

## SMARTIE GOALS

October 12, 2023

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 Garromone](#), a positive psychology leader who provides a learning plan for happiness. Our leadership team continues to meet regularly and we are currently reading Jon Gordon’s, *The Power of a Positive Team* and *No Drama Leadership* from Marlene Chism.

Student Learning Goal	Professional Practice Goal	District Improvement Goal
I will work with the ENSATS school community to foster a sense of <b>belonging</b> throughout our learning community.	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, study, 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

**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	
<p><b>Strategic Initiative 2</b> 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"> <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>● Newcomer Program.</li> <li>● District Data Team.</li> <li>● Hiring practices with multi-lingual preference.</li> <li>● Teacher Induction Program and Essex Tech Teacher Academy.</li> <li>● Work with <a href="#">NAGLY</a> to support our LGBTQ community.</li> </ul> </li> <li>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.</li> </ol>	



	<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> </ul> <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"> <li>• <a href="#">NANProject</a>.</li> <li>• Mental Health Makeover.</li> <li>• <a href="#">Cartwheel</a>.</li> <li>• Mental Health Awareness Month.</li> <li>• Co-teaching professional learning.</li> <li>• <a href="#">ECLC</a> training offerings beyond district.</li> <li>• Continue <a href="#">LEADS</a> project for <a href="#">SafetyNet</a>.</li> </ul>	
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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

- 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><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>● Biodigester curriculum development.</li> <li>● Continue to work with MassHire.</li> <li>● Continue to work with Commonwealth Corporation.</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</li> </ol>	



	<p>that is aligned to our curriculum as a responsible member of the North Shore region.</p> <ul style="list-style-type: none"> <li>● Community-based service projects.</li> <li>● Second Chance Cars.</li> <li>● Agriculture theme in Freshman Seminar.</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 such as Credit for Life and a jobs-skills fair that continue to create connections between ENSATS and the workforce.</p>	
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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 Initiative 1</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> </ul>	
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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-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