



## SMARTIE GOALS

September 12, 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**

We will celebrate Year 10 of our district by emphasizing high expectations and a culture of belonging for all. Achieving this goal will truly be a team effort between our leadership team, union leadership, staff, students, community leaders, and all other members. We are committed to our school wide norms of “Be Prepared, Be Present, Participate.” The ENSATS staff will continue to be focused on preparing our students for high-paying careers on the North Shore. A positive culture where all students can learn to high levels is a long process and not done alone. [Dr. Manny Scott](#), the inspiration behind Freedom Writers, kicked off our professional learning with staff where he shared his story about perseverance, failure, and the path to high school graduation and beyond. [Alex Boye](#) presented to both students and staff related to being the best you can be and mental health as a priority! Our leadership team meets regularly and are currently reading John C. Maxwell, *High Road Leadership*, and *Turn the Ship Around: A True Story of Turning Followers into Leaders*, by L. David Marquet for our Instructional Leadership Team.

Student Learning Goal	Professional Practice Goal	District Improvement Goal
I will work with the ENSATS school community to foster a culture of <b>high expectations</b> and <b>belonging</b> for all.	I will work with all stakeholders to <b>promote partnerships</b> that allow students to engage responsibly with the communities in which they will live, volunteer, and work.	I will work with community leaders, local and state government, and staff to expand <b>regional development</b> in career, technical, and agricultural education.

## Student Learning Goal

**Belonging and High Expectations** is the theme of this Student Learning Goal.

I will work with the ENSATS school community to foster a culture of **high expectations** and **belonging** for all.

Strategic Objective	Action Steps	
<p><b>Strategic Objective 1</b> <i>Innovation</i> - Provide opportunities that allow students to deepen their learning through meaningful integration of agricultural and technical skills, academic knowledge, and employability skills.</p> <p><b>Strategic Objective 2</b> <i>Equity &amp; Belonging</i> - Engage all students, staff, and families equitably to foster a sense of belonging throughout our learning community.</p>	<ol style="list-style-type: none"> <li>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"> <li>● Admissions Subcommittee review of the Admissions Policy.</li> <li>● Continue with the out-of-district lottery.</li> <li>● Monitor the Newcomer Program.</li> <li>● District Data Team.</li> <li>● Hiring practices with multi-lingual preference.</li> </ul> </li> <li>2. Student Support/Programming               <ul style="list-style-type: none"> <li>● Early College Program recruitment</li> <li>● Peer Mediation Program Implementation</li> <li>● Work with <a href="#">NAGLY</a> to support our LGBTQ community.</li> <li>● Student-Staff Mentoring program</li> </ul> </li> </ol>	



	<ul style="list-style-type: none"><li>● Spanish Heritage Speaker curriculum</li><li>● Introductory lessons for students for school norms.</li><li>● Cell phone procedure for students.</li><li>● <a href="#">Parent Square</a> platform for family communication.</li></ul> <p>3. Staff Support/Programming</p> <ul style="list-style-type: none"><li>● Professional development with Michael McDowell from <a href="#">Hinge Education</a> on Deeper Learning and high expectations.</li><li>● Collaboration Meetings with Administration and HTF Leadership.</li><li>● Culture Action Team</li><li>● Lead Teacher meetings and collaboration</li></ul> <p>4. Professional development to support our staff in the implementation of equity best practices aligned to their particular role in the school or district.</p> <ul style="list-style-type: none"><li>● Continue to work with the Professional Learning Team to provide quality professional development that relates to specific roles in the school.</li><li>● Teacher Induction Program and Essex Tech Teacher Academy.</li></ul>	
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# ESSEX NORTH SHORE

## AGRICULTURAL & TECHNICAL SCHOOL



	<ul style="list-style-type: none"> <li>● <a href="#">ECLC</a> training offerings beyond the district.</li> <li>● Partnership with Gordon College to review our curriculum with an equity view.</li> <li>● <a href="#">Dr. Manny Scott</a>: New School Year Presentation</li> </ul> <p>5. 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"> <li>● <a href="#">NANProject</a>.</li> <li>● <a href="#">Mental Health Makeover</a>.</li> <li>● <a href="#">Cartwheel</a>.</li> <li>● Mental Health Awareness Month.</li> <li>● <a href="#">Give, Guide, Get</a> Mental Health Awareness Initiative.</li> <li>● <a href="#">Dirty Hands Project</a></li> <li>● <a href="#">Rail Trail Path</a></li> </ul> <p>6. Campus Safety</p> <ul style="list-style-type: none"> <li>● Expand license plate recognition capabilities throughout campus.</li> <li>● Expand video security to locations without coverage.</li> </ul>	
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### Alignment to the Superintendent Standards

#### I-A. Curriculum

- 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.



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.

III-C-1. Culturally Proficient Communication

- Sets clear expectations and supports administrators to provide regular, two-way, culturally proficient communications with families about student learning and performance. District-wide communications to families are provided in multiple formats and reflect understanding of and respect for different families' home languages, culture, and values.

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-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



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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><b>Strategic Objective 3</b> <i>Partnerships</i> - Promote partnerships that allow students to engage responsibly with the communities in which they will live, study, and work.</p>	<ol style="list-style-type: none"> <li>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.               <ul style="list-style-type: none"> <li>● Geothermal curriculum development.</li> <li>● Utilizing PAC members.</li> <li>● Work with multiple boards to expand opportunities.</li> </ul> </li> <li>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.</li> </ol>	





	<ul style="list-style-type: none"> <li>● Community-based service projects.</li> <li>● <a href="#">Second Chance Cars</a>.</li> <li>● Agriculture theme in Freshman Seminar.</li> <li>● Topsfield Fair presence</li> <li>● Increase Large Animal and Poultry</li> </ul> <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.</p> <ul style="list-style-type: none"> <li>● Credit for Life</li> <li>● Mock Interviews</li> <li>● Job Skills Fair</li> <li>● CTAE Signing Day</li> <li>● Pinning Day</li> </ul>	
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**Alignment to the Superintendent Standards**

I-A. Curriculum

- 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.

I-B. Instruction

- 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.

#### I-C-1 Variety of Assessment Methods

- 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.

#### 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.

#### 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**

**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><b>District Objective</b> <i>Regional Development</i> - Align the Essex North Shore Agricultural &amp; Technical School District education, facilities, and training resources to meet regional employers' demand for skilled workers.</p>	<ol style="list-style-type: none"> <li>1. Expand student access to high-quality career pathways through a program and building development plan that prioritizes regional job growth demands.               <ul style="list-style-type: none"> <li>● Explore capital projects to incorporate into the operational budget process.</li> </ul> </li> <li>2. Develop an agricultural plan that incorporates career technical and agricultural programming with current agricultural producers on the North Shore and surrounding communities.               <ul style="list-style-type: none"> <li>● Continue to revise and develop the plan.</li> </ul> </li> <li>3. Promote and expand post-secondary opportunities through workforce development and career pathway training</li> </ol>	



	<p>programs aligned with our regional economy and industry trends.</p> <ul style="list-style-type: none"> <li>● Work with the Workforce Development Office to expand program offerings and community-based events.</li> <li>● Continue to work with <a href="#">MassHire</a>.</li> <li>● Continue to work with <a href="#">Commonwealth Corporation</a>.</li> <li>● Clean Energy Center</li> <li>● North Shore Technology Council</li> <li>● Northern Essex Community College post secondary programming for Culinary Arts and Hospitality</li> <li>● Life Science Consortium of the North Shore</li> <li>● North Shore Children’s Museum Board</li> </ul> <p>4. Community Outreach visits</p>	
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<b>Alignment to the Superintendent Standards</b>	
<p>II-A. Environment</p>	<p><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

- 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.

II-A-2. Operational Systems

- 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, foodservice workers) so that all schools and district buildings are clean, attractive, welcoming, and safe

II-E-1. Fiscal Systems

- Develops a budget aligned with the district's vision, mission, and goals that addresses 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.

III-A-2. Community and Stakeholder Engagement

- Establishes strategic relationships with community organizations, community members, and businesses. Engages them to maximize community involvement in district effectiveness.

IV-E-1. Shared Vision

- 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 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 greases can be processed in a biodigester, which is a closed system that gives off no odor from food waste.

**CTAE** - Career Technical and Agricultural Education

**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, an economic and leadership development program that fundamentally changes the prospects of communities by investing in their civic infrastructure.

MassHire - MassHire creates and sustains powerful connections between businesses and job seekers through a statewide network of employment professionals through MassHire Career Centers and MassHire Workforce Boards engaged in building long-term talent solutions across Massachusetts.

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

PLAT - Professional Learning Action Team

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.

SLT - Student Leadership Team

LSO - Latino Student Organization - New to Essex Tech during the 2023-24, this organization is dedicated to promoting Latino student leadership and culture in the learning community.

PAC - Program Advisory Committee