



Mid-Cycle Review

January 13, 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.

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.

Strategic Plan Alignment	Action Item	Mid-Cycle Review
<p>#2 Culture: <i>Promote a positive and inclusive school culture for all staff and students.</i></p>	<ol style="list-style-type: none"> 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 	<p><i>Action Item No. 1</i></p> <ul style="list-style-type: none"> ● The District work with Culture7.co shifted from a Panorama survey to a Vital Signs survey using “six seconds.” This survey will be done in the late winter as determined by the newly formed Culture Committee. <p><i>Action Item No. 2</i></p> <ul style="list-style-type: none"> ● MA DESE Equitable Recruitment professional learning for Human Resources and Induction. ● MASS REDI Planning Committee that reviews equitable practices. ● Create recruitment interview teams so there is a two-tier process for hiring with an equitable lens. <p><i>Action Item No. 3</i></p> <ul style="list-style-type: none"> ● The DEI team is working with the core Admin Team and Culture7.co to plan staff PD related to Culturally Proficient and Inclusive Practices. ● Attended the National School Safety Advocacy Council conference with a team of stakeholders.

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planning.

Action Item No. 4

- First meeting planned for the end of January to coincide with the Vital Signs Survey.
- Members include teachers, maintenance, administrators.
- Work with Culture7.co and [SixSeconds](http://SixSeconds.com) to develop strategies to engage stakeholder input.
- Expand staff wellness classes to promote healthy living choices.

Action Item No. 5

- Adjusted our practice to target response teams to include Mental Health, DEI, and Reopening Action Team.
- Working with DEI Coordinators and core group of student leaders to address and plan for mental health programming and support systems.
- Reopening Action Team initiated to plan for school beyond mask wearing to include two student members, three parents, two teachers, and administrators.

Action Item No. 6

- Monthly meetings initiated.
- Survey was given to determine staff PD needs
- [PD plan](#) for all staff including AFSCME, HTF, non-represented, and administration.

		End-of-Year Review

Alignment to the Superintendent Standards
<p>II-A. Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <p>II-B-1. Recruitment and Hiring Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <p>II-B-2. Induction, Professional Development, and Career Growth Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <p>IV-A-2. Mission and Core Values</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <p>IV-B. Cultural Proficiency</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 [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.

Strategic Objective	Action Items	Mid-Cycle Review
<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. 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. 	<p><i>Action Item No. 1</i></p> <ul style="list-style-type: none"> ● Career Pathways Courses have been initiated in all grade levels as articulated in our current Program of Studies 2021-22 ● Instituted a new schedule to develop Pathway courses. ● Capital Skills Equipment Grant - \$250k ● Anonymous grant to support CTE programming - \$340k ● Credit 4 Life Fair held on December 3, 2021 ● Return to live Open House November 20, 2021 ● Hiring of Bi-lingual Family Liaison ● Coordination of targeted EL recruitment ● After Dark expansion to additional communities ● Promotional materials in multiple languages (Portuguese and Spanish) <p><i>Action Item No. 2</i></p> <ul style="list-style-type: none"> ● Professional Learning and common Planning Time (CPT) have been increased using the Wednesday morning PD time. In addition, academic and special

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	<p>identified learning gaps as a result of COVID-19.</p> <ol style="list-style-type: none"> 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>education co-teaching pairs have CPT built into their 10-day schedules twice per month</p> <ul style="list-style-type: none"> ● Integration Learning Projects also continue to be offered during after school and weekend academies ● Offer seasonal Integration Learning Academies (e.g. Fall Integration Academy) using DESE grant-funding to offer students a meaningful connection between CTE and academic content and skills ● Conduct grant-funded Integration Learning Project on Food Resources that will impact grade 9 and 10 Pathways students and agricultural CTE programs ● Continuation of Kaleidoscope Collective for Learning (KCL) grant-funded during the 2020-21 school year to be implemented as Integration Learning Projects taking place during the school day in anticipation of our first annual Spring 2022 Integration Learning Exhibition <p><i>Action Item No. 3</i></p> <ul style="list-style-type: none"> ● Our Early College offerings have increased this year, expanding to NSCC courses for grade 11 students with Speech 101 and Composition 101 <i>in addition to</i> the grade 10 Understanding Higher Education course now in its second year ● We have been invited to be part of a DESE-sponsored Early College Work Group. Our application for Early College designation was submitted by January 7th ● Participated in MA DESE sessions related to Early College <p><i>Action Item No. 4</i></p> <ul style="list-style-type: none"> ● The District Data Team reviews periodic common
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		<p>assessment data. Academic content areas have also met in monthly PLCs to review their common assessment data and adjust their practice as needed</p> <ul style="list-style-type: none">• The District has moved to a common assessment platform, called Performance Matters. This is being piloted for common assessments in Academic areas• Conducting standards-based, MCAS-released midyear common assessments in English, Mathematics, and Biology to track student learning progress and make adjustments as needed• ASOST-Q grant recipient to address learning gaps \$45k• Equitable Access grant of \$124k• Math Acceleration grant of \$20.5k <p><i>Action Item No. 5</i></p> <ul style="list-style-type: none">• District Data Team held its first grant-funded Instructional Leadership Team to begin the data analysis process related to monitoring student success at the subgroup level to identify students needing additional support to be successful at ENSATS• District Data Team scheduled targeted mid-year common assessments using MCAS-released items to generate data as a first-time update on where grade 9 and 10 students are in acquiring standards-based content and skills <p><i>Action Item No. 6</i></p> <ul style="list-style-type: none">• An Instructional Leadership Team (ILT) has been created and met in December 2021. The ILT will continue to meet throughout the remainder of the school year <p><i>Action Item No. 7</i></p>
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		<ul style="list-style-type: none"> Professional Learning Action Team has met and begun long-range planning

Alignment to the Superintendent Standards (MA DESE)
<p>I-B. Instruction</p> <ul style="list-style-type: none"> 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. <p>I-E-1. Data-Informed Decision Making</p> <ul style="list-style-type: none"> 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. <p>III-B-1. Student Support</p> <ul style="list-style-type: none"> 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. <p>IV-A-1. Commitment to High Standards</p> <ul style="list-style-type: none"> Fosters and models a shared commitment to high standards of teaching and learning among all administrators, with high expectations for achievement for all students. <p>IV-D-1. Continuous Learning of Staff</p> <ul style="list-style-type: none"> 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 has been 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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		<p>our Admissions team for this school year</p> <ul style="list-style-type: none">● 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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		Projects for February and April vacations
		End-of-Year Review

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. <p>IV-E-1. Shared Vision Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <p>IV-F-2. Consensus Building</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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

AFSCME - American Federation of State, County, and Municipal Employees

ASOST-Q - Quality Enhancement in After-School and Out-of-School Time, a DESE grant targeting extended learning opportunities for students due to the pandemic.

CPT - common Planning Time. This is time set aside for faculty to meet and plan together during the contractual day.

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.

DEI - Diversity, Equity, and Inclusion. This is the umbrella name for ENSATS work related to our 5-Year Strategic Plan and, in particular, Strategic Objective 2: *Promote a positive and inclusive school culture for all staff and students.*

HTF - Hathorne Teachers Federation

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.

KCL - Kaleidoscope Collective for Learning, Massachusetts Department of Elementary and Secondary Education's signature teaching and learning initiative is a collaborative of schools and districts that lead all students to mastery of state standards through strategically cultivating learning experiences that drive deeper learning. ENSATS was selected as a member of Cohort 1 for KCL during the 2020-21 school year and are now members of the KCL "Alumni Connections" network for the 2021-22 school year and beyond.

MASS - Massachusetts Association of School Superintendents



MASS REDI - A planning committee established on Racial Equity, Diversity, and Inclusion to develop a long-term strategy designed to ensure that every school in Massachusetts learns to model the anti-racist, inclusive practice required for every adult and student to learn and thrive.

PD - Professional Development, also referred to as Professional Learning.

PLAT - Professional Learning Action Team

PLC - Professional Learning Community - Based on the groundbreaking work of Richard and Rebecca DuFour, a “professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.”

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.