



SMARTIE Goals

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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 reintroduces **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	Timeline	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 		
			End-of-Year Review

	staff input to professional development planning.		
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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	Timeline	Mid-Cycle Review
# 1 Pathways: Ensure that the educational experiences provide opportunities for meaningful career and academic pathways.	<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 		End-of-Year Review

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	<p>related student learning indicators to address identified learning gaps as a result of COVID-19.</p> <p>5. Expand the operational reach of the District Data Team to conduct data analyses and implement changes that impact student skills acquisition.</p> <p>6. Create Instructional Leadership Teams to review, analyze data, and recommend instructional changes based on student learning needs.</p> <p>7. Re-engage the Professional Learning Action Team for all staff.</p>		
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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



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- ❑ 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	Timeline	Mid-Cycle Review
#3 Community: <i>Build and foster community relationships.</i>	<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 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. 		End-of-Year Review



Alignment to the Superintendent Standards

III-A. Family and Community Engagement

- ❑ 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.

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. Supports administrators to collaborate with families to address student needs, utilizing resources within and outside of the district.

IV-B-1. Policies and Practices

- ❑ 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

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

ACTE - Association of Career & Technical Education, a national association of career and technical education professionals whose mission is to provide educational leadership in developing a competitive workforce.

CAC - Cultural Awareness Collective - A club formed by ENSATS students in 2017-18 whose aim is to promote cultural awareness and cultural proficiency among students and all other stakeholders belonging to the ENSATS learning community.

CPT - Common Planning Time. This is time set aside for faculty to meet and plan.

CTAAC Integration - A new initiative at ENSATS created during the 2018-19 school year as part of a school re-envisioning plan, the goal of which is to take steps to promote Career-Technical-Agricultural-Academic-Content Integration through greater student voice and choice.

DECA - DECA is a Massachusetts “organization that prepares emerging leaders and entrepreneurs with programs and activities using the latest technology and apply cutting edge educational research... to support the development of marketing and management skills in career areas such as hospitality, finance, sales and service, business administration and entrepreneurship.”

DEI - Diversity, Equity, and Inclusion.

FAFSA - Free Application for Federal Student Aid - From Federal Student Aid, an office under the United States Department of Education, “[t]o apply for federal student aid, such as federal grants, work-study, and loans,” students “need to complete the Free Application for Federal Student Aid. Completing and submitting the FAFSA is free” and offers students “access to the largest source of financial aid to pay for college or career school.”

HTF - Hathorne Teachers Federation.

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.



MASS - Massachusetts Association of School Superintendents

MassHire - Based on the Massachusetts Office of Career Services, “MassHire is a new brand unifying the entire Massachusetts Workforce Development System under a single name and shared mission. Commissioned by the Executive Office of Labor and Workforce Development (EOLWD), it signifies the state’s commitment to increasing meaningful career opportunities for job seekers and expanding the talent pool for businesses seeking trained, skilled employees.”

MAVA - Massachusetts Association of Vocational Administrators

MOU - Memorandum of Understanding

MSAA - Massachusetts School Administrators Association

NEASC - New England Association of Schools and Colleges, the regional accreditation association responsible for providing educational accreditation to over 1500 public, independent schools, and technical/career institutions in the six New England states.

OSHA - Occupational Safety and Health Administration - In 1970, The United States Congress created the Occupational Safety and Health Administration “to ensure safe and healthful working conditions for working men and women by setting and enforcing standards and by providing training, outreach, education and assistance.”

PAC - Program Advisory Committee - These are committees of stakeholders for each technical program. Each program is responsible for recruiting members of the business community, post-secondary institutions, labor unions, parents and students to review curriculum and program quality. PACs give recommendations to the district for budget, equipment, curriculum, and safety. Members should come from diverse backgrounds.

PBL - Project-Based Learning - As defined by PBLWorks, an education group, formerly known as the Buck Institute for Education, who offers professional development for schools and districts in the creation and implementation of student-led projects, “Project-Based Learning is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects.”

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.”

QSP - Quality School Plan (formerly known as the School Improvement Plan) - According to DESE, the Quality School Plan is “a multi-year improvement plan and annual action plan for implementation” that looks at student performance, student-to-teacher ratios, staff professional development, parental involvement, school safety, discipline, equity and tolerance, extra-curricular activities, and meeting the diverse learning needs of all students.

RBT - Research for Better Teaching - Research for Better Teaching is a professional development organization dedicated to improving classroom teaching and school leadership that was founded in 1979 by Jonathon Saphier, Ed.D.

SEI - Sheltered English Immersion - In June 2012, as part of the Department of Elementary and Secondary Education initiative called Rethinking Equity and Teaching for English Language Learners (RETELL), the Board of Elementary and Secondary Education “adopted regulations that require core academic teachers who provide sheltered English instruction to English Learners (ELs), and administrators who supervise or evaluate these teachers, to obtain the Sheltered English Immersion (SEI) Endorsement.”

SEL - Social Emotional Learning - As defined by DESE, Social Emotional Learning “is the process of developing students' and adults' social and emotional competencies—the knowledge, skills, attitudes, and behaviors that individuals need to make successful choices. Social Emotional Learning is a core component of one of DESE’s five strategic priorities: Support social-emotional learning, health, and safety.”

SEPAC - Special Education Parent Advisory Council

UBD - Understanding by Design, a “backwards model” for planning lessons and units developed by Jay McTighe and Grant Wiggins.

UHE - Understanding Higher Education, is a North Shore Community College early college course designed to prepare ENSATS students for attending college one day and is offered during the school day to ENSATS students on our campus.

WINGS - The WINGS Program, begun in 2018-19, works with identified ENSATS students who are returning from extended (5+ consecutive days) absences following an admission to a hospital and/or treatment center due to social/emotional or medical reasons.