



End-of-Cycle Review

June 9, 2022

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Mission Statement

The mission of Essex North Shore Agricultural & Technical School 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.

Theory of Action

If the leadership team re-envisioning learning at Essex North Shore Agricultural & Technical School and provides professional learning opportunities for stakeholders, including teachers, staff, students, parents, and community collaborators, to work in action teams to create deeper connections between career technical-agricultural education and academic learning, then our students will be active in leading their own learning and will be better prepared for life. We will see the results of our re-envisioning work in greater opportunities for student-led integration learning, continuous intellectual growth, and higher levels of professionalism, determination, and citizenship.

Leadership Team Values (*Established, July 2018*)

- **Committed**
 - I have a strong commitment to ENSATS as I believe we possess the resources (human, facilities, financial) to be the best agricultural and technical school in the Commonwealth.
- **Loyal**
 - I am loyal to the school and its community. ENSATS is where I would like to grow as a leader and shape my skills to better prepare our students for the ever-changing workforce.
- **Reliable**
 - I am dependable and you can trust I will work toward excellence in everything I do. I am present and visible and appreciate the uniqueness of our district, including school and facilities.
- **Passionate**
 - I am excited to bridge the connection between the academic learning and technical-agricultural skills through connections and relationships built with students, parents, staff, and our community partners.
- **Hardworking**
 - I will work toward achieving our mission to *create, encourage, promote, and develop* our students. We must never become complacent in our approach to learning whether it be academic, agricultural, technical, social emotional, or preparing our students to be the best they can be.

Introduction

In 2018, I was delighted to become the Superintendent-Director of Essex North Shore Agricultural & Technical School (ENSATS). That year, my SMART goals focused on creating a positive school **culture and CTE Pathways**. While we made significant progress related to both, COVID-19 had a profound impact on the social and emotional well being of all stakeholders. Although the district remained constant in our mission of **creating a culture of technical and academic excellence**, we would be remiss if we did not recognize the toll COVID-19 took on all of us. With that, I present my 2022 SMARTIE goals that reintroduce **culture** as a primary focus. Please note, creating an environment of positive culture is a long process and not done by a single person. It is a team effort that starts with all stakeholders working together toward a shared commitment to our future workforce. This happens over time and will not be complete in one year. Culture is ever evolving, and we will collectively adjust and adapt accordingly.

Professional Practice Goal	Student Learning Goal	District Improvement Goal
I will work with the leadership team, labor unions, unrepresented (nonunion and contractual) staff, students, and families toward a positive school culture by June 2022.	I will work with all stakeholders to provide meaningful career and academic pathways through promoting content-specific skills acquisition, common assessments, and CTE Pathways coursework.	I will work with staff and the broader school community to promote the mission of our school community related to cultural proficiency and inclusive practices that reflect understanding of and respect for staff, students, and families' home languages, culture, and values.

Please find the [Mid-Cycle Review Here](#).

Professional Practice Goal

Culture is the theme of this Professional Practice Goal.

I will work with the leadership team, labor unions, unrepresented (nonunion and contractual) staff, students, and families toward a positive school **culture** by June 2022.

#2 **Culture:**

Promote a positive and inclusive school culture for all staff and students.

1. Administer a Panorama Survey for staff and students to establish school culture baseline in order to benchmark progress.
2. Assist in the oversight of hiring practices to recruit, select, and retain new staff who will make a positive contribution to school culture.
3. Provide high-quality professional development to all staff in cultural proficiency and inclusive practices.
4. Create a Culture Action Team (CAT) to coordinate school culture action steps.
5. Reboot the Student Leadership Team (SLT) to add student voice to school culture planning.
6. Reboot the Professional Learning Action Team (PLAT) to return staff input to professional development planning.

End-of-Year Review

Action Item No. 1

- Worked with thought partner, Michael Eatman, to complete the Education Vital Signs (EVS) survey to all stakeholders. Link to the [EVS SURVEY](#)
- Presentation to stakeholders in summer to review the survey results.
- Created a Culture Action Team (CAT) in the spring who will continue the work during summer 2022.

Action Item No. 2

- Two administrators, an induction coach, and the DEI coach attended the six-session Teacher Diversification Professional Learning Community. Over the six sessions, the ENSATS team reviewed data related to the District's recruitment and retention strategies and explored strategies to improve recruitment and retention strategies.
- Two-tier recruitment teams have been created for open positions. The first tier includes staff members and supervisors. The second tier is a team of upper management. If possible, as a final indicator, candidates for teaching positions are asked to teach a lesson observed by the Director and upper management.

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AGRICULTURAL & TECHNICAL SCHOOL



2014

		<ul style="list-style-type: none">● Increased staffing in the School Counseling department to accommodate an increase in services. This includes a contracted counselor and life coach for staff and administrators who assists in overflow needs in school counseling. Hiring a support person for the WINGS program to free up an adjustment counselor is another position added. <p><i>Action Item No. 3</i></p> <ul style="list-style-type: none">● On April 27, 2022, we held a half day of Professional Development related to Cultural Proficiency and Inclusion. This Professional Development was facilitated by Michael Eatman and a team of presenters. The presentations focused on dealing with issues of race in the classroom, understanding diversity in our school, and supporting different learners.● Created a restraint training based on the findings of the state evaluation team.● The District is part of a statewide pilot on quality CTAE programming. This work will continue through a problem-of-practice model. <p><i>Action Item No. 4</i></p> <ul style="list-style-type: none">● Culture Action Team (CAT) met for the first time with Michael Eatman attending on April 4, 2022, to develop a plan for the 2022-23 school year using results of the EVS Survey. The CAT agreed to meet again in June 2022 and three times over the summer to continue their planning. These meetings will help frame the work for the 2022-2023 school year. <p><i>Action Item No. 5</i></p> <ul style="list-style-type: none">● The Student Leadership Team (SLT) has been rebooted to
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		<p>add student voice to school culture planning. This group, <i>the Nest</i>, includes a representative of each CTAE program and grade level to provide student voice. This will continue next school year.</p> <p><i>Action Item No. 6</i></p> <ul style="list-style-type: none"> The Professional Learning Action Team (PLAT) was rebooted in November of 2021. The team consisted of administrators and academic, CTAE, and special education teachers. The team developed a survey to solicit needs from the faculty. The team identified themes based on faculty feedback, planned, organized, and provided professional development on March 11, 2022. The team also provided feedback for additional scheduled professional development days.
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Alignment to the Superintendent Standards

II-A. Environment

- Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students.

II-B-1. Recruitment and Hiring Strategies

- Consistently identifies and hires effective administrators and educators who share the district’s mission and increasingly reflect the diversity in backgrounds and identities across the commonwealth to meet all students’ needs.

II-B-2. Induction, Professional Development, and Career Growth Strategies

- Implements a cohesive, districtwide approach to the development and retention of effective educators through comprehensive induction supports for new administrators and teachers and establishes robust criteria for the awarding of professional status; high-quality, job-embedded professional development aligned with school and district goals and provides distributed leadership opportunities to support career growth.

IV-A-2. Mission and Core Values

- Develops and secures, and/or promotes staff and community commitment to core values that drive a succinct, results-oriented mission

statement and ongoing decision making.

IV-B. Cultural Proficiency

- ❑ Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students’ backgrounds, identities, strengths, and challenges are respected.

Based on [5-Year Strategic Plan](#), adopted 6/2018-updated 10/2019

Student Learning Goal

Content learning is the theme of the Student Learning Goal.

I will work with all stakeholders to provide meaningful career and academic pathways through supporting **content**-specific skills acquisition, common assessments, and CTE Pathways coursework.

<p># 1 Pathways: Ensure that the educational experiences provide opportunities for meaningful career and academic pathways.</p>	<ol style="list-style-type: none"> 1. Expand program opportunities and access for students. 2. Implement integration learning that meaningfully connects career technical and agricultural education with academic skills, including curriculum work, professional learning, and common planning time. 	<div style="background-color: #c0e0c0; text-align: center; padding: 5px;">End-of-Year Review</div> <p><i>Action Item No. 1</i></p> <ul style="list-style-type: none"> ● Offer two new pilot double-block integration learning courses for students from select clusters and begin planning for Grade 11 students in 2022-23 that allow students to explore applied interconnections between Algebra II and Physics along with Agricultural Sciences (Pathways) with English 11. ● Gathered feedback to make adjustments to Pathways courses for 2022-23. This includes expanding the Seminar course to include our Graduate Profile.
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	<ol style="list-style-type: none"> 3. Work with relevant staff to expand Dual Enrollment and Early College access. 4. Review and analyze data from common assessments, statewide testing data, other related student learning indicators to address identified learning gaps as a result of COVID-19. 5. Expand the operational reach of the District Data Team to conduct data analyses and implement changes that impact student skills acquisition. 6. Create Instructional Leadership Teams to review, analyze data, and recommend instructional changes based on student learning needs. 7. Re-engage the Professional Learning Action Team for all staff. 	<p><i>Action Item No. 2</i></p> <ul style="list-style-type: none"> ● Held the Winter Integration Academy over February vacation and the Spring Integration Academy over April vacation, using funds from the DESE Math Acceleration Grant. ● Planned for a Summer Integration Academy for incoming Freshmen using DESE Development and Expansion of High Quality Summer Learning Grant. ● Conducted a DESE Social Emotional Learning/Service Learning Grant and Farm-to-School Grant a Food Resources Expert Roundtable with ENSATS Pathways students, the Salem Public Schools, and the Tufts University New Entry Program, DESE Service Learning experts, and with New Entry Farm to promote healthy food systems and access to high-quality nutrition through a Food Resources integration learning project. ● Hosted 200 Salem fourth graders over four days, April 25, 26, 28, 29 2022, to tour ENSATS greenhouses, hydroponic systems, harvest vegetables, learn about propagation, and work with ENSATS students to ship greens to New Entry Farm in Beverly for distribution. ● Hold our 1st-Annual Integration Learning Exhibition in the Library/Media Center for sharing integration learning outcomes with a schoolwide audience on June 15, 2022. ● Grade 9 Seminar classes completed multiple service learning projects, including raising funds for Nourishing the North Shore, Animal Rescue, and reengaging NAGLY training to support students in the LGBTQ+ community. <p><i>Action Item No. 3</i></p> <ul style="list-style-type: none"> ● Received Early College Designation from MA DESE
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		<p>March 2022. This will expand access to ENSAST students to college coursework. We will be offering 5 Early College courses in the 22-23 school year.</p> <p><i>Action Item No. 4</i></p> <ul style="list-style-type: none">● Met monthly during the 2021-22 school year in Professional Learning Communities to analyze data from common assessments, statewide testing data, other related student-learning indicators to address identified learning gaps as a result of COVID-19.● Use IXL diagnostic data to focus on learning gaps in mathematics for entering Grade 9 and 10 students in preparation for MCAS Mathematics testing. <p><i>Action Item No. 5</i></p> <ul style="list-style-type: none">● Formed and met monthly from January to June 2022 an Instructional Leadership Team (ILT), representing academics, career technical and agricultural education, and special education to analyze CVTE equitable access for ENSATS students.● Presented to DESE on May 12, 2022, the ENSATS report on data-analysis findings funded by the CVTE Equitable Access Grant. <p><i>Action Item No. 6</i></p> <ul style="list-style-type: none">● Convened the Instructional Leadership Team (ILT) to analyze relevant data related to CVTE equitable access.● Created an ILT report that recommends strategies to
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		<p style="text-align: center;">support student access based on data analysis.</p> <p><i>Action Item No. 7</i></p> <ul style="list-style-type: none"> ● The PLAT identified themes based on faculty feedback, planned, organized, and provided professional development on March 11, 2022. The team provided feedback for additional scheduled professional development days to the end of the 2021-22 school year.
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Alignment to the Superintendent Standards (MA DESE)

I-B. Instruction

- ❑ Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

I-E-1. Data-Informed Decision Making

- ❑ Uses multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, and district culture and climate information, to assess and communicate the district's strengths and areas for improvement. Relies on disaggregated data to make decisions related to organizational performance, educator effectiveness, and student learning.

III-B-1. Student Support

- ❑ Provides resources, professional development, and related supports to enable the identification of each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners and supports administrators to collaborate with families to address student needs, utilizing resources within and outside of the district.

IV-A-1. Commitment to High Standards

- ❑ Fosters and models a shared commitment to high standards of teaching and learning among all administrators, with high expectations for achievement for all students.

IV-D-1. Continuous Learning of Staff

- ❑ Sets expectations for administrators and teams to reflect on and collaborate around the effectiveness of a wide range of practices related to instruction and student learning. Encourages and models curiosity and a growth mind-set, and ensures that all administrators use data, research, and best practices to adapt practice and plan appropriate interventions to achieve improved results.

District Improvement Goal

Community is the theme of the District Improvement Goal.

I will work with staff and the broader school **community** to promote the mission of our school community related to cultural proficiency and inclusive practices that reflect understanding of and respect for staff, students, and families' home languages, culture, and values.

Strategic Objective	Action Steps	Mid-Cycle Review
<p>#3 Community: <i>Build and foster community relationships.</i></p>	<ol style="list-style-type: none"> 1. Conduct the “Back to the Future” Protocol to access stakeholder feedback to be used during the next 5-Year Strategic Plan. 2. Create a new 5-Year Strategic Planning Committee. 3. Review recruitment and admissions practices as it relates to DEI. 4. Develop a working relationship with Culture7.co related to DEI. 5. Develop an Equity Team to engage students and staff in equitable and inclusive practices. 6. Promote additional Deeper Learning initiatives through grant funding. 	<p><i>Action Item No. 1</i></p> <ul style="list-style-type: none"> ● “Back to the Future” Protocol completed for Teachers, Administration, Facilities, Clerical, and Food Service staff ● Completing this month the final three stakeholder outreach with Parents, Students, Program Advisory, and Transportation ● Coding of the completed “Back to the Future” Protocols feedback has begun to identify emergent themes, issues, and hopes that will serve as the focus for discussion when the 5-Year Strategic Planning Committee meets <p><i>Action Item No. 2</i></p> <ul style="list-style-type: none"> ● A 5-Year Strategic Planning Committee has been named ● First meeting of the 5-Year Strategic Planning Committee is set for Tuesday, January 25, 2022 <p><i>Action Item No. 3</i></p> <ul style="list-style-type: none"> ● We hired a Bilingual Family Liaison who serves on

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		<ul style="list-style-type: none">our Admissions team for this school year• Our admissions outreach this year involved 16 middle school presentations, two being Gateway community schools, to continue our outreach to students and families who need to know about our school and its mission so that they are empowered to apply• Our Bilingual Family Liaison has been conducting follow-up communications with applicants' families who identify as speaking a language other than English in the home during the admissions process <p><i>Action Item No. 4</i></p> <ul style="list-style-type: none">• Leadership meets bi-monthly with Culture7.co to plan and coordinate our school-wide DEI work.• Culture7.co also continues to meet with our DEI Team <p><i>Action Item No. 5</i></p> <ul style="list-style-type: none">• Our DEI Team has been created• Four DEI Coordinators have been appointed• The DEI Team meets regularly and has coordinated their work based on direction from Michael Eatman, from Culture7.co <p><i>Action Item No. 6</i></p> <ul style="list-style-type: none">• The Summer and Fall Integration Academies that involved student voice and choice involving the engineering design process• Applied in December 2021 for two DESE Math Acceleration grants and await approval to develop intensive Deeper Learning Integration Learning
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		<p>Projects for February and April vacations</p> <p>End-of-Year Review</p> <p><i>Action Item No. 1</i></p> <ul style="list-style-type: none"> ● “Back to the Future” Protocol was completed by Parents, Students, and Program Advisory in January 2022. ● Coding of all the “Back to the Future” Protocols feedback has finished to identify emergent themes, issues, and hopes that served as the focus for discussion when the 5-Year Strategic Planning Committee met <p><i>Action Item No. 2</i></p> <ul style="list-style-type: none"> ● Created the 5-Year Strategic Planning Committee consisting of three students, three parents, five teachers, and six administrators. ● The Committee is facilitated by two teacher leaders and the Assistant Superintendent. ● The 5-Year Strategic Planning Committee met six times, once per month, from January to June 2022, and their work is completed. ● The Committee reviewed the data obtained from the “Back to the Future Protocol” and the EVS Survey to establish themes, develop strategic objectives, strategic initiatives, and a vision statement. <p><i>Action Item No. 3</i> - Reviewed recruitment and admissions practices as it relates to DEI</p>
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		<ul style="list-style-type: none"> • The Admissions Policy was updated and approved in October. Adjustments were made to the scoring for grades and discipline. <p><i>Action Item No. 4</i> - Developed a working relationship with Culture7.co related to DEI</p> <p><i>Action Item No. 5</i> - Developed an Equity Team to engage students and staff in equitable and inclusive practices</p> <p><i>Action Item No. 6</i> - Promoted additional Deeper Learning initiatives through grant-funded</p>
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Alignment to the Superintendent Standards
<p>III-A. Family and Community Engagement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district. <p>III-B-1. Student Support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides resources, professional development, and related supports to enable the identification of each student’s academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Supports administrators to collaborate with families to address student needs, utilizing resources within and outside of the district. <p>IV-B-1. Policies and Practices</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops and implements culturally responsive policies and practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Provides administrators with relevant resources to support them in building culturally

responsive learning environments and a school culture that affirms individual differences.

IV-E-1. Shared Vision Development

- ❑ Continuously engages administrators, staff, students, families, and community members in developing a shared educational vision focused on student preparation for college and career readiness, civic engagement, community contributions, and responsible citizenship.

IV-F-2. Consensus Building

- ❑ Employs a variety of strategies to build consensus within the district community while maintaining a commitment to decisions that are in the best interest of all students.

Abbreviations - A Reference Guide

CAT - Culture Action Team. A team of teachers who worked to coordinate school culture action steps.

CTAE - Career Technical and Agricultural Education. Replaces CTE in future abbreviations related to ENSATS.

DEI - Diversity, Equity, and Inclusion.

EVS Survey - Education Vital Signs Survey. Provides a snapshot of the current school or classroom climate to identify areas both supporting and interfering with school success.

ILT - Instructional Leadership Team - A faculty team representing a cluster or content-area who will examine relevant data, including the Early Warning Indicator System, assessment, admissions, exploratory (non-traditional) placement, attendance and behavior, special education service trends, program placement, post-secondary options for recent graduates, After Dark Partnership program and recruitment data, EL recruitment data, staff hiring, and panorama survey data.

Integration Learning - Formerly known as CTAAC Integration, which began as a grant-funded effort to begin transforming teaching and learning at ENSATS during the 2018-19 school year as part of a school re-envisioning plan. Now in its fourth school year, the goal has broadened to promote highly engaging, student-centered instruction related to career technical, agricultural, and academic content, strategies, and skills through Integration Learning Projects that run during the school day, after school, on Saturdays, and school vacations.



LGBTQ+ - Stands for lesbian, gay, bisexual, transgender, queer or sometimes questioning, and others. The "plus" represents other sexual identities.

NAGLY - North Shore Alliance of GLBTQ youth whose mission is to honor, respect, educate, and empower GLBTQ youth.

PLAT - Professional Learning Action Team

SIX SECONDS - An emotional intelligence network that offers research-based, educational consulting in the form of helping schools learn to foster and practice the skills of emotional intelligence within a learning community.

SLT - Student Leadership Team