



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

As we enter School Year 2023, we hope to begin with a positive outlook to 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. Leading with [Jon Gordon’s Energy Bus](#) philosophy, I am committed to this rewarding and, at times, difficult work.

Professional Practice Goal	Student Learning Goal	District Improvement Goal
I will work with the ENSATS school community to develop a culture of collaboration , shared focus on student learning and development, and create an environment where all stakeholders can engage in productive conversations with our mission in mind.	I will work with all stakeholders to promote deeper learning where students build their content knowledge, create authentic work, and develop meaningful ownership of learning that can be applied to the world of work.	I will work with community leaders, local and state government, and staff to expand regional development in career, technical, and agricultural education.

Please find the [EndOfYearReport](#) here.

Professional Practice Goal

Culture is the theme of this Professional Practice Goal.

I will work with the ENSATS school community to develop a culture of collaboration, shared focus on student learning and development, and create an environment where all stakeholders can engage in productive conversations with our mission in mind.

Strategic Objective	Action Steps
<p>Strategic Objective 2 Engage all students, staff, and families equitably to foster a sense of belonging throughout our learning community.</p>	<ol style="list-style-type: none"> 1. Continue to work with the Culture Action Team (CAT) to coordinate school culture action steps. 2. Review the results of the Educational Vital Signs survey that was conducted in the spring of 2022 with the Culture Action Team and continue the work. 3. Administer a second Panorama Survey for students to compare to the baseline data collected in the 21-22 school year. 4. Assist in the oversight of hiring practices to recruit, select, and retain new staff who will make a positive contribution to school culture. 5. Continue to work closely with our Professional Learning Action Team (PLAT) to elicit staff input to professional development planning. 6. Working with Culture 7co, provide high-quality professional development and support to all staff in cultural proficiency and inclusive practices. 7. Reboot the Student Leadership Team (SLT) to provide an opportunity for students to have a voice in school culture planning. 8. Hold regular Open Forum meetings to allow all staff to have a voice.



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-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.

III-A 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

Student Learning Goal

Deeper Learning is the theme of the Student Learning Goal.

I will work with all stakeholders to promote **deeper learning** where students build their content knowledge, create authentic work, and develop meaningful ownership of learning that can be applied to the world of work.

Strategic Objective	Action Steps
<p>Strategic Objective 1 <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>	<ol style="list-style-type: none"> 1. Expand student CTAE and academic coursework and extra-curricular opportunities that allow them to participate in highly-engaging integration learning projects that build connections between content areas. 2. Lead the field in integration learning projects and host leadership events related to student-led deeper learning. 3. Host a Spring Integration Exhibition where students share their integration learning projects for students, staff, and families. 4. Review and revise curriculum to make instructional practice consistent with standards-based curriculum maps that serve as the basis for a written, taught, assessed, and learned curriculum aligned to our schoolwide deeper learning initiatives 5. Work with relevant staff to expand Early College access and seek to expand into the 4-year state college system. 6. Review and analyze data from common assessments, statewide testing data, other related student learning indicators to address identified learning gaps as a result of COVID-19. 7. Expand the operational reach of the District Data Team to conduct data analyses and implement changes that impact student skills acquisition.

Alignment to the Superintendent Standards (MA DESE)
<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>



- ❑ 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 supports to implement them as needed.

I-C. Assessment

- ❑ Empowers teams of administrators and instructional staff to use a comprehensive system of informal and formal assessment methods to measure each student's learning, growth, and progress toward achieving state/local standards, and to use findings to adjust instructional practice and implement appropriate interventions and enhancements for students.

I-E 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 Commitment to High Standards

- ❑ Established a district-wide commitment to high standards of teaching and learning with high expectations for achievement for all

IV-D 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 opportunities in career, technical, and agricultural education.

Strategic Objective	Action Steps
<p>District Objective <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. Participate in the North Shore <u>LEADs</u> Fellowship Program 2. Participate in Commonwealth Corporation Board of Directors 3. Expand student access to high-quality career pathways through a program and building development plan that prioritizes regional job growth demands. 4. Develop an agricultural plan that incorporates career technical and agricultural programming with current agricultural producers on the North Shore and surrounding communities. 5. Create a three-year growth plan for the South Campus physical plant. 6. Attend regional meetings including MASSHire, Chamber of Commerce, LEADS to network and gain knowledge related to the workforce trends on the north shore. 7. Develop a post-secondary plan for emerging occupations. 8. Hold legislative meetings related to possible funding streams including the state budget, competitive grant funding, and federal funding opportunities. 9. Participate in regional meetings that address workforce trends. 10. Expand CTAE programming that meets the workforce trends. 11. Work with local school districts to sustain the After-Dark programming.

Alignment to the Superintendent Standards

I-E. Data-Informed Decision Making



- Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

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

Abbreviations - A Reference Guide

CAT - Culture Action Team. A team of teachers who worked to coordinate school culture action steps.

CTAE - Career Technical and Agricultural Education. Replaces CTE in future abbreviations related to ENSATS.

DEI - Diversity, Equity, and Inclusion.

EVS Survey - Education Vital Signs Survey. Provides a snapshot of the current school or classroom climate to identify areas both supporting and interfering with school success.



ILT - Instructional Leadership Team - A faculty team representing a cluster or content-area who will examine relevant data, including the Early Warning Indicator System, assessment, admissions, exploratory (non-traditional) placement, attendance and behavior, special education service trends, program placement, post-secondary options for recent graduates, After Dark Partnership program and recruitment data, EL recruitment data, staff hiring, and panorama survey data.

Integration Learning - Formerly known as CTAAC Integration, which began as a grant-funded effort to begin transforming teaching and learning at ENSATS during the 2018-19 school year as part of a school re-envisioning plan. Now in its fourth school year, the goal has broadened to promote highly engaging, student-centered instruction related to career technical, agricultural, and academic content, strategies, and skills through Integration Learning Projects that run during the school day, after school, on Saturdays, and school vacations.

LGBTQ+ - Stands for lesbian, gay, bisexual, transgender, queer or sometimes questioning, and others. The "plus" represents other sexual identities.

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

PLAT - Professional Learning Action Team

SIX SECONDS - An emotional intelligence network that offers research-based, educational consulting in the form of helping schools learn to foster and practice the skills of emotional intelligence within a learning community.

SLT - Student Leadership Team