



## **Superintendent-Director Entry Plan Update December, 2018**

### **Introduction**

The purpose of this entry plan update is to provide the District with some initial findings based on new data that we have received since the beginning of school in September. Our goal is to gain an understanding of the District as it relates to strong academic and career and technical learning. Having served as a member of this school community since 2017, there is much to learn from students, parents, faculty, staff, school committee, and the community-at-large. This entry process will take place over the year and those to follow; resulting in a strategic plan that encompasses all aspects of student learning.

Essex North Shore Agricultural and Technical School (ENSATS) is a unique district with eight agricultural and 17 technical programs. Servicing 17 sending communities and 35 additional districts, this entry plan will assist in determining the needs of each community we serve through thoughtful and ongoing conversations with stakeholders. I have reviewed our existing 5-Year Strategic Plan and Quality School Plan (QSP) to determine the connection between the two and how these inform our school's mission. At this time, the school community will continue to embed these plans into the culture and determine if they meet the needs of our shared vision to transform ENSATS into the premier agricultural and technical high school in the state.

### **Grant Applications**

We continue to see success in grant applications that expand and enhance our technical and agricultural programs. To date, we have encumbered the funds from our last Governor's grant of \$253K. Working with our CTE Directors, Director of Workforce Development, and grant writer. We initiated applications to multiple competitive grant opportunities. While we are awaiting notification of the Capital Skills grant that will support our construction related programs, totalling \$125K, the maximum allowable dollar amount. Below, are applications and notifications of grant funds received as of December 1, 2018, and applications where we have collaborated with community partners.

#### **Capital Skills Equipment Grant: \$125K (pending)**

This grant is intended to support multiple programs in the construction industry including Construction & Craft Laborers, Carpentry, Landscaping, and Masonry. Equipment includes an excavator, confined space equipment, scaffolding, and a simulation lab.

**Collision Repair Education Foundation, \$1K (awarded)**

This grant is to be used to purchase tools for the Collision Repair program.

**Cell Signaling Technology Education in Science Committee, \$4K (awarded)**

This grant will support Biotechnology in purchased equipment and supplies.

**DESE History and Social Science Instructional Grant, \$5K, (pending)**

This grant will support the social studies department.

**Endicott College STEM: \$20K (collaborator)**

This grant application will provide electronics equipment for ENSATS to offer adult education courses related to soldering. Students during the day programs of Advanced Manufacturing and Engineering will benefit from this equipment, if awarded.

**Mass IDEAS Grant Application: \$133K (submitted)**

“Mass IDEAS is dedicated to helping communities across Massachusetts that are ready to learn from each other, share ideas, and turn great ideas into great schools.”  
(<https://massideas.org/planning-grants/>) Invited the ENSATS team to meet with the board to review our application on December 6, 2018.

**MA Clean Energy Center Learn and Earn, \$160K (awarded)**

This grant is in partnership with workforce, Bunker Hill Community College (BHCC), and Commonwealth Corporation. The grant will give students summer employment to renovate the third floor of Smith Hall through weatherization and sustainability techniques including electrical upgrades, LED lighting, bathroom upgrades, and employability training. It will also give students three credits at BHCC in sustainability.

**North Shore Community Action Program (NSCAP), \$65K (collaborator)**

This grant was written by NSCAP with ENSATS as the site for Advanced Manufacturing training, if received. Collaborative meetings occurred in the summer and fall.

**Perkins Workforce Development, \$55K (collaborator)**

Assisted with curriculum, instructional staff for Masonry, CPR, and First Aid. Masonry Instructor, David Collins and myself acted as collaborators for the grant which was written by Essex County Sheriff’s Department. This grant will provide job training for prisoners reentering society. The training will be located at Essex County Jail.

**VWR Charitable Foundation, \$9K (pending)**

This grant will support Biotechnology supplies.

## **Stakeholder Meetings, July-December**

### **Students**

A Student Leadership Team was created in July, 2018, to give students a voice. The team has grown and regular meetings occur with them regarding school-wide events, positive school culture, and other concerns brought to them by their peers.

Through discussions, it has been decided to pursue The Red Bandanna Project to bring our school community together. This foundation is named after Welles Remy Crowther, a civilian who was credited with saving many people in the World Trade Center attack (<http://www.redbandannaproject.org/>). Students from the Leadership team will work with staff to continue the planning stages of creating a positive school culture. Working with the Director of Guidance, a school-wide program that informs students of the hazards to mixing alcohol and prescription drugs is being implemented during December and January this school year. The program, “If They Had Known,” is the story of Clay Soper, a young man from Winchester, MA who passed away tragically. The district will host a parent and community presentation of “If They Had Known” on Wednesday, January 23, 2019 at 6pm. This parent and community event will be co-facilitated by the Director of Guidance and our School Resource Officer. A distracted driving presentation for grade 11 and 12 students will also occur in January, 2019. Other student led initiatives include the exploration of an ROTC program at ENSATS, World Hijab Day lessons to faculty and students, and positive messages to be displayed throughout the building.

### **Parents**

The Parent Teacher Organization (PTO) has begun the process of re-naming and branding. A meeting occurred in the summer months with the Principal. Although I have not made a PTO meeting due to other commitments, the organization communicates with us regularly to plan events and determine needs of our school. This will be on-going as we further develop our relationship with the PTO.

On-going communication occurs to parents through social media posts, email and phone messages, and meeting opportunities. Visibility at events occurs on a regular basis including community based events like “In Plain Sight.” Further programs include distracted driving, financial aid nights, and “If They Had Known.”

On December 13, 2018, we have scheduled a morning meeting with parents to introduce our new School Resource Officer, Michael Chase. This will provide a forum to get to know Officer Chase and allow parents to ask questions or voice concerns. Again, Officer Chase will

be available on January 23, 2019 in the evening to co-facilitate the “If They Had Known” parent and community session and greet our family members. In addition, we plan to schedule an evening meeting later in the year, to accommodate families that cannot attend a morning meeting.

### **Teachers**

It has been determined through our strategic planning that culture was an area of concern for ENSATS. As a result, the leadership team was charged with being present in hallways in the morning, between classes, and at events. Working with the principal and the athletic director, a weekly email is sent out to list the athletic games available with the expectation of having an administrator present. During professional learning days, administrators are assisted with professional development delivery but also serving our staff. At each meeting, there has been some form of beverages and snacks which helps with building relationships.

Present at faculty, staff, and committee meetings, I have met with many teachers to engage in planning for the future. Learning walks have occurred using Dr. Curtis Bates and coach Christine McGrath as I continue to gather qualitative data related to student learning. This is done in collaboration with Dr. O’Toole and Principal Donnelly.

In spring, 2018, teachers submitted an anonymous survey detailing all aspects of the school environment. The Directors have been working on a root cause analysis to determine how to better serve our instructional and support staff. It has been determined to benchmark progress in addressing their concerns with a follow-up survey of twelve questions. This is to take place during the week of December 10th.

Teachers reported in spring 2018 that they were not included in decisions. Subcommittees were formed in Fall, 2018, to include all stakeholders in the decision making process. For example, a scheduling committee has been formed to assess our current schedule and the needs of our students in the future. Staff are working with administration to collect and review schedules from other vocational schools. A full list of subcommittees are attached to this report.

### **Staff and Other Stakeholders**

Meetings have occurred with most other staff. These meetings have helped me gain understanding of their respective needs but also to develop relationships with all stakeholders. For example, it was determined at the bus driver meeting that they did not have access cards to the building. This was a quick change that happened. The meetings will continue throughout the year. Meetings of those departments that have not happened yet will be planned prior to the holiday break.

### **Program Advisory Committees**

I attended the program advisory committee meetings in the fall of 2018. Each program presented members with workforce data, curriculum needs, and was expected to review the budget for planning purposes. Members were engaged in the meetings and we were pleased to have Secretary Rosalin Acosta, Massachusetts Secretary of Labor and Workforce Development in attendance.

### **Community Organizations and Governmental Officials**

Site visits with town administrators occurred during the fall months with the Director of Workforce Development. All but two (Essex and Manchester-by-the-Sea) have been visited. A Legislative breakfast occurred in the fall. While attendance was low, it began the conversation of how ENSATS can be used as a resource. Multiple meetings with State Representative Speliotis occurred to discuss some concerns the District has; including safety of our students crossing Route 62, changing the guidelines for lease agreements so we can extend beyond the three year maximum (i.e., solar project), and the possibility of a regionalization of services grant.

Meetings have been held with the ENSATS Education Foundation and the Agricultural Alumni Association to create a plan for the Larkin Cottage. This is ongoing as we develop conceptual drawings of a agricultural museum that our students will build and benefit from during the day and the community uses in the evenings and weekends. A fundraising campaign will occur once presented to District committee and approved. The intention is to have the building built by the winter of 2020.

The Emergency Response Team met with Danvers Police and Fire to review the emergency planning process. During the fall, students and staff were trained in emergency protocols, conducted an ALICE drill, a fire drill, and an evacuation drill to the Essex Sports Center. Future drills will occur throughout the year, including a stay in place, lockdown, and Northeastern Massachusetts Law Enforcement Council (NEMLEC) safety drill.

### **Online Survey**

We are currently conducting a review of the online survey administered through the union last spring 2018. In order to use these findings to better understand how to serve the needs of all our students, we intend to follow up with the following:

- District Directors are completing a root cause analysis based on the data presented.
- Using the Spring 2018, survey, a shorter survey is being created to target the questions that directly relate to student learning and teacher professional learning.

### **Review of Existing Statewide Data Assessment and Accountability:**

With the September 2018 release of the MCAS results along with DESE’s new District Accountability System rating, we have been using this as the basis for our ongoing analysis of student learning trends and adjustments to teaching that need to be made as we prepare for our first computer-based, Next-Generation MCAS Tests in English Language Arts and Mathematics this coming spring..

Regarding MCAS achievement, our results declined in *Advanced* plus *Proficient*, ranging from 2% in English Language Arts, 3% in Mathematics, and 7% in Biology. Based on ENSATS 2018 MCAS results under DESE’s new accountability system, it has been determined that our special education students have seen the largest decline in meeting state accountability targets. On a positive note, last year’s tenth graders scored their highest Advanced percentage over the past four years with 70% of students achieving *Advanced* in English Language Arts.

Below is the Essex North Shore Agricultural and Technical School MCAS performance over the past four years.

**MCAS Annual Comparisons**

<b>GRADE 10 - ENGLISH LANGUAGE ARTS</b>				
<b>ACHIEVEMENT LEVEL</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>ADVANCED</b>	46	55	67	70
<b>PROFICIENT</b>	49	43	32	27
<b>NEEDS IMPROVEMENT</b>	4	2	1	2
<b>FAILING</b>	0	0	0	0

# ESSEX NORTH SHORE

## AGRICULTURAL & TECHNICAL SCHOOL



GRADE 10 - MATHEMATICS				
ACHIEVEMENT LEVEL	2015	2016	2017	2018
<b>ADVANCED</b>	42	41	51	44
<b>PROFICIENT</b>	34	32	35	39
<b>NEEDS IMPROVEMENT</b>	18	23	11	13
<b>FAILING</b>	5	5	2	4

GRADE 10 - SCIENCE AND TECH/ENG				
ACHIEVEMENT LEVEL	2015	2016	2017	2018
<b>ADVANCED</b>	29	24	34	23
<b>PROFICIENT</b>	52	58	54	58
<b>NEEDS IMPROVEMENT</b>	16	16	11	17
<b>FAILING</b>	3	2	1	2

### Tiered Focus Monitoring and CVTE Program Review (formerly Coordinated Program Review)

All documents have been collected and uploaded to the MA DESE portal. These data collection was a team effort among special education, guidance, and the CTE program areas. Further, admissions policy and educational stability desk review copies have been submitted and awaiting feedback. MA DESE will come in on January 28th for three days to review the CTE report and in May for the remaining areas.

### **Strategic Plan (District) and Quality School Plan**

The Strategic Plan and Quality School Plan (QSP) have been reviewed extensively with the District Leadership Team. Further, these plans have been embedded into each department meeting, framed SMART goals, and are adorned on the backs of shirts given on the opening day.

### **Committee Work**

Working subcommittees have been initiated and a member from each stakeholder group will be an active participant in at least one committee. During the first faculty meeting of the year, subcommittees were introduced and staff were asked to sign up. Subcommittees are chaired by an administrator and a staff member. This work is currently in progress and continues to bring engaging conversations to the forefront. There are 18 subcommittees currently working. A list of subcommittees and members are included in this report.

### **Admissions Policy**

A revised admissions policy has been sent to MA DESE. There continues to be discussions related to the change being requested. At this time, there are no changes to the policy.

### **Union Contracts and Administrative Contracts (teacher, custodial, clerical, transportation)**

Working with administrators and members of each union, contracts have been reviewed. Ongoing conversations occur based on the needs of the contract and the district. For example, an evaluation tool for the American Federation of State, County, and Municipal Employees (AFSCME) maintenance department employees will occur in the near future. This is a change to the existing contract and will assist the District with ensuring the quality of service delivered meets the standard of expectation.

The District has worked to keep all administrative contracts on the same year of review. As staff are hired, contracts are to be aligned with those existing contracts. Most administrative contracts will end in June, 2019. Further, a review of phone reimbursements has been initiated to determine the most cost effective ways to address this expense and create equity among administrators.

### **School Emergency Operations Plan (SEOP)**

The plan was reviewed and approved by Danvers Police and Fire Department using the recommended template from the Department of Justice. This plan is being presented for final approval by the District Policy Subcommittee on December 13, 2018.

The SEOP team meets monthly and enhanced safety protocols and training have occurred. For example, schoolwide epipen training and emergency response training occurred



with staff members at various department meetings. This will continue until all departments have been trained. With the increase use of social media sites and the need for schools to be involved in monitoring ways that support student learning and safety, the school is using Social Sentinel, a service that monitors and alerts school officials of public social media posts for potential safety and security threats. Further, a new camera has been installed at Smith Hall, along with keyless entry system, and additional lighting. Additional cameras and keyless entry points will be installed as the budget allows.

### **Budget Trends**

Working with the School Business Administrator and other stakeholders, the budget has been looked at on a regular basis to ensure funds are being encumbered properly. New protocols are being implemented for staff. For example, Directors are asked to review the requisition prior to approving to the next level to ensure funds requested are in proper accounts, appropriate quotes are being attached, and state contracts are being listed.

It has been determined that ENSATS was not charging special education assessments to surrounding communities as allowed by MA regulations. As special education costs rise, the need for these funds increases. Letters were sent to surrounding communities Superintendents and Towns to inform them of this shift in SY 2019-2020. This may bring over \$250K in revenues to the district.

Contracts are being reviewed for those that rent space and have lease agreements. Working with the School Business Administrator, Workforce Development Director, and Director of Facilities, Grounds, and Farms, updated contracts are being initiated and clarified. Further, a meeting will be held with State Representative Speliotis to determine the availability of changing legislation to allow ENSATS to enter into a long-term agreement for solar energy. This has been a concern in the past as the current legislation allows for a maximum of three year contract.

### **NEASC Reports**

The District reviewed preliminary findings from the New England Association of Schools and Colleges (NEASC) in October, 2018. In November, 2018, the District received notification that we have been awarded accreditation. The full report will be reviewed by the Leadership Team and staff throughout the year to align with existing Professional Learning plans and implement the recommendations from NEASC.

### **Teacher Evaluation Documents (Self-Assessments, SMART Goals, Evaluations)**

The Leadership team worked with staff to create SMART goals that are aligned to our strategic plan, QSP, and mission which is to **create** a culture of academic and technical excellence, **encourage** continuous intellectual growth, and **promote** professionalism, determination, and citizenship for all students, as they **develop** into architects, artisans, and authors of the 21st century community.

### **Professional Learning Plans**

The professional development subcommittee, working from a draft plan, is engaged in creating a three year plan that includes all staff. As the new Director of Human Resources assumes the position, it will include professional learning in her job function. The intention is to fully use Frontline software for professional learning opportunities and recording of hours.

An example of this work includes a high expectations six day workshop by Research for Better Teaching (RBT) where grade 9 and 10 teachers will work with RBT on developing instructional strategies to meet the demands of today's learner. Subsequently, it is anticipated that the Skillful Teacher will be offered at ENSATS in the summer.

### **Lease Agreements**

A review of lease agreements and rentals is taking place with the SBA and Director of Facilities. We will be requesting a one year lease of the day care on South Campus. This will allow for the District to create a 3-5 year plan for South Campus and its intended purpose.

### **Annual Town Reports**

Each town will receive a one pager that includes student enrollment, program enhancements, and other relevant data reflective of our school. This is a collaboration with DVC, Bonnie Carr, Candy Levesque, and myself.

## **Next Steps**

### **Analysis of Data**

*January - April, 2019*

The completion of conversations and data collection will take place in mid-January. At that time, I will begin to analyze and share with the district, building, teacher, and student leadership to conduct a SWOT Analysis of ENSAT.

When the SWOT Analysis has been completed, it will be shared with the School Committee through a presentation model. This model will be duplicated in various locations to inform the broader school community of our findings.

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