



SMARTIE GOALS

October 9, 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 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 necessary resources (human, facilities, and 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 refine my skills to better prepare our students for the ever-changing workforce.
- **Reliable**
 - I am dependable, and you can trust that I will work toward excellence in everything I do. I am present and visible, and I appreciate the uniqueness of our district, including the school and its facilities.
- **Passionate**
 - I am excited to bridge the connection between academic learning and technical-agricultural skills through the connections and relationships I build 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 in preparing our students to be the best they can be.

Introduction

We will celebrate the 11th year of our district by emphasizing high expectations and fostering 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 remain 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. Deb Coltin, from the Lappin Foundation, spoke to our teachers and staff on opening day to explain how to identify antisemitic statements and behaviors, as well as how to create a sense of belonging for all students in the classroom. Former New England Patriots player Ted Johnson was our keynote speaker, sharing his story of addiction and his journey to wellness. He emphasized the importance of seeking support for mental health and utilizing the resources available to you.

Student Learning Goal	Professional Practice Goal	District Improvement Goal
I will work with the ENSATS school community to strengthen the culture of high expectations through deeper learning principles.	I will work with all stakeholders to strengthen 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 strengthen regional development in career, technical, and agricultural education.

Student Learning Goal

High Expectations is the theme of this Student Learning Goal.

I will work with the ENSATS school community to strengthen the culture of **high expectations** through deeper learning principles.

Strategic Objective	Action Steps	
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. Strategic Objective 2 <i>Equity & Belonging</i> - Engage all students, staff, and families equitably to foster a sense of belonging throughout our learning community.	1. Student Support/Programming • The Early College Program increased its offerings and recruitment. • Peer Mediation Program. • Work with NAGLY to support our LGBTQ+ community. • Student-Staff Mentoring Program. • Introduction Dignity Index. • Beginning of School Year reinforcement of lessons on school norms. • Cell phone procedure for students with commitment from all staff. • ParentSquare platform for family communication. • After-school academic support. • Community events and athletics, cooperative education student. • Student Council is in its third year and provides a voice for students.	



	● Increase the large animal and poultry population. 2. Staff Support/Programming ● Continuation of our work on the Deeper Learning practices from Hinge Education. ● Collaboration Meetings with Administration and HTF Leadership. ● All staff will participate in Professional Learning Communities. ● Reinstate subcommittees for monthly meetings. ● Lead Teacher meetings and staff-led book read of <i>Changing the Narrative</i>. 3. Professional development to support our staff in the implementation of equity best practices aligned to their particular role in the school or district. ● Continue to collaborate with the Professional Development PLC Team to deliver high-quality professional development tailored to specific roles within the school. ● Teacher Induction Program and Essex Tech Teacher Academy. ● ECLC training offerings beyond the district.	
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ESSEX NORTH SHORE

AGRICULTURAL & TECHNICAL SCHOOL



	• Massachusetts Partnerships for Youth professional learning opportunities. • Investment in a full-time CTAE Induction Supervisor and teacher. 4. Expand mental health initiatives and educational programming, and services to meet the needs of our neuro-diverse students. • NANProject. • Mental Health Makeover. • Mental Health Awareness Month. • Give, Guide, Get Mental Health Awareness Initiative. • Dirty Hands Project • Rail Trail Path 6. Campus Safety • Increase in Security personnel. • Expand license plate recognition capabilities throughout campus. • Expand video security to locations without coverage. • Hiring of a Compliance Officer.	
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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 in which students' backgrounds, identities, strengths, and challenges are respected.



Based on 5-Year Strategic Plan, adopted 7/2022

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Professional Practice Goal

Strengthening Partnerships is the theme of the Professional Practice Goal.

I will work with all stakeholders to **strengthen partnerships** that allow students to engage responsibly with the communities in which they will live, volunteer, and work.

Strategic Objective	Action Steps	
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.	1. Leverage and expand our community partnerships to create greater workforce opportunities for our students. To include workforce opportunities that include job shadows, internships, and job share opportunities, and connect this with community service. • Utilizing PAC members. • Work with multiple boards to expand opportunities. 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. • Community-based service activities.	2. Update • North Shore Children's Museum ○ Carpentry assisted with install of exhibits ○ CTAE programs will showcase their career areas by creating and presenting interactive lessons for preschool-aged

	● Second Chance Cars ● Agriculture theme in Freshman Seminar. ● Increased Topsfield Fair presence and demonstrations. ● Clinical rotations for Health Assisting and Early Education & Care 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. ● Credit for Life Fair ● Mock Interviews with PAC members ● Job Skills Fair ● SkillsUSA CTAE Signing Day ● Pinning Ceremonies ● New programming ● Tours	children to celebrate CTE Month (February) ● Northeast Arc ○ Sustainable Horticulture partnered with Northeast Arc to deliver a holiday-themed flower arrangement class for clients at their Liberty Tree Mall location. ● Peabody Public Schools-South School ○ Health Assisting 10th graders presented health science lessons to elementary students. ● River House Women's Shelter ○ Culinary Arts provided a holiday meal ● Runway for Recovery ○ Cosmetology fundraiser for breast cancer awareness ● Senator Tarr's Green Crab Summit ○ Natural & Env. Science and Culinary Arts participated in the summit. ● Dirty Hands Project ○ A collaboration with Engineering, Carpentry & Advanced Manufacturing on designing coasters and other branding items for fundraiser event. ● ● Off Campus Construction Projects ○ Beverly Little League (Essex St field)-Electrical and Carpentry work
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		○ Stramski House in Marblehead-Plumbing, HVAC, Electrical & Carpentry work ○ Middleton Field Restoration-Landscape ○ Future projects-Beverly Airport & Beverly Walkway Bridge
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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, 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, 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 **strengthen regional development** in career, technical, and agricultural education.

Strategic Objective	Action Steps	
District Objective <i>Regional Development - Align the Essex North Shore</i>	1. Create a 3-5 year capital plan that encompasses the expansion of	

Agricultural & Technical School District education, facilities, and training resources to meet regional employers' demand for skilled workers.	programming using existing studies and the MASSHire regional blueprint. 2. Update the agricultural plan that incorporates career technical and agricultural programming with current agricultural producers on the North Shore and surrounding communities. 3. Strengthen post-secondary opportunities through workforce development and career pathway training programs aligned with our regional economy and industry trends, using CTI funding and alternative funding sources. 4. 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 • North Shore Community College for Heat Pump, Dental Hygiene, and Hospitality programming • Northern Essex Community College post post-secondary	4. Update • Added additional community offerings ○ Holiday flower arrangement ○ Wreath Decorating ○ Hobby Welding ○ Sewing (Spring 2026) • Hosted Advanced Manufacturing employer roundtable to discuss industry needs in the region • Essex Tech is a DESE approved Teacher License Testing Center offering 4-5 testing sessions each school year
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	programming for Culinary Arts and Hospitality • Life Science Consortium of the North Shore • North Shore Children's Museum Board 5. Community Outreach visits and events • Community events hosted on-site and attended in the community • Monthly newsletter • Updated Community Profiles	
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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

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.

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