



End-of-Cycle Review

June 18, 2025

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 innovative 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 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 prepare our students for the ever-changing workforce better.
- **Reliable**
 - I am dependable, and you can trust that I will work toward excellence in everything I do. I am present and visible and appreciate the uniqueness of our district, including the school and facilities.
- **Passionate**
 - I am excited to bridge the connection between 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 close the school year, we celebrate accomplishments across departments. From teaching and learning, farm progress, and building projects, the Essex Tech staff has worked hard to create, encourage, promote, and develop. Graduating 419 seniors in May, our largest class size yet, demonstrates our commitment to student expansion efforts, a priority for the Commonwealth. Our leadership team read the text [*Changeable: How Collaborative Problem Solving Lives at Home, at School, and at Work*](#) by J. Stuart Ablon and worked toward embracing the Plan B that states: “When life throws unexpected obstacles, a “Changeable Plan B” is a flexible backup strategy that adapts to new circumstances. Unlike rigid alternatives, it evolves with the situation, helping you stay on track even when the original plan fails.” (Ablon, 2018)

Student Learning Goal	Professional Practice Goal	District Improvement Goal
I will work with the ENSATS school community to foster a culture of high expectations and belonging for all.	I will work with all stakeholders to promote partnerships 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 regional development in career, technical, and agricultural education.

Student Learning Goal

Belonging and High Expectations are the themes 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	Progress toward Goal
<p>Strategic Objective 1 <i>Innovation</i> – Provide opportunities for students to deepen their learning through meaningful integration of agricultural and technical skills, academic knowledge, and employability skills.</p> <p>Strategic Objective 2 <i>Equity & 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"> Continue to focus on understanding the needs of underrepresented groups by conducting a review of admissions, enrollment engagement, and district-wide hiring and retention practices. <ul style="list-style-type: none"> Admissions Subcommittee review of the Admissions Policy. Continue with the out-of-district lottery. Monitor the Newcomer Program. District Data Team. Hiring practices with a multilingual preference. Student Support/Programming <ul style="list-style-type: none"> Early College Program recruitment Peer Mediation Program Implementation Work with NAGLY to support our LGBTQ community. Student-Staff Mentoring Program 	<p>Current Update</p> <ol style="list-style-type: none"> Equity Review & Engagement <ul style="list-style-type: none"> The Admissions Department facilitated the lottery for students in out-of-district communities. Hired a Portuguese-speaking Multilingual Family Liaison to facilitate connections with applicants, enrolled students, and their families, and to increase family engagement In May, we held a Multicultural Breakfast. Students and families were invited to the Bistro to recognize the 23 students who earned the Seal of Biliteracy and celebrate the accomplishments of our ML students. Our annual Culture Day was held in May, and dozens of students shared the art, music, and food of their culture. Student Support/Programming <ul style="list-style-type: none"> Completed the MA DESE Integrated Program Review with limited findings

	<ul style="list-style-type: none"> • Spanish Heritage Speaker curriculum • Introductory lessons for students for school norms. • Cell phone procedure for students. • Parent Square is a platform for family communication. <p>3. Staff Support/Programming</p> <ul style="list-style-type: none"> • Professional development with Michael McDowell from Hinge Education on Deeper Learning and High Expectations. • Collaboration Meetings with Administration and HTF Leadership. • Culture Action Team • Lead Teacher meetings and collaboration <p>4. Professional development to support our staff in implementing equity best practices aligned to their particular role in the school or district.</p> <ul style="list-style-type: none"> • Continue to work with the Professional Learning Team to provide quality professional development related to specific school roles. • Teacher Induction Program and Essex Tech Teacher Academy. 	<p>and positive family feedback.</p> <ul style="list-style-type: none"> • In support of student learning, the Special Education Department continued to develop systems and structures within the Academic Support block. These include clear service eligibility criteria and a plan for monitoring progress and meeting student goals. These plans have moved from draft and pilot form to finalization with full implementation in the fall of 2025. <ul style="list-style-type: none"> i. Academic Support Criteria ii. Academic Support Plan • In partnership with the MA State Police, the Thinkfast Safe Driving program was presented to 10th & 11th graders. • Grade 10 students attended an assembly by the the Lappin Foundation to learn about Jewish Culture. • The DirTY Hands Project club. • Hosted the first annual alumni panel for 9th graders to learn from alumni on their experience as students at ENSATS. • In May, hosted SkillsUSA National Signing Day, recognizing graduating seniors who are going directly into the workforce. <p>3. Professional Development</p> <ul style="list-style-type: none"> • The Special Education department worked in their PLCs throughout the
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	<ul style="list-style-type: none"> • ECLC training offerings beyond the district. • Partnership with Gordon College to review our curriculum with an equity view. • Dr. Manny Scott: New School Year Presentation <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"> • NANProject. • Mental Health Makeover. • Cartwheel. • Mental Health Awareness Month. • Give, Guide, Get Mental Health Awareness Initiative. • Dirty Hands Project • Rail Trail Path <p>6. Campus Safety</p> <ul style="list-style-type: none"> • Expand license plate recognition capabilities throughout campus. • Expand video security to locations without coverage. 	<p>school year, which were facilitated by colleagues. Topics included the development of Academic Support (Gallery Walk), the New IEP Project, and Co-Teaching. The final PLC was a gallery walk in the Media Center where faculty were invited to view the work on these three topics and connect with colleagues to better understand the topics. Each PLC developed and created excellent products and presented with confidence in their knowledge.</p> <ul style="list-style-type: none"> • The Special Education Department worked with The NEW IEP Project, a five-year initiative from the Department of Elementary and Secondary Education. A highlight of this continued work was the collaborative development of the Essex North Shore Agricultural and Technical School IEP Alignment Guide (DRAFT). Consultant Kelly Mertens, author of the IEP Manual used by the department this year, worked with a group of special educators to develop this IEP Alignment Guide. The work will continue in the fall of 2025 with a presentation to the full department on the new resource to support their work. <p>4. Equity-Focused Staff Development</p> <ul style="list-style-type: none"> • Dr. Kenann from Gordon College
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		<p>attended five meetings with staff related to equity in education.</p> <p>5. Campus Safety</p> <ul style="list-style-type: none"> ● Installed additional license plate recognition cameras on the South Campus East Gate, Preston Street Farm Stand, and the North Campus West Gate. ● Installed cameras in two stairwells of the main building. ● Upgraded cameras in the construction building. ● Installed eight cameras throughout the Larkin Center. ● Installed key card reader and intercom for the Manning parking lot gate. ● Installed four vape detectors in restrooms. ● Added two door card readers and intercoms at Smith Hall. <p>Previous Update</p> <p>1. Equity Review & Engagement</p> <ul style="list-style-type: none"> ● 10 new multilingual staff members have been hired. ● The Family Engagement Team has been assembled and has been attending professional development with the School & Main Institute to strengthen relationships and support underrepresented families. ● Students served as interpreters at Open
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		<p>House.</p> <p>2. Student Support/Programming</p> <ul style="list-style-type: none"> • 123 students are currently enrolled in Early College. • Peer Mediation training occurred in August with the Resolution Center, and they have facilitated several Peer Mediations. • Grade 9 Heritage Spanish class is running with 47 students. • Students are using cell phone caddies or cell phone lock boxes in classrooms and CTAE areas. • The Parent Square platform is used regularly by the administration and teachers to communicate with students and families. <p>3. Staff Support/Programming</p> <ul style="list-style-type: none"> • Michael McDowell has held two professional development sessions, and three more are planned in Semester Two. A small cohort of teachers and administrators also attended additional PD sessions with McDowell, offered by ECLC. • Monthly/bi-monthly collaboration meetings have been held with administrators and HTF leadership. Monthly meetings are also held between a small group of HTF staff and the Assistant Principals.
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		<ul style="list-style-type: none"> • Creation of a Credit Recovery Plan • The Culture Action Team has been rebooted and has several new members. • Lead Teacher meetings are held monthly with a focus on our grading policy. <p>4. Professional Development</p> <ul style="list-style-type: none"> • The Teacher Induction Team has been busy supporting our newest staff members, helping them acclimate to Essex Tech, and preparing them for Formative Evaluations. 57 staff members are participating in Year 1 and Year 2 of the mentoring program. The Essex Tech Teacher Academy was held in August, with 19 teachers in attendance. • ECLC was onsite in November for our Professional Development Day; the day's focus was Difficult Conversations. • We are working with Dr. Kenann McKenzie-Defraza from Gordon College. She met with the leadership team during our retreat and trained two of our teaching staff. We have three more sessions scheduled with her, during which we will review our curriculum with an equity lens. • Dr. Manny Scott was on campus in August to welcome our teachers and discuss the importance of being committed to our students and doing
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		<p>our best for them every day.</p> <p>5. Belonging-Focused Staff Development</p> <ul style="list-style-type: none"> ● The NANProject will be on campus to provide Grade 12 Peer-to-Peer Suicide Prevention Presentations, which will begin in late January and run into March. ● The NAN Project will also provide QPR (Question, Persuade, Respond) Training for lead educators and administrators on Wednesday, January 29, 2025. ● We continue to offer students the “The World Needs You Here” boxes that we purchased from the Mental Health Makeover using SEL grant funds last year. ● The School Counseling Dept, in collaboration with the Wellness Dept, executed a whole school Universal Mental Health Screens Program this year <ul style="list-style-type: none"> ○ Grade 10 SBIRT & CRAFFT II Substance Use Screening in December ○ Grade 11 Signs of Suicide Mental Health Screens in January ○ Grade 12 NAN Project Peer-to-Peer Suicide Prevention Presentations and Screens from January to March ○ Grade 9 Break Free/SOS From
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		<p>Depression Screenings in late February</p> <ul style="list-style-type: none"> • During 24-25, School Counselors initiated 56 referrals for ENSATS' students and families to access community-based telehealth mental health services through our partnership with Cartwheel Care • Give, Guide, Get Mental Health Awareness Initiative. We continue to promote Essex Tech's Give Guide Get slogan on campus and in our communications to increase our community's access to Mental Health Resources. • Dirty Hands Project: We kicked off our Student Dirty Hands Project Chapter at the Thanksgiving Day Football game in November with the assistance of the Essex Tech and Manchester Essex Football Teams. • MindWise Signs Of Suicide (SOS) Partnership: Our entire staff is completing the MindWise SOS for School Staff, while School Counselors and administrators are completing MindWise's Trauma Informed Practices for School Staff training. • ENSATS worked to enhance our partnership with Eliot Community Care's Mobile Mental Health Crisis Unit
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		<p>and Action Inc. to facilitate families' access to community-based social services.</p> <p>6. Campus Safety</p> <ul style="list-style-type: none"> • The District installed cameras at the Larkin, Manning Ave Lot, and outside two elevators in the main building. • The District installed a license plate recognition camera on the South Campus.
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Alignment to the Superintendent Standards	
I-A. Curriculum	<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.
II-A. Environment	<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.
II-B-1. Recruitment and Hiring Strategies	<input type="checkbox"/> 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	<input type="checkbox"/> 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 an understanding of and respect for different families' home languages, cultures, 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 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	Progress toward Goal
<p>Strategic Objective 3 <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"> 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"> • Geothermal curriculum development. • Utilizing PAC members. • Work with multiple boards to expand opportunities. 2. Offer service learning/project-based learning to respond to communities in need that are aligned to our curriculum as a responsible member of the North Shore region. <ul style="list-style-type: none"> • Community-based service projects. • Second Chance Cars. • Agriculture theme in Freshman Seminar. • Topsfield Fair presence 	<p>Current Update</p> <ol style="list-style-type: none"> 1. Expand Student Workforce Opportunities <ul style="list-style-type: none"> • The highest number of students in cooperative education to date. • Students going directly into the workforce participated in National SkillsUSA Signing Day. • Renewable Energy site trips. 2. Service/Project Learning <ul style="list-style-type: none"> • Express Yourself • CTAE Community Projects <ul style="list-style-type: none"> ■ Beverly Little League-Electrical ■ Stramski House (Marblehead)-Electrical & Carpentry ■ Little Red School House (Boxford)-Carpentry • Camp Sunshine 3. Community Partners <ul style="list-style-type: none"> • Completion of the Larkin • DirTY Hands Walk for a Change • Partnership with NSCC for state Heat Pump program • Arboretum Level I approved and broke ground • Groundbreaking for the Cafeteria Expansion project

	<ul style="list-style-type: none"> • Increase Large Animal and Poultry <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> <p>Credit for Life Mock Interviews Job Skills Fair CTAE Signing Day Pinning Day</p>	<ul style="list-style-type: none"> • Ribbon-cutting for the Larkin • Site visits to communities • Hosted Annual Auto Tech Car Show sponsored by Kelly Auto Group. • The highest cooperative education participation to date. • Budget hearings have passed 13 to date <p>Previous Update</p> <p>1. Expand Student Workforce Opportunities</p> <ul style="list-style-type: none"> • Geothermal Site Tours • Sustainable Curriculum Pilot for Construction • Continuation of Little Red Schoolhouse • Creating an Arboretum that will be open to the public with information plaques in multiple languages. • Apiary and production of honey in partnership with the Essex County Beekeepers' Association. • Partnership with Carpentry and the Studio for High-Performance Design and Construction. <p>2. Service Learning</p> <ul style="list-style-type: none"> • DirTY Hands Trail • Essex ClamFest • CTAE Community Projects <ul style="list-style-type: none"> ○ Electrical work at the Stramski House in Marblehead ○ Carpentry project at Little Red Schoolhouse in Boxford
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		<ul style="list-style-type: none"> ○ Arboriculture work at Endicott Park in Danvers ● Hosted dinner for the Manchester Essex Football & Cheerleading team before the Thanksgiving game. ● Best Buddies Club <p>3. Expand Community Partners</p> <ul style="list-style-type: none"> ● Cooperative Education opportunities ● Credit for Life
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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 the diverse learning needs of all students. Stays informed of new, evidence-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, as well as 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 mindset, 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	Progress toward Goal
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.	<ol style="list-style-type: none"> 1. Expand student access to high-quality career pathways through a program and build a development plan prioritizing regional job growth demands. <ul style="list-style-type: none"> • Explore capital projects to incorporate into the operational budget process. 2. Develop an agricultural plan incorporating career technical and 	Current Update <ol style="list-style-type: none"> 1. Career Pathway Access <ul style="list-style-type: none"> • Built capital into the operational budget. • Sought funding from a private foundation to assist with funding projects. • Work with staff to create a summer project that includes capital projects that will be both student and contractor-built. 2. Agricultural Plan

	<p>agricultural programming with current agricultural producers on the North Shore and surrounding communities.</p> <ul style="list-style-type: none"> Continue to revise and develop the plan. <p>3. Promote and expand post-secondary opportunities through workforce development and career pathway training programs aligned with our regional economy and industry trends.</p> <ul style="list-style-type: none"> Work with the Workforce Development Office to expand program offerings and community-based events. Continue to work with MassHire. Continue to work with Commonwealth Corporation. Clean Energy Center North Shore Technology Council Northern Essex Community College's post-secondary programming for Culinary Arts and Hospitality Life Science Consortium of the North Shore North Shore Children's Museum Board 	<ul style="list-style-type: none"> The plan will be updated when the new Farm Manager comes on board after July 1, 2025. <p>3. Workforce Development</p> <ul style="list-style-type: none"> Collaborated with MassHire for Fall and Spring Programs and regional workforce events Secured grant funding through MassCEC for Clean Energy Equipment. Secured funding through North Shore Community College for the Regional Heat Pump Training Program. Secured Funding for Renewable Energy Expansion. Held Regional Career Fair for opportunities in Auto Tech, Carpentry, Construction Craft Labor, Electro Mechanical Assembly, HVAC, and Welding. Developed Summer ESOL. Mechanical Assembly Program. Collaborated with North Shore. Community Action Program on the Healthcare Program for CNAs. Participated in information on state and federal funding opportunities for local governments and community-based organizations, technical assistance resources, and state matching funds available for Massachusetts infrastructure projects.
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	<p>4. Community Outreach visits and events</p>	<ul style="list-style-type: none"> • Participated in the MassBioEd Life Sciences Conference. <p>4. Community Outreach</p> <ul style="list-style-type: none"> • Participated in the Federal Funds and Infrastructure Information & Listening Session in Gloucester. • Visit to Beverly Budget Hearing • Became an Advisory Board member of the Berry IOP at Salem State University • ESCO Summer Program • State Agricultural programming on site • Preparation class for the Hoisting and Pesticide licensing <p>Previous Update</p> <p>1. Career Pathway Access</p> <ul style="list-style-type: none"> • Established Chapter 74 of the Metal Fabrication and Joining Technologies Program to meet regional workforce needs • Geothermal site visit and tour <p>2. Agricultural Plan</p> <ul style="list-style-type: none"> • Agricultural plans • Increased chicken population • The hydroponics production greenhouse is complete and growing • Submitted a competitive grant to expand the production of food. • Completion of the well and expansion of the orchard to include flowers, garlic, raspberries, and blackberries
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		<ul style="list-style-type: none"> • Hired three new staff members to support growth with formal agricultural education experience <p>3. Workforce Development</p> <ul style="list-style-type: none"> • Promoted and expanded post-secondary opportunities and events • Developed and implemented a new Offshore Wind/Renewable Energy Training Program for NightHawks Adult Education Program in anticipation of the Salem port Offshore Wind buildout in line with regional workforce needs • Collaborated with MassHire on regional workforce events • Worked with Commonwealth Corporation to secure an additional \$2M in workforce training through the Career Technical Initiative • Collaborated with Life Science Consortium and Mass Bio Ed for apprenticeship opportunities in the Biotech field <p>4. Community Outreach</p> <ul style="list-style-type: none"> • Increased Community Outreach visits and events • Visits to in-district cities and towns to meet with Town Managers and Mayors for potential projects/needs • Rock the Spectrum Children's Holiday Event
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		<ul style="list-style-type: none"> • Participants in the Essex Annual Clamfest & Chowder Competition • Creative Collective events • Chamber of Commerce Events • Good Scouts Breakfast • LEADS Development Team
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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 to 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-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 anaerobically or aerobically, using microbes and other bacteria to break down organic materials. Most food, including fat and grease, can be processed in a biodigester, which is a closed system that does not give off an 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.

MassCEC - Massachusetts Clean Energy Center.

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 2023-2024 school year. This organization is dedicated to promoting Latino student leadership and culture in the learning community.

PAC - Program Advisory Committee