

End-of-Cycle Summative Evaluation Report July 9, 2020

**Superintendent—Director
Heidi T. Riccio, Ed.D.**

Mission

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.

Prepared and presented by:

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Professional Practice Goal:

Dr. Riccio will continue to develop as a Superintendent/Director through the MASS Superintendent Induction Program.

Dr. Riccio continued to strengthen her personal and professional relationship with her coach, Dr. Christine McGrath. She attended all scheduled meetings with her coach that were consistent with the recommended plan. As well, Dr. Riccio met with her coach regularly via telephone and in-person, and attended all meetings that were identified by the MASS. Dr. Riccio has become a regular attendee and contributor at the North Shore Superintendent's Roundtable, she represented ENSATS at the annual MASC/MASS convention held in Hyannis last November, and was an active participant at other Superintendent conferences and gatherings. Dr. Riccio played a lead role in negotiating her first three (3) year contract with the HFT (Hathorne Federation of Teachers), as well as negotiating a contract with all AFSCME employees.

Superintendent Coach (Dr. Christine McGrath) Feedback comments included: "I continue to be amazed at the number of weekend activities that take place at the school and the number of your TEAM who are present at these activities". "The discussion on the dimensions of equity was very productive. There is a collective commitment to continuous improvement and consistently high expectations. Great Combination!". "The *Gratitude Opening* is wonderful and sheds some insight about what is personally important to the TEAM. It also helps the TEAM to know what is happening in the many different corners of the school (the new goal, the student handbook, the quality of the work with some of the special needs students". "Your TEAM is clearly driven by the shared value of instructional improvement". "You did a nice job framing the dimensions activity (Deeper Learning Book, Pathways and Community Partnerships)". "You and Shannon have evolved as a seamless TEAM. You represent a united front and a wonderful partnership. You present the big picture, and she focuses on the school issues. You both make a personal connection with the faculty/staff and the clear expectation for the work ahead". "The theme of building relationships was SO strong from the Commissioner, the Rita Pearson TED Talk, Jon Saphier and both you and Shannon. STRONG message!" "I want to commend you for putting closure on the reading of *In Search of Deeper Learning*. It was a great discussion this morning. I would also like to commend you for the selection of the next book; *Leading with Emotional Courage*. The title is certainly appropriate for these challenging times". "Wonderful comment about the Custodial Team". "Do they know about the number of facility jobs that you have undertaken?" "Wonderful kudos to the TEAM that worked on the schedule (day and night and weekends)". "The need to further diversify the faculty, the recognition of the increased stability among the faculty, the focus on early warning signals to students, the need to find increased opportunities for additional support, the question about grade inflation and the number of initiatives that you have in the SEL area, were all reflective of their level of commitment to the work". "Your comments that you do not feel alone and that you feel supported were very important".

Based upon the above evidence, Dr. Riccio has clearly EXCEEDED the stated goal.

Student Learning Goal:

Dr. Riccio will work with the Leadership TEAM to develop additional strategic initiatives that align to the strategic objectives with a focus on improving student learning through data analysis, assessment practices, and integration across disciplines.

Dr. Riccio ensured that the educational experience for ALL students provided opportunities for meaningful career and academic pathways, and she expanded program opportunities and access for students. Dr. Riccio and her TEAM ensured program quality and relevance through a regular “program evaluation” process. She implemented project-based learning (PBL), integrating Career Technical Education and Academic programs, including curriculum work, professional learning, and planning time. As well, she established a professional learning plan, including the sharing of best practices. Dr. Riccio reports that the Leadership Team continues to develop, meeting on a weekly basis, and is committed to holding each other accountable to high levels. To date, the TEAM has read two (2) books: ***Change by Design*** and ***In Search of Deeper Learning***. Dr. Riccio reports that the Strategic Plan and the Quality School Plan (QSP) continue to frame what we do, including alignment to goals and developing a theory of action. Strategic initiatives were modified to adjust to the current state of our school, and we continue to see our ***branded tees*** with our ***values*** walking the halls. Dr. Riccio reports that a complete review of existing state wide data focusing on assessment and accountability took place. With the September 2019 release of the MCAS results, along with the DESE’s new District Accountability System rating, she has been using this as the basis for the ongoing analysis of student learning trends and adjustments to teaching that need to be made as we prepare students for our computer-based, Next-Generation MCAS Tests in English Language Arts and Mathematics. Dr. Riccio reports that she is proud of the fact that in 2019, the District made substantial progress toward targets with an Accountability percentile of 71. Dr. Riccio reports that subcommittees have been redistributed to include ALL members of the faculty. Each administrator is now responsible for one subcommittee, and staff members have been asked to sit on them depending on their individual area of need or interest. Committee work is done on prescribed dates, however; some subcommittees meet more regularly, but always with the goal of improving student learning. Dr. Riccio reports that the CVTE Program Review (formerly Coordinated Program Review) came back in October, 2019, from MA DESSE. Some of the findings were identified and the Directors have worked to develop a corrective action plan. These findings will also assist with the revision of our Professional Learning Plan as the subcommittee reviews the data, with the ultimate purpose being improving student learning opportunities through data analysis and assessment.

Based upon the above evidence, Dr. Riccio has clearly EXCEEDED the stated goal.

District Improvement Goal #1:

Dr. Riccio will continue to work with staff to develop a graduate profile aligned to our mission.

Dr. Riccio reports that to promote a more positive and inclusive school culture for all staff and students, she: **Developed** a school branding and communication plan, **Increased** student engagement through student activities and/or programming, including the performing arts, and **Continued** to develop a variety of school-wide assemblies, including technical experts and motivational speakers.

Dr. Riccio opened the school year with Matt Brown, a hockey player paralyzed while playing the game, whose book **Line Change** was read by the students and staff, speaking to our students about perseverance and positive attitude. She reports that Homecoming and HHH was a huge success. Students participated in professional learning opportunities for leadership and project based learning. ENSATS began the first chapter of DECA (Distributive Education Clubs of America) where ALL students are able to participate. A huge step forward was taken in the area of performing arts with theatrical presentations held in the Smith Hall auditorium to packed houses. Multiple events were being planned for the spring, including Dr. Adolph Brown who presented to the entire staff in the fall regarding implicit bias, Kindness Week, CTE Career Fair, and our first Credit for Life Fair. Then came the COVID19 pandemic. Dr. Riccio reports that plans are in the making to ensure that all activities that might have been canceled or delayed due to the pandemic, are being planned for this school year. As well, Dr. Riccio has met with various stakeholder groups to seek feedback and keep open lines of communication. For example, she and Principal Donnelly began monthly forums for staff to come and ask questions related to the district. This has proven to be very helpful for the administrative TEAM to receive feedback that can be responded to in a timely manner. Since January, Dr. Riccio continues to meet with groups of students, including the Foodies Information Team (FIT), Cultural Awareness Collective (CAC), and the Student Leadership Team. These students have been instrumental in getting the “pulse” of the student body. During the pandemic, Dr. Riccio has met with individual students as well as groups who had concerns related to “remote learning”. She has reported that this work will continue next year, as she plans for reopening the school under different guidelines, and expanding the diversity curriculum to include racial inequality. In 2021, the Grade 10 students will have the option to take a three (3) credit course through an Early College program. Currently Dr. Riccio is working on two (2) sections: Understanding Higher Education and Career Pathways. Throughout the pandemic, the administrative TEAM worked long hours to ensure that there was a connection to our students. At the onset, 350 gift bags were delivered by staff members for families who may have been food insecure. Dr. Riccio ensured that the Technology Department made sure that all students had proper technology and internet service through a family survey. Meal delivery was initiated three (3) times a week directly to homes due to the distances our students travel. A Market Basket Gift Card Drive was begun and hand written notes were delivered to families who might have been struggling due to job loss and health considerations. Essex Tech branded blankets were delivered to sick children to let them know that the staff was thinking of them and supporting them. Working with the PTO, Dr. Riccio arranged to

have hand delivered “Finish Strong” signs delivered to each senior. Senior Week activities continued with a special delivery of goods (cap and gown, Hawk Strong T-shirt, Hawk mask, graduation balloon, a goodie bag, and Grace’s famous mac and cheese) to each home, and ended with a fun parade from South to North Campus. Further, Dr. Riccio and Principal Donnelly have pushed back the graduation date to August 1st to allow for an in-person graduation ceremony for seniors and their families. Finally, recognizing that the students might be experiencing some level of anxiety, Dr. Riccio and her TEAM reworked their student expectations through an adjustment to practice by reducing course loads and initiating a group read for grade 11 and 12 students. This certainly helped alleviate concerns related to the portfolio graduation requirement. Dr. Riccio states that while she and the administrative TEAM are unsure of what September will look like, that she is confident that it will include a system-wide expectation of embedded technology, through the use of Google Classroom, Google Meet, and the sharing of best practices throughout the ENSATS learning community and the Commonwealth.

Based upon the above evidence, Dr. Riccio has clearly EXCEEDED the stated goal.

District Improvement Goal #2:

Dr. Riccio will continue to work with the Leadership Team to develop a comprehensive plan to expand and promote opportunities for existing students and the community at large.

In order to build and foster community relationships, Dr. Riccio expanded recruitment activities to develop greater awareness of ENSATS. She enhanced community outreach and communication to promote civic and business partnerships with ENSATS, and to build a sense of community. Dr. Riccio and her TEAM expanded adult education through certificate and licensure programs, including partnerships with community organizations, and she has completed a thorough review of all pertinent data, through the development of a dedicated data team, and has made data more readily available to all stakeholders. Dr. Riccio and her TEAM secured the MA DESE Partnership *After Dark Grant* to support the existing partnership programs and expand access to vocational education, including those programs that are currently undersubscribed. These programs include Advanced Manufacturing, Automotive Collision & Repair, Construction & Craft Laborers, Design & Media Communications, and Sustainable Horticulture. To date, there are 40 students enrolled in this half-day model. Four of our largest communities, Beverly, Gloucester, Peabody and Salem, have signed MOU's to support this opportunity. Sustainability comes with Chapter 74 funds that will be given to ENSATS based on enrollment. As well, Dr. Riccio and her TEAM secured the MA DESE *Kaleidoscope Collective for Learning Grant*. ENSATS is one of 20 schools, and one of only five high schools from across the Commonwealth, selected by DESE to become deeper learning hubs to carry out Commissioner Riley's signature initiative from his guiding document "**Our Way Forward**" to refocus on great teaching and learning. As the only vocational and agricultural school invited to be part of this initiative, ENSATS will continue the work of integrating learning so that career technical and agricultural learning can be supported through deeper connections to academic skills. These funds will be used to support stipends and workshops to continue the work related to CTAAC integration. As part of the outreach to community organizations and elected government officials, Dr. Riccio hosted two legislative breakfasts, along with two gatherings of the North Shore Superintendent's Round Table in the fall, and the December holiday lunch. Dr. Riccio also hosted a unique event in January, 2020, when she held a breakfast in Smith Hall to continue promoting the Larkin Memorial Cottage Renovation Project. The Commissioner of the Department of Agriculture, John Lebeaux, local elected officials, agricultural alumni, and members of the District school committee were in attendance. Site visits with towns continued to take place in person through February, 2020, and then Dr. Riccio continued remotely with Danvers and Gloucester through the spring. To ensure the promotion and expansion of opportunities for ENSATS students, Dr. Riccio actively serves on boards of the North Shore Chamber of Commerce, MassHire Board of Directors, SkillsUSA Board of Directors, Massachusetts Partnership for Youth (MPY) Board of Directors, and attends many local events in our sending communities. Dr. Riccio recently negotiated and signed a partnership agreement with the Essex County Sheriff's Department for training classrooms and office space at Gallant Hall, and as a

member of the Massachusetts Partnership for Youth Board of Directors, she hosted statewide conferences at ENSATS that support staff learning related to school safety, social emotional learning, and equitable access. Dr. Riccio is currently updating the Admission Policy to make it reflective of recommendations for equitable access. Dr. Riccio ensured that renovation work on the South Campus moved forward unimpeded by the pandemic. The demolition of the McNamara-O'Shea Building was completed in April, 2020, as recommended by the South Campus subcommittee. The students, until COVID19, completed 80% of the Smith Hall renovations. This primarily grant-funded renovation has recaptured learning space to be used for adult education and possibly, for the reopening of our school following social-distancing guidelines. Dr. Riccio commends the construction-related programs and the Facilities Department who, at the direction of Dr. Riccio, took the project over at the closing of our school building. Dr. Riccio has stated that it is a remarkable transformation. The demolition of the original Larkin Cottage was completed in March, 2020. As of early June, digging of the new foundation has begun, and it is anticipated that the foundation will be completed for September, 2020. This will be a learning opportunity for some students to gain valuable work experience which will be grant funded by the Cummings Foundation and the First Jobs funding through the State. Dr. Riccio has indicated that there is pending legislation for funding upgrades of (\$2M). \$500,000 for Larkin, \$450,000 for Gallant ADA, \$500,000 for Gallant windows and doors, \$500,000 for Gallant Alumni HVAC and \$50,000 for Gallant construction upgrades. As well the Uniquely Abled grant of \$200,000 is pending, and the Cummings Foundation Year 2 grant funds of \$66,000 will become available. Finally, Dr. Riccio prepared and distributed Town Budget Reports to our communities during the COVID19 shutdown. This one page document included student enrollment, program enhancements, and a student photo from each respective community, and was prepared by Dr. Riccio and her most-able TEAM of administrators and administrative assistants.

The following grant information serves as a summary as to what has been applied/received under Dr. Riccio's leadership:

Capital Skills Equipment Grant: \$1.5M
Early College, North Shore Community College (NSCC) \$30K
MA DESE Partnership After Dark Grant \$200K
Kaleidoscope Collective for Learning, MA DESE \$27K
Safer Schools and Communities \$50K
Gene Haas Foundation Grant \$200K
First Jobs Grant-Summer 2020 \$5,661
Stop School Violence Grant \$37,100
Essex County Learning Community (ECLC) Grant \$20K
Early College Designation Part B, \$80K
Increasing Access and Coordinating Services, \$92K
Massachusetts Clean Vehicle Program, \$23K
Electric Vehicle Charging Stations, \$29K

Based upon the above evidence, Dr. Riccio has clearly EXCEEDED the stated goal.

Overall Rating for Goal 1:

Professional Practice Goal: I will continue to develop as a Superintendent/Director through the MASS Superintendent Induction Program.

Alignment to the Superintendent Standards:

IVD-2: Continuous Learning of Administrator

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

Total Respondents: 13

Exemplary: 7

Proficient: 6

Needs Improvement: 0

Unacceptable: 0

Comments and Analysis:

- Dr. Riccio continually improves leadership practices throughout her team.
- As past performance has demonstrated, Dr. Riccio believes in “prior planning prevents poor performance”. The incredible success of the District these past few months, is a consequence and evidence of her leadership practice and leadership skills.
- Dr. Riccio sets meaningful goals and consistently shares new approaches with our School Committee and school community. She is tenacious in her desire to improve her leadership practices, and collaborates well with others.
- Dr. Riccio continues to model a commitment to continuous learning by her practice of taking every opportunity to advance her knowledge and skill base, as well as encouraging and including her staff in that journey. She shares so much of her research and practices with the staff and school committee, by keeping us informed of how and why she has made her decisions, and she re-evaluates her approach constantly in an effort to always make the best possible decisions.
- I’m pleased to see Heidi’s involvement in the MASS Induction Program with Dr. Christine McGrath. Working with a veteran administrator will ensure that Heidi brings not only best practices, but continuous improvements to the benefit of the Essex North Shore students and staff.
- I have found that under Dr. Riccio’s leadership our school has thrived in many ways. She, through this most difficult time, has shown great strength and leadership. She has worked with her team and developed a working plan so that the students are able to not miss continuing their education from home in a creative way. She has communicated the budget to our city and town administrators, and has developed a much better working relationship with them.

Overall Rating for Goal 2:

Student Learning Goal: I will work with the Leadership Team (LT) to develop additional strategic initiatives that align to the strategic objectives with a focus on improving student learning through data analysis, assessment practices, and integration across disciplines.

Alignment to the Superintendent Standards:

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 the principal 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.

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| <i>Total Respondents:</i> | <i>13</i> |
| Exemplary: | 7 |
| Proficient: | 6 |
| Needs Improvement: | 0 |
| Unacceptable: | 0 |

Comments and Analysis:

- Dr. Riccio has done an excellent job implementing learning practices especially throughout this tough time. Personally, when I compare Essex Tech to other surrounding schools, her TEAM has gone consistently above and beyond other schools.
- I am not equipped to comment on the cognitive practices employed by Dr. Riccio's data analysis, assessment practices, and integration across disciplines. Her results with the local Leadership Team have resulted in: well-structured lessons aligned to state standards and local curricula, the school's high expectations in content and quality of instruction and student work district-wide, and an emphasis on perseverance and production from all teachers and students. Also, again and again, with Dr. Riccio's encouragement, members of the Leadership Team continuously go above and beyond expectations to implement appropriate interventions and enhancements for student learning.
- Dr. Riccio ensures that the principal and administrators facilitate practices that propel instructional personnel to analyze results from a variety of assessments. I recall that this was practiced well and highly proficient when our school committee learned about the new MCAS scores when some scores had gone down due to new standards. My walk away was that your leadership team at ENSATS was being proactive and analytical with our student learning goals.
- Dr. Riccio works tirelessly with her staff and administrative TEAM to constantly provide a rich and supportive educational environment for the students, and to use data to inform the decisions made concerning student achievement. I am also very impressed by the concentration on integration of curriculum across disciplines.
- Dr. Riccio understands the need for her TEAM to spend time on professional development and has initiated many opportunities from the mentoring program for new teachers to the weekly late start for students that provides a dedicated time for professional development for her staff. It is this dedication to supporting her staff that is incredibly powerful and translates directly to student learning.
- As demonstrated frequently, Heidi shares with the board evidence of continuous improvement especially in the area of staff development. Her budget for staff development offering reimbursable courses up to \$1k per teacher, will in time, bring improved instructional strategies in the classroom for the benefit of all students. Heidi also promotes the

value of the RBT Skillful Teacher course which is offered in the summer for teachers and non-PTS instructional staff.

Overall Rating for Goal 3:

District Improvement Goal #1: I will continue to work with staff to develop a graduate profile aligned to our mission.

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.

***Total Respondents:* 13**

Exemplary 7

Proficient 6

Needs Improvement 0

Unacceptable 0

Comments and Analysis:

- Dr. Riccio holds her and her team's standards extremely high and continues to raise the bar for herself and her staff. She works diligently to ensure that her staff has the tools they need to educate themselves and the student body.
- I have observed Dr. Riccio's interaction with administrators, faculty, support staff and students (including students with disabilities and English learners). I have listened to comments from the same. All in all, it seems they all want to be at ENSATS. Dr. Riccio has set high standards for administrators, faculty, support staff and students. In doing so, she has provided resources, professional development, and related support to enable the identification of student academic, social, emotional, and behavioral needs, with the training and support to administrators to cultivate learning environments that develop social emotional competencies in students. Again, the past months, with remote learning capacity not available to all students, Dr. Riccio's efforts and attention to provide all students with remote learning capacity to address student needs, utilizing resources within and outside of the district, has exemplified Dr. Riccio's promotion of a responsive learning environment. Lastly, Dr. Riccio's openness to extend opportunities for students to share their cultural, religious and ethnic values promotes a school culture that affirms individual differences.
- You have a strong proficient rating in this category. In terms of social and emotional well-being, Dr. Riccio's recent leadership during the COVID19 pandemic was supportive of the social awareness and emotional competencies in ENSATS students. She led by example by doing "kind deeds" for those front line heroes who needed emergency supplies and resources. Students have a great role model! As well, Dr. Riccio does a great job recognizing positive emotional competencies with her students. For example, the ENSATS students who exemplified great leadership skill when they reacted responsibly under pressure after the automobile accident that occurred at the exit intersection was cited in a public meeting for making great decisions while under pressure. Once again, a great example of recognizing positive emotional competencies with her students.
- Watching the school as it grows, the shared sense of mission and high standards is set by Dr. Riccio's commitment to each student and their family. I was very impressed with the student-led initiative, which was immediately embraced by a staff member (serving as an advisor), and by Dr. Riccio, when a group of minority students sought to educate the school community on diversity. This was not only encouraged, but the entire school was encouraged to learn and participate in the exercise brought forth by this group. Now, during the COVID19 changes to the educational process, I have been truly impressed by the way learning not only continued, but was brought to higher and higher levels during a very difficult time. And, by how the students and their families were not only cared for by virtue of regular curriculum, but how so many were cared for emotionally. The signs for graduates, the lunches and food delivered to all families, the "check-ins" for students and families needing extra help physically, educationally, and emotionally—this was all done with a sense of the utmost of care and concern for individuals.

- Dr. Riccio continues to nurture a school environment where every teacher, student and other stakeholder feels valued and heard.
- Dr. Riccio is working to build a positive and inclusive school community, from the monthly recognition of staff who have gone above and beyond, to supporting student led activities such as Hijab Day that recognizes and celebrates diversity. In this day and age it is critical that these CORE values be a central focus. The above examples are just a few of the ways that Dr. Riccio encourages her staff and students of ENSATS to embrace the school’s mission statement. I look forward to her continued leadership in driving continued recognition of good, and building a diverse community.

Over Rating for Goal 4:

District Improvement Goal #2: I will continue to work with the Leadership Team to develop a comprehensive plan to expand and promote opportunities for existing students and the community at large.

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.

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.

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| Total Respondents: | 13 |
| Exemplary | 7 |
| Proficient | 6 |
| Needs Improvement | 0 |
| Unacceptable | 0 |

Comments and Analysis:

- Despite the newness of the school building, Heidi continuously looks to improve the facilities and grounds as evidenced by the upgrades to the second floor of Smith Hall, the Larkin Cottage property, renovation of the Alumni Gym, and other improvements to the school and grounds that will benefit ENSATS now and in the future.
- Dr. Riccio and her TEAM have succeeded in bringing in millions of dollars in competitive grant monies to improve teaching and learning, the physical facility,

and to make sure that ENSATS is providing the most up-to-date 21st Century skills to its students.

- Having had conversations with custodians, transportation staff, administrative and clerical assistants, and food service workers, they have told me that Dr. Riccio makes them feel “valued” in their positions and important to the daily operational running of the facility.
- Dr. Riccio has told me many times that she never lets a parent phone call go unanswered before leaving for the day. As well, Dr. Riccio has reached out into the community to ensure that ENSATS is fully supported by not only the 17 member districts, but by all other cities and towns who send their children to our facility.
- I am continually impressed by the cleanliness of the facility, and the overall pride that the facilities crew takes in making sure that necessary repairs are made immediately.

It is clear that Dr. Riccio demonstrates and models a commitment to continuous learning; regularly reflects on and improves leadership practice; and utilizes relevant student data, current research, and best practice to set meaningful goals and develop new approaches to improve overall district effectiveness. Dr. Riccio 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. Dr. Riccio sets and models high expectations for the content and quality of instruction and student work district wide, and the perseverance required to meet these expectations, such that all administrators and instructional staff are empowered to do the same for their students. Dr. Riccio empowers teams of administrators and instructional personnel to analyze disaggregated results from a variety of assessments to determine progress toward anticipated student learning outcomes, and use findings to adjust instructional practice and implement appropriate interventions and enhancements for students. She provides feedback, monitors administrators' efforts and successes in this area, and certainly models this practice for others. Dr. Riccio supports all administrators to identify and evaluate appropriate measures of student learning during the development of the Educator Plan, including statewide and common assessments where available, as well as anticipated student learning gains for those measures. She ensures that measures align to school and district learning goals, provides clear next steps for improving quality of measures when necessary, and models this process through her own evaluation. Dr. Riccio cultivates a districtwide commitment to developing social emotional competencies in all students (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). She assesses progress using students and staff feedback and other data sources, makes adjustments when necessary, and models this practice for others.

Dr. Riccio provides resources, professional development, and related supports that ensure the identification of each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. She empowers administrators to collaborate with families to effectively address student needs and prevent further challenges, and models this practice for others. Dr. Riccio leads administrators in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. She revisits and renews her commitment with administrative teams regularly, and models this practice for others. Dr. Riccio implements operational systems and processes for the effective support and supervision of all auxiliary staff (e.g. custodial, maintenance, farm crew, transportation staff, clerical and administrative assistants, food service workers), cultivates a district wide culture in which all staff take personal responsibility for keeping the campus clean, attractive, welcoming, and safe, and certainly models this practice for others. Dr. Riccio ensures that all family concerns are addressed in a timely and effective manner throughout the district; empowers administrators to proactively respond as academic or non-academic concerns arise; promotes collaborative problem solving processes informed by families, faculty, and staff that result in equitable solutions that are in the best interest of students, and models this practice for others.

Based on the above, and compilation of the individual school committee summative evaluation data, it is clear that Dr. Heidi Riccio, in her second year as the Superintendent/Director of Essex North Shore Agricultural & Technical School District, has earned a rating of EXEMPLARY as the leader of the district. The ENSATSD School Committee, by extending Dr. Riccio's contract through July of 2024, wishes much success to Dr. Riccio as she embarks upon her third full year at the helm of the District.

