



End of Year Report

June 13, 2024

Superintendent-Director, Heidi T. Riccio, Ed.D.

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 promotes innovation learning, equity and belonging, and community partnerships, then our students will be prepared for the future workforce.

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

As we begin the 2023-24 school year, we have a positive outlook toward the future. A significant investment in social-emotional learning and culture has begun and we plan to continue these efforts. Working with the entire staff at ENSATS, I believe that we can make a positive movement toward a school culture that stays focused on preparing our students for high-paying careers on the North Shore. As I shared last year, a positive culture is a long process and not done by a single person. We kicked off the 2023-24 school year with [Pam Garramone](#), a positive psychology leader who provides a learning plan for happiness. Our leadership team continues to meet regularly and read Jon Gordon’s, *The Power of a Positive Team: Proven Principles and Practices that Make Great Teams Great* with our Lead Teachers and then completed *No-Drama Leadership: How Enlightened Leaders Transform Culture in the Workplace* by Marlene Chism during the second semester.

Student Learning Goal	Professional Practice Goal	District Improvement Goal
I will work with the ENSATS school community to foster a sense of belonging throughout our learning community.	I will work with all stakeholders to promote partnerships that allow students to engage responsibly with the communities in which they will live, study, and work.	I will work with community leaders, local and state government, and staff to expand regional development in career, technical, and agricultural education.

Student Learning Goal

Equity and Belonging is the theme of this Student Learning Goal.

I will work with the ENSATS school community to foster a sense of **belonging** throughout our learning community.

Strategic Objective	Action Steps	Update 6/13/2024
<p>Strategic Objective 2 Engage all students, staff, and families equitably to foster a sense of <i>belonging</i> throughout our learning community.</p>	<ol style="list-style-type: none"> 1. Continue to focus on understanding the needs of marginalized groups by conducting a review of admissions, enrollment, and district-wide hiring and retention practices. <ul style="list-style-type: none"> ● Admissions Subcommittee review of the Admissions Policy. ● Continue with the out-of-district lottery. ● Newcomer Program. ● District Data Team. ● Hiring practices with multi-lingual preference. ● Teacher Induction Program and Essex Tech Teacher Academy. ● Work with NAGLY to support our LGBTQ+ community. 2. Offer targeted professional development to support our staff in the implementation of equity best practices aligned to their particular role in the school or district. 	<p>Action Step One</p> <ul style="list-style-type: none"> ● We will have our largest incoming class this fall with 500 Grade 9 students. ● There will be 17 Multilingual Learners (MLs) and 6 FML (Former MLs) Grade 9 students coming to Essex Tech in the fall. ● The District began a mentor program for students who identified they had no trusted adult. ● 10 students received their Seal of Biliteracy and two students received it with distinction. ● The Teacher Induction Program Coordinator held weekly lunch meetings for new teachers to get additional support aside from the monthly meetings. ● Using the Admissions Dashboard, our team continues to review data related to equitable access. ● The District partnered with the Family School Partnership Initiative, a



	<ul style="list-style-type: none"> ● Continue to work with the Professional Learning Team to provide quality professional development that relates to specific roles in the school. ● Leverage the Deeper Learning Implementation Grant to engage teachers and students in expanding deeper learning. <p>3. Expand mental health initiatives and educational programming and services to meet the needs of our neuro-diverse students.</p> <ul style="list-style-type: none"> ● The NAN Project. ● Mental Health Makeover. ● Cartwheel Care ● Mental Health Awareness Month. ● Co-teaching professional learning. ● ECLC training offerings beyond the district. ● Continue LEADS project for SafetyNet. 	<p>collaboration with the Massachusetts Department of Elementary and Secondary Education (DESE), to create an inclusive school where students have a sense of belonging.</p> <ul style="list-style-type: none"> ● Held a legislative breakfast related to the lottery bill. ● Areas of Growth: Expand relationship with NAGLY. ● Our Seniors earned over 780 college credits this school year primarily as part of our partnership with North Shore Community College (NSCC), Danvers: <ul style="list-style-type: none"> ○ In Year 2 of our Early College Designation Program with NSCC, 42 Seniors graduated as Early College Designation Program completers (up from 14 last school year). ○ An additional 24 Seniors earned Early College or Dual Enrollment credits during their enrollment at ENSATS. ○ Two (2) Seniors completed their senior year at Johnson & Wales University, earning 32 credits each. ● Participated in the pilot program for the new Educator Evaluation Rubric for all Academic and CTAE teachers. This new rubric was available in SY23-24 and
--	---	---

		<p>provides a focus on culturally and linguistically sustaining practices.</p> <p>Action Step Two</p> <ul style="list-style-type: none"> ● Staff Wellness classes continued throughout the winter including Yoga, Barre, and Spin. ● Professional learning continued with the Resolution Center, formerly known as the North Shore Mediation Center regarding difficult conversations. This work will continue through the summer and in SY2025. ● Landon Callahan, Lead Trainer, Safe Schools Program for LGBTQ+ Students, a joint initiative between DESE and the MA Commission on LGBTQ+ Youth, presented to our faculty and administration during our April faculty meeting ● Deeper Learning Implementation Grant through the DESE Kaleidoscope Collective for Learning allowed Essex Tech teachers and students, from January to June 2024, to explore instructional approaches that promoted students building knowledge, producing authentic work, and developing 21st-century skills.
--	--	--

		<ul style="list-style-type: none"> ● Expanded Summer Reading 2024 by selecting a different book for each grade level aligned to foster student belonging aligned to our Graduate Profile. <p>Action Step Three</p> <ul style="list-style-type: none"> ● The Culture Action Team met and continues to work on promoting positive relationships with staff and will be planning the 10-Year Anniversary of the school opening. ● The NAN Project has provided learning for our support staff and instructional staff related to mental wellness. ● NAN Project volunteers provided classroom-based peer-to-peer presentations to all senior CTAE programs beginning in February 2024. ● Our new partnership with Mental Makeover has resulted in Essex Tech acquiring customized The World Needs You Here Tool Kits to support students facing chronic mental health challenges. ● Chris Herren returned to Essex Tech for a third time to share his motivational story of addiction and recovery with our entire school community on February 15, 2024. ● Emma Benoit visited on April 24, 2024, to share her story of recovery and hope following her suicide attempt in 2017 after our students viewed her
--	--	--



		<p>inspirational documentary, My Ascension.</p> <ul style="list-style-type: none">• This May, Essex Tech recognized Mental Health Awareness Month by launching our Give-Guide-Get Campaign, students and staff participated in the NAMI United Day of Hope Walk in Boston and two legs of the Dirty Hands Project Hike for a Change all to raise awareness for mental health needs and resources to access support and services. Students and staff alike raised awareness throughout May by wearing our “It’s OK NOT to Be OK” shirts and Refocus Bands throughout May.• Our Medical, Health, and Mental Health Resource Guide is available on our Student and Families page on the website.• To review a full report of Essex Tech’s School-Based Mental Health services and programming, click here.• Attended an ECLC-sponsored workshop with educational specialist Michael McDowell in March 2024 and met with him to set up a customized consultancy model in SY25 to support high student engagement for our neuro-diverse students.
--	--	---

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

- Implements a cohesive approach to recruitment and hiring across the district; uses data to identify priority areas of need and anticipated vacancies; and involves stakeholders in the selection of school and district leaders. As a result, it 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. Supports principals to do the same.

II-C-2. Time for Collaboration

- Sets expectations for regular collaboration among administrators and promotes scheduling that ensures sufficient time for collaboration within and across schools. Establishes norms for effective collaboration, and prevents or deflects activities that may interfere. Supports principals to do the same for their teachers.

II-D-1. Laws and Policies

- Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Provides the resources and support to ensure district-wide compliance.

III-A-1. Engagement

- Welcomes and encourages every family to become active participants in the classroom and school community.

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 7/2022

Professional Practice Goal

Partnership is the theme of the Professional Practice Goal.

I will work with all stakeholders to promote **partnerships** that allow students to engage responsibly with the communities in which they will live, study, and work.

Strategic Objective	Action Steps	
<p>Strategic Objective 3 <i>Partnerships</i> - Promote partnerships that allow students to engage responsibly with the communities in which they will live, study, and work.</p>	<p>1. Leverage and expand our community partnerships to create greater workforce opportunities for our students. To include workforce opportunities which include job shadows, internships, and job share opportunities, and connect this with community service.</p> <ul style="list-style-type: none"> ● Biodigester curriculum development. ● Continue to work with MassHire. ● Continue to work with Commonwealth Corporation. ● Collaborating with PAC members. ● Work with multiple boards to expand opportunities. ● Integration learning projects. 	<p>Action Step One</p> <ul style="list-style-type: none"> ● 45 Program Advisory Committee (PAC) members are Co-op employers for students. ● Discussions with Northern Essex Community College to create a partnership with the Culinary Arts program for the SY 24/25. ● Partnership with Montserrat College of Art and Life Sciences Consortium of the North Shore to provide a Science in the Arts workshop for our STEAM Academy students. ● Expanded our community partnerships through our integration academies in collaboration with the following community partners: Change is Simple (Beverly), Express Yourself (Beverly), XR



	<p>2. Offer service learning/project-based learning to respond to communities in need that is aligned to our curriculum as a responsible member of the North Shore region.</p> <ul style="list-style-type: none"> ● Community-based service projects. <ul style="list-style-type: none"> ○ Social Emotional Learning Grant ○ Food Security Grant ○ Fresh Grant ● Second Chance Cars. ● Agriculture theme in Freshman Seminar. <p>3. Expand the model of inviting community partners and CTAE Program Advisory Committee Members to serve as judges of student projects, participate in panel discussions, and get involved in other school initiatives such as Credit for Life and a jobs-skills fair that continue to create connections between ENSATS and the workforce.</p>	<p>Terra (Boston) Real Pirates Museum (Salem), and Weston Nurseries (Hopkinton) have led to internships, workforce skills acquisition, student mentoring, and job opportunities.</p> <p>Action Step Two</p> <ul style="list-style-type: none"> ● Construction cluster programs continue to work on projects in the community: <ul style="list-style-type: none"> ○ Cedar Trees Stable-Ipswich ○ Little Red School House-Boxford ○ Endicott Park-Danvers ● Auto Collision & Automotive Technology partnering with Second Chance Cars to refurbish vehicles for low-income veterans and returning citizens. ● Member of the North Shore Technology Council. ● Member of the Life Science Consortium of the North Shore. ● Leveraged the Social Emotional Learning Grant to explore “Integrating Social Emotional Learning and Health,” through consulting with SEL Specialist, Tracy Harkins, to help teachers create service learning projects with students to explore
--	--	---

		<p>mental health issues. Three projects were created:</p> <ul style="list-style-type: none"> ○ Data Analysis of the Youth Risk Behavior Survey, ○ Using Live Animals to Help People Deal with Stress, and ○ Using Dance and Art Therapy to Allow Students to Explore Their Creativity. <ul style="list-style-type: none"> ● Utilized the Food Security Grant to make a groundwater well for an irrigation system on campus to support agricultural production. ● Applied the Fresh Grant to incorporate cold storage to provide safe and healthy produce for our own students and the broader agricultural community on the North Shore. ● Kindness Week Community Service opportunities. <p>Action Step Three</p> <ul style="list-style-type: none"> ● Seniors presented their portfolios to panels of Program Advisory Committee members and other industry representatives. ● ITS students partnered with XR Terra, a leader in virtual reality (VR) allowing
--	--	--

		students to learn about extended reality (XR)
--	--	---

Alignment to the Superintendent Standards
<p>I-A. Curriculum</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors and assesses progress across all schools and content areas to ensure that all instructional staff implement effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. <p>I-B. Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sets high expectations for the content and quality of instruction and empowers all administrators to do the same, such that instructional practices throughout the district are engaging, inclusive, and personalized to accommodate diverse learning needs of all students. Stays informed of new, evidenced-based instructional practices and provides resources and support to implement them as needed. <p>I-C-1 Variety of Assessment Methods</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that all principals and administrators use a variety of formal and informal assessment methods to measure each student's learning, growth, and progress toward achieving state/local standards. Monitors assessment use throughout the district for alignment to content and grade-level standards, and coherence across grade levels and subject areas. <p>I-E-1 Data-Informed Decision Making</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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>IV-A-1 Commitment to High Standards</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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"> <input type="checkbox"/> 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 mindset, 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
Regional Development is the theme of the District Improvement Goal.

I will work with community leaders, local and state government, and staff to expand **regional development** in career, technical, and agricultural education.

Strategic Objective	Action Steps	
<p>District Initiative 1 <i>Regional Development</i> - Align the Essex North Shore Agricultural & Technical School District education, facilities, and training resources to meet regional employers' demand for skilled workers.</p>	<ol style="list-style-type: none"> 1. Expand student access to high-quality career pathways through a program and building a development plan that prioritizes regional job growth demands. <ul style="list-style-type: none"> ● Explore capital projects to incorporate into the operational budget process. 2. Develop an agricultural plan that incorporates career technical and 	<p>Action Step One</p> <ul style="list-style-type: none"> ● Work with the Preventative Maintenance Plan to prioritize projects. ● Create a capital plan for new projects to expand campus access and use. <ul style="list-style-type: none"> ○ Three-Year Capital Planning ○ Extended Capital Forecasting ● Incorporated \$500k capital funding into the FY25 operational budget. ● Create connections with foundations to develop additional funding opportunities.

	<p>agricultural programming with current agricultural producers on the North Shore and surrounding communities.</p> <ul style="list-style-type: none"> ● Continue to revise and develop the plan. <p>3. Promote and expand post-secondary opportunities through workforce development and career pathway training programs aligned with our regional economy and industry trends.</p> <ul style="list-style-type: none"> ● Work with the Workforce Development Office to expand program offerings and community-based events. 	<p>This has resulted in \$780K funding for expansion.</p> <ul style="list-style-type: none"> ● Opening of new Animal Science expansion ● Seek competitive grant programming to reduce costs of construction/expansion. <p>Action Step Two</p> <ul style="list-style-type: none"> ● Continue to expand the Apiary. ● Attend Legislative breakfast at the Topsfield Farm grounds. ● Well on the Hill for the orchard. ● Continue to work with local farms to expand opportunities. ● Collaborative expansion plan for the Horticulture cluster including Arbor, Landscaping, and Sustainable Horticulture. <p>Action Step Three</p> <ul style="list-style-type: none"> ● Attended monthly Mass Hire board meetings. ● Attended North Shore Chamber of Commerce events regularly, including monthly board meetings. ● Held multiple regional events including ECCF, MPY, Norfolk County District Attorney Paul Tucker’s Athlete Symposium, Senator Tarr sessions. ● Submitted Ch. 74 Metal Fabrications & Joining Technologies Program Application to DESE, and Part A & B application approved.
--	---	--

		<ul style="list-style-type: none"> • Hosted multiple NightHawks Career Fairs with regional employers in our effort to meet job growth demands.
--	--	---

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-A-1. Plans, Procedures, and Routines</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that effective plans, procedures, and routines are in place across the district that promote orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. <p>II-A-2. Operational Systems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements operational systems and processes for the effective support and supervision of auxiliary staff (e.g. custodial/maintenance workers, transportation staff, clerical and administrative assistants, food service workers) so that all schools and district buildings are clean, attractive, welcoming, and safe <p>II-E-1. Fiscal Systems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops a budget aligned with the district's vision, mission, and goals that address the needs of all students. Allocates and manages expenditures consistent with district/school-level goals and available resources, and effectively communicates budget rationale to staff, community members, and other stakeholder groups. <p>III-A-2. Community and Stakeholder Engagement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes strategic relationships with community organizations, community members, and businesses. Engages them to maximize community involvement in district effectiveness. <p>IV-E-1. Shared Vision</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.
--



Glossary - A Quick Reference Guide

Biodigester - A biodigester is a system that biologically digests organic material, either anaerobic or aerobically, using microbes and other bacteria to break down organic materials. Most food, including fat and grease, can be processed in a biodigester, which is a closed system that gives off no odor from food waste.

Cartwheel Care - A mental health partner to schools to ensure that our students can thrive in school, at home, and in life.

ECCF - Essex County Community Foundation inspires philanthropy that strengthens the communities of Essex County by managing charitable assets, strengthening and supporting nonprofits, and engaging in strategic community leadership initiatives to improve the quality of life in the 34 towns and cities of Essex County.

ECLC - Essex County Learning Community - The Essex County Learning Community (ECLC) is a network of educators challenging bias and disrupting inequitable systems to drive sustainable change in public schools.

Integration Learning - Integration Learning is highly engaging, student-centered, open-ended instruction related to career technical, agricultural, and academic content, strategies, and skills through Integration Learning Projects that take place during the school day, after school, and during school vacations.

LEADS - Leaders Engaged and Activated to Drive System-wide change

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

NAMI - National Alliance on Mental Illness, the nation's leading voice on mental health comprised of an alliance of more than 600 local affiliates who work with communities to raise awareness and provide mental health support and education.

NAN Project - Promotes mental health awareness and suicide prevention.



NSSC - North Shore Community College

MLs - Multilingual Learners

MPY - Massachusetts Partnership for Youth

PAC - Program Advisory Committee

Safety Net - a LEADS peer-to-peer awareness campaign in collaboration with Essex North Shore Agricultural & Technical School.

Second Chance Cars - Second Chance Cars is a Massachusetts 501c3 corporation that provides refurbished, affordable used cars to Eastern Massachusetts' low-income veterans and returning citizens.