



SY 2020-2021

SMARTIE Goals

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Mission Statement

The mission of Essex North Shore Agricultural and 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-envision 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 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.

Respectfully submitted October 15, 2020

[Please refer to end of cycle 2020](#)

Professional Practice Goal

I will continue to develop as a Superintendent-Director through the MASS Superintendent Induction Program.

Strategic Plan Alignment	Action Item	Timeline	Evidence	Mid-Cycle Review			
N/A	<ol style="list-style-type: none"> 1. Attend meetings with Cohort that are consistent with the recommended plan. 2. Attend meetings as identified by MASS. 3. Coach McGrath releases her meetings as I enter Year Three but is still involved as formal coach. 	7/1/2020-6/30/2021	<ul style="list-style-type: none"> ● Meeting logs and feedback 	<table border="1" style="width: 100%; height: 100%;"> <tr> <td data-bbox="1451 537 2005 609"></td> </tr> <tr> <td data-bbox="1451 609 2005 682" style="text-align: center;">End-of-Year Review</td> </tr> <tr> <td data-bbox="1451 682 2005 984"></td> </tr> </table>		End-of-Year Review	
End-of-Year Review							

Alignment to the Superintendent Standards

IV-D-2. Continuous Learning of Administrator

- Using relevant data, research, and best practices, regularly reflects on and improves leadership practice, sets meaningful goals, and develops new approaches to improve the efficiency and practices of the district.

Based on [Strategic Plan](#), adopted 6/2018-updated 10/2019

Student Learning Goal	District Improvement Goal	District Improvement Goal
I will work with the Leadership Team to evaluate and assess existing strategic initiatives that align to the strategic objectives with a focus on improving student learning through data analysis, assessment practices, integration across disciplines, and equitable and inclusive practice. Additional initiatives may be added based on this assessment.	I will work with staff to connect our graduate profile to the mission of our school community.	I will work with the Leadership Team to develop comprehensive plans related to the district including curriculum review, technology, effective PAC, alumni, professional development, preventative maintenance, capital planning, early college, equitable and inclusive practice.

Student Learning Goal
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Strategic Objective	Strategic Initiatives	Guiding Principles	Mid-Cycle Review
<p># 1 Pathways: Ensure that the educational experience provides opportunities for meaningful career and academic pathways.</p>	<ol style="list-style-type: none"> Expand program opportunities and access for students. Ensure program quality and relevance through a regular program evaluation process. Implement project-based learning (PBL), integrating Career Technical and Agricultural Education with Academic programs, including 	<ul style="list-style-type: none"> Prioritize the social-emotional wellbeing of students and educators as the foundation for effective teaching and learning Provide all students with access to grade-level instruction and essential content Strive for coherence within and across grade levels, subject areas, and learning 	
			End-of-Year Review

	<p>curriculum work, professional learning, and planning time.</p> <p>4. Establish a professional learning plan, including the sharing of best practices.</p>	<p>settings</p> <ul style="list-style-type: none"> ● Engage students and families in learning in a meaningful and consistent manner ● Promote culturally responsive, anti-racist teaching and leading practices that aim directly to disrupt patterns of inequities and systems of oppression against Black/Latinx/Asian/Indigenous/Mixed race communities ● http://www.doe.mass.edu/deval/implementation/admins-focus-indicators.pdf 	
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Alignment to the Superintendent Standards (MA DESE)

I-A-1. Standards-Based Unit and Lesson Support

- ❑ Supports administrators to ensure that instructional staff adapt as needed and implement standards based units comprised of well structured lessons aligned to state standards and local curricula. Monitors and assesses progress, providing feedback as necessary.

I-B-2. Quality of Effort and Work

- ❑ Sets and models high expectations for the content and quality of instruction and student work district-wide, and the perseverance and effort required to produce it; supports all administrators and instructional staff to consistently uphold these expectations for all students.

I-C-2. Adjustments to Practice

- ❑ Ensures that all principals and administrators facilitate practices that propel instructional personnel to (a) disaggregate and analyze results from a variety of assessments to determine progress toward anticipated student learning outcomes, and (b) use findings to adjust practice and implement appropriate interventions and enhancements for student learning. Provides feedback and monitors administrators' efforts and successes in this area.

I-D-2. Student Learning Measures

- ❑ Supports all administrators to identify appropriate measures of student learning during development of the Educator Plan, including statewide and common assessments where available, as well as anticipated student learning gains for those measures. Encourages alignment to school and district learning goals. Regularly monitors and reviews measures for quality and relevance.

District Improvement Goal

I will work with staff to connect our graduate profile to the mission of our school community.

Strategic Objective	Strategic Initiatives	Guiding Principles	Mid-Cycle Review
<p>#2 Culture: Promote a positive and inclusive school culture for all staff and students.</p>	<ol style="list-style-type: none"> 1. Increase student engagement through student activities and/or programming, including the performing arts. 2. Continue to develop a variety of school-wide assemblies, including technical experts and motivational speakers. 3. Develop an equity team to engage students and staff in equitable and inclusive practice. 4. Additional initiatives to be added based on Deeper Learning initiatives. 	<ul style="list-style-type: none"> ● Prioritize the social-emotional wellbeing of students and educators as the foundation for effective teaching and learning ● Provide all students with access to grade-level instruction and essential content ● Strive for coherence within and across grade levels, subject areas, and learning settings ● Engage students and families in learning in a meaningful and consistent manner ● Promote culturally responsive, anti-racist teaching and leading practices that aim directly to disrupt patterns of inequities and systems of oppression against Black/Latinx/Asian/Indigenous/Mixed race communities ● http://www.doe.mass.edu/eval/implementation/admins-focus-indicators.pdf 	End-of-Year Review

Alignment to the Superintendent Standards

II-A-3. Social and Emotional Well-Being

- ❑ Provides training and support to administrators to cultivate learning environments that develop social emotional competencies in students (self awareness, self-management, social awareness, relationship skills, and responsible decision making).

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-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-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.

District Improvement Goal

I will work with the Leadership Team to develop comprehensive plans related to the district including curriculum review, technology, Program Advisory Committee (PAC) recruitment plan, alumni, professional development, preventative maintenance, capital planning, early college, equitable and inclusive practice.

Strategic Objective	Strategic Initiatives	Guiding Principles	Mid-Cycle Review
<p># 3 Community: Build and foster community relationships.</p>	<p>In development with the Leadership Team and stakeholders.</p>	<ul style="list-style-type: none"> ● Prioritize the social-emotional wellbeing of students and educators as the foundation for effective teaching and learning ● Provide all students with access to grade-level instruction and essential content ● Strive for coherence within and across grade levels, subject areas, and learning settings ● Engage students and families in learning in a meaningful and consistent manner ● Promote culturally responsive, anti-racist teaching and leading practices that aim directly to disrupt patterns of inequities and systems of oppression against Black/Latinx/Asian/Indigenous/Mixed race communities 	
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Alignment to the Superintendent Standards

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, food service workers) so that all schools and district buildings are clean, attractive, welcoming, and safe.

II-E-1 Fiscal Systems

- ❑ Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources; and effectively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget.

III-D-1. Family Concerns

- ❑ Ensures that all family concerns are addressed in a timely and effective manner throughout the district, and supports administrators to seek equitable resolutions to both academic and non-academic concerns that (a) reflect relevant information from all parties including families, faculty, and staff, and (b) are in the best interest of students.

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, as evidenced by the sufficient provision of guidance, supports, and resources to all schools to promote culturally responsive learning environments and school cultures that affirm individual differences of both students and staff.

IV-C. Communications

- ❑ Demonstrates strong interpersonal, written, and verbal communication skills, as evidenced by regular and informative outreach to staff, families and community members, and the school committee in a manner that advances the work of the district. Regularly seeks and considers feedback in decision-making.

Abbreviations - A Reference Guide

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.

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.”

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.”

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

MSAA - Massachusetts School Administrators Association

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.

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.”

SOAR - Success through Ownership, Accountability, and Responsibility, a new school-wide program administered in 2019-20 at ENSATS with a continuum of interventions to address mental health and behavioral issues and increase student social-emotional skills.

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.