs in a consistent manner

	STRATEGIC PRIORITY:	PERSON(S) RESPONSIBLE:	TIMELINE:	ACTION STEPS:	EXPECTED OUTCOMES OR EVIDENCE OF COMPLETION:
1	District and building administrators will provide and calibrate effective feedback to align practices for educator evaluations and quality teaching	Supt, Curriculum Coordinator, Special Ed Director, Administration	FY23	Administration will attend Research for Better Teaching course: Analyzing Teaching for Student Results in order to align practices; Administrators will attend Principals' Academy, in which instructional coaching will be provided; Supt. to participate in NSIP Cohort 12; Supt and administrators will do collaborative walk throughs to calibrate feedback	Each evaluator who participated in RBT will prepare at least 8 written observations that follow the balanced analysis model, which will be calibrated at administrative meetings in order to have consistency and similar expectations for teaching and instruction <u>FY24 expected outcomes:</u> Feedback to be provided to all teachers; progress to be documented in evaluations; 80+% of first year teachers will implement suggestions and demonstrate improvement in their practice/ student outcomes as determined by evaluator and new teacher (reduced number of referrals, increased student engagement, increased assessment scores, etc.)
2	In order to develop consistency around curriculum, lesson development and expectations, the administrative team will meet regularly to prioritize curriculum, instruction and assessment	Supt, Administrators, Curriculum Coordinator, Spec Ed Director, Nurse Leader, Program Leaders, Teachers	FY23-FY27	Continue to meet with principals weekly and district administrators biweekly, as well as conduct monthly school visits to observe teaching and learning	All gr. 3-10 MCAS school scores in ELA and Math will meet or exceed MA state average. An improvement plan will be developed and implemented by those classes/ grades whose scores were underperforming