Performance Standards Worksheet for School Systems

The Performance Standards Worksheet contains all the Cognia™ Performance Standards and related Key Concepts. It was designed to help you prepare for your Accreditation Engagement Review by helping you to organize and document your evidences and artifacts around the Standards. It is not a required document and you are not required to share it with your Accreditation Engagement Review Team; however,

- It will help you organize your collective thoughts, documentation, and information sources.
- It can provide the team with introductory information about your institution. You can even submit it in workspace™ if you wish.
- It can help you with your ***Improvement Journey***.

Each Cognia Performance Standard is defined by five or more Key Concept statements representing the elements of the i3 Rubric. The elements are as follows: Engagement (EN), Implementation (IM), Results (RE), Sustainability (SU) and Embeddedness (EM). The i3 Rubric is a change management tool that can help you determine how your improvement initiatives are progressing. The Accreditation Engagement Review Team will use the i3 Rubric to evaluate the degree to which your institution meets the Cognia Performance Standards

You might find it helpful to turn the Key Concept statements into questions. For example, read the first Key Concept in Standard 1.1 below:

- *"The institution provides opportunities for representative internal and external stakeholder groups to build a commitment to the institution's purpose statement."*

You might rephrase that as:

- *"How do we provide opportunities for representative internal and external stakeholder groups to build a commitment to our purpose statement?"*

Beside each Key Concept is a placeholder for you to add evidences and artifacts about your institution related to the Key Concept. Answering the questions contained can help to guide your discussion with key stakeholders. In addition, you may want to ask the following:

- *What are our practices and procedures?*
- *How do we know how we are doing?*
- *What documentation do we have?*
- *Who (e.g. students, teachers, parents, etc.) can speak to this statement?*

In your notes, you may want to:

- describe your processes and practices
- reference documents you will provide in your workspace
- identify stakeholder groups with whom the Accreditation Team could talk
- provide “look fors” the Team might see during observations.

Completion of this document, if you choose to do it, will work best if you break it into small “chunks.” You may want to have different small groups or committees review and respond to different sections or certain Standards. If you use it as a running record of your Improvement Journey, keep a copy posted where people can access it, add to it, update it, and make changes.

Do not create documents or other information just to list in this document! If you have difficulty identifying any information for a Key Concept (or you simply do not want to), don’t worry about it; just leave it blank. Please keep your notes concise and targeted directly to the Key Concept statements. Also, do not worry about rating yourself at the highest levels, even if you plan to give the document to the Accreditation Team. The Team will appreciate your candidness and transparency, and your rating will not affect how the Accreditation Team rates the Standards.

The Cognia Glossary of Terms and the School and System Evidence Guide are helpful documents as you begin to engage your stakeholders in completing the Performance Standards Worksheet.

If you like, you can use the “Rating” column to rate your institution from 1 to 4 (see the scale below). Make sure the information you provide supports your rating. And please keep in mind that, while the Engagement Review Team will *review* your ratings if you provide them, they are not required to *concur* with your ratings.

Key Concept Rating Scale	
Score	***In support of the degree to which our institution meets this Key Concept:***
1	we have little or no information, and/or we do not engage in this activity.
2	we have some information, and/or we engage in this activity minimally.
3	we have high-quality information, and/or we partially engage in this activity.
4	we have multiple sources of high-quality information, and/or we fully engage in this activity.

Here’s a sample of what you could include in your descriptions.

1.7 Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	All staff use documented standard operating procedures (SOPs) and practices related to the policy and general organizational operational processes	Teacher, Student, and Parent Handbooks document SOP's. Human Resources Manual, Security and Crisis Management Plan, Technology Plan all document procedures.	
IM	SOPs are implemented, monitored and adjusted to ensure effective and efficient operations	Teachers, parents, and students all sign the Handbooks. Every year we update/adjust the handbooks, Security Plan and Technology Plan.	
RE (data)	Data are analyzed and used to evaluate effectiveness and inform the review and revision of SOPs	We do not have data to support the effectiveness of the handbooks or Security and Technology plans.	
SU (data)	Longitudinal data and evidence from the analysis of SOPs show growth and improvement in effective and efficient implementation of routine operations	Perhaps yearly surveys would guide the discussions on these when we update them (consider as part of Continuous Improvement Plan Goal)	
EM	All staff consistently hold each other accountable to the adherence and application of SOPs to ensure effective and efficient routine operations	Routines and SOP's are in place and staff routinely follow them. Improving data collection on SOP's might drive more improvement.	

1.1	The system commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.		
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	The institution provides opportunities for representative internal and external stakeholder groups to build a commitment to the institution's purpose statement	Every week the principal creates two newsletters, one that goes out to the school community at large and the other goes out to just the school staff. Hutch Happenings and Hawk Happenings.	

		Student ambassadors and staff are integral in the recruiting process that occurs January through February of each year. Students recruit at schools and then lead tours in the building promoting each of the school's clusters. 2020 Recruitment Trips Our CTE school is involved with the district's CTE advisory committee that meets quarterly and involves teachers, student rep, principal, and business and industry representatives. This school year we have admin, counseling, regular education and CTE teachers participating with the district's CTE team and Mark Perna focusing on developing major talking points related to each cluster as well as improving the Workplace Readiness score. We have a leadership team that meets weekly on Tuesday afterschool with the principal. The team includes three teachers and often has additional staff in the building invited for their input on agenda items to be covered. After the meeting one of the leadership team members will send out meeting notes. (Leadership Team Example Notes) Administration meets biweekly with district representation from Special Education and Career and Technical Education. Recruiters from the various armed services, businesses, etc. are welcome into the building to host a table during lunch and are often invited into the classrooms are presenters. (Visitor Log)	

		In the creation of the Workplace Readiness Score staff, students, parents, and business and industry partners were all asked for input through the revision process- which took 3 years and continues. This year Mark Perna is working with Hutchison and district representatives to place an emphasis on the CTE clusters, marketing, and updating the Workplace Readiness Rubric. There is a semi-active Parent Student Teacher Association (PTSA) group. However, there generally only happens to be 3-8 members that show up for the meetings. They have not yet met this year and the last official meeting was in January of 2020 prior to the Covid shutdown. Annually the Hutchison Staff Handbook and Hutchison Student Handbook are updated through administrative review and then reviewed with staff and students during staff meetings and Extensions Hour.	
IM	The institution implements a systematic process to review, communicate, monitor, and build commitment to its purpose statement	Annually the Assistant Principal reviews and updates the Hutchison Student Handbook, the Hutchison Staff Handbook, and school crisis plan, also known as, The Red Folder. The Assistant Principal reviews the updates and invites input from the associated user groups. The Assistant Principal shares the updates at staff meetings, in small group meetings, and it is made available through shared folders. There are regular emergency drills in accordance with state mandates. All associated entities are notified in advance.	

		The assistant principal schedules an annual beginning of the school year safety meeting the building's crisis staff and with the bus drivers. Staff and the school community receive a weekly newsletter from the school principal. Hawk Happenings (school community), Hutch Happenings (staff) The Hutchison High school webpage is regularly updated.	
RE (data)	Purpose statement contains identified and measurable expectations for learners based on shared beliefs about teaching and learning Data are collected, analyzed and used to monitor the measurable expectations for learners contained in the purpose statement	The bi-annual Youth Risk Behavior Survey and School Climate and Connectedness Survey provides a wealth of information that staff review regularly where data is analyzed and next steps are identified. (Hutch School Climate and Connectedness Survey summary- Engagement, Environment, Safety)	
SU (data)	Longitudinal results are analyzed to assess growth and improvement in the measurable learner expectations contained in the purpose statement over time	Some staff meetings and Professional Learning Communities are focused on the review of data and creation of forward plans for success. MAPS and focused data dive days are identified in the weekly Professional Learning Communities. Teachers often outreach informally to graduates to note their post-secondary accomplishments and ask for input on what/how their learning at	

		Hutch supported them. (Welding feedback survey) The Powerschool D&F list is pulled and confidentially shared with staff at least quarterly.	
EM	Beliefs stated in the purpose statement are demonstrated in behaviors and decision-making	The staff of Hutchison is considered a professional and cohesive group. When a decision needs to occur, staff is afforded the opportunity to share their beliefs and connect it to student success and the CTE purpose of the school, where the outcome is derived through consensus building measures. For example, the staff wanted to develop a school wide cell phone policy and did so prior to the start of school. While one group of staff was working on the policy another was working on the structure for the Extensions Hour . The Workplace Readiness score, which was derived through a staff initiative, allows staff to provide input on individual student's current trajectory in being workplace ready.	
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.		
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	Actions demonstrated by all representative internal and external stakeholder groups to achieve the purpose	This year our staff agreed that students eligible to be excused from Extensions hour needed to show additional evidence beyond their grades.	

		Thus, through the Leadership team a system was developed where students would need to be checked off by their teacher, the front office for fees, their parents and be part of an exit interview committee where they would present and defend their Workplace Readiness Score and resume. Staff and community members have participated in conducting the interviews. (Extensions Exemption form) PTA Meetings Sport Specific Parent Meetings occur with each sport, lead by the coach and supported by the administration. At the meetings the coach covers all things related to the season including highlighting the activities handbook, as is all linked to the school's activities webpage. Bimonthly meetings occur between administration and theCTE Coordinator and SpEd Coordinator.	
IM	Implementation of specific actions and decisions aligned to the institution's purpose	The weekly newsletters continue to inform the school community of all aspects related to the school community. Weekly Student Spotlight noted in the Hawk Happenings highlights various students and their accomplishments. Implementation of the Workplace Readiness Score Juniors and Seniors may apply for the Extensions Waiver Form by completing the document to include an Exit Interview conducted by staff and	

		invited guests such as the business and industry partners.	
RE (data)	Process to collect, analyze and use data related to the achievement of the purpose	Staff meetings and PLC's have focused times to review data and determine next steps. At the end of the PLC's staff are asked to complete a PLC exit form indicating what they worked on. MAP Data Discussions during staff meetings and with special presenters from downtown. At our September 27th, 2021 PLC Chane Beam and Rachel Reilly supported staff in looking at Data reviewed from 9/27 The administration regularly runs reports such as the D/F list and absences and provides data back to teachers. Through https://file.k12northstar.org/log_in, staff can access student's individual Workplace Readiness scores and provide their input as to the student's scores for the Habits of Mind and Personal Interactions scores. SPED - Regular reporting to State DEED and review of resulting data regarding numerous aspects of goals and student achievement.	
SU (data)	Longitudinal results are analyzed to assess changes in and improvements of the actions implemented to achieve the institution's purpose	Staff review data from the District Dashboard as applicable to the staff meeting or PLC topic and have regular PLC data focused time to develop the next course of action.	

		At it's September 27th PLC, presenters from the district office worked with teachers on a data dive review of MAPS fall results. (Powerpoint of presentation) CTE teachers provide end of the year reporting to include all of the FY21 Perkis Report Information TSA's that were completed by students.	
EM	Intentional alignment of actions to the institution's purpose evident throughout the institution	Career Trees were developed based on the career and technical education teacher expertise from Hutchison and across the district to promote to the community at large the relevance of CTE pathways. Workplace Readiness Scores were developed through three years of iterative work with staff, and collaboration from the school community at large, and has thus been implemented successfully with the student population to provide feedback related to the work readiness assessment.	
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.		
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating

EN	Engagement of internal stakeholders in a data-driven and collaborative process for continuous improvement	The Leadership Team meets weekly. Currently the team is working on the update of the Workplace Readiness score with assistance from Mark Perna. The team has also been developing a relevant systematic process for juniors and seniors to be excused from Extensions beginning the 2nd quarter which involves an exit interview where the resume and workplace readiness score is discussed and reviewed with a student by a committee. Quoted from Hutchison Staff at a recent meeting, "We look at student test scores, data, and assessments. We improve on teaching and learning strategies. We have supportive admin that finds training to improve teaching methods and ways we do school." (Hutch PD for Staff Travel to conference document) The weekly staff newsletter, the Hutch Happenings, includes a PD Tidbit section. Sometimes the content is provided through the principal, other times it may be provided by a staff member. The staff of Hutchison is often willing to share their tips, tricks, and tidbits with one another, especially once we went into a remote Covid setting. During this principal's 7 years it has not been uncommon to have staff share out all staff email with their tidbit. We have now created a shared google folder where staff can drop their tidbits. (Staff Shared Tidbits Examples)	

IM	Development of a continuous improvement and/or strategic plan that contains specific goals, strategies, activities and measures based on identified needs from the review of multiple forms of data, including student achievement, perception, experience, and organizational data Defined processes for implementation, monitoring, and revision of the continuous improvement plan based on the analysis and use of data	Hutchison's Strategic Plan was updated with facilitation from OnStrategy and the staff of Hutchison High School resulted in the creation of the Workplace readiness score, an agreement to work on bringing back what was formerly known as Hutchison's Senior Project, and moving from an application school to a lottery based school. (Lottery FAQ during transition) As noted earlier, there are weekly Professional Learning Communities scheduled on Mondays where data, achievement, etc. is reviewed.	
RE (data)	Ongoing collection, analysis, and use of data to measure results and outcomes related to the goals Results of the continuous improvement plan and/or strategic plan are clearly communicated to all representative internal and external stakeholder groups	Schools annually create their School Action Plan which is to be linked by the district to the website to be made available to the public at large. Teachers on the Danielson Domain Focus plan develop their goals for the year and have a pre, mid, and post check in. Administrators do the same. (Screenshot from Frontline showing teachers evaluation track.)	
SU (data)	Longitudinal results are analyzed to assess results and outcomes of the goals in the continuous improvement plan and/or strategic plan to show progress over time	Staff meetings and PLC's have intentional time to review data. The Hutchison Strategic Plan, in alignment with the FNSBSD FY20-FY25 Strategic Plan, provides for continuous growth and improvement.	
EM	Ongoing commitment to the success of the continuous improvement plan and/or strategic plan is evident throughout the institution	All staff have access to the staff agendas, newsletters are sent weekly to the staff and school community. (Hutch Happenings and Hawk Happenings)	

		The leadership team regularly sends all staff the weekly meeting notes through email. (Leadership team example emails)	
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.		
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	Governing authority and institution leadership engage in the ongoing and systematic development, review and revision of policies	District will focus on this component	
IM	Process ensures ongoing and current compliance with all applicable laws and regulations and reflects best practice Governing authority holds itself accountable for committing to policies that ensure integrity, effective operations and improved student learning	District will focus on this component	
RE (data)	Process to collect and use evidence to monitor and ensure adherence to policies is implemented by the institution and used to inform revisions to policy or practices	District will focus on this component	
SU (data)	Longitudinal data and evidence show adherence to policy and effectiveness of policy review and revision processes over time	District will focus on this component	
EM	Governing authority commits to the establishment and adherence to policies that promote the effective operations of the institution in improving student learning	District will focus on this component	

1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.		
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	All governing authority members operate under a written code of ethics that identifies principles of conduct and ethical standards within the institution All governing authority members participate in ongoing professional learning (beyond statutory required trainings) to stay current and informed regarding applicable laws, regulations, and organizational best practices	District will focus on this component	
IM	Policies clearly identify and actions support the legal and organizational roles and responsibilities of the governing authority Policies and practices provide institution leadership the autonomy for day-to-day operations of the institution	District will focus on this component	
RE (data)	Processes to collect and use evidence to evaluate the governing authority's adherence to the code of ethics and roles and responsibilities	District will focus on this component	
SU (data)	Longitudinal data provide evidence of the governing authority's ongoing adherence to the code of ethics and roles and responsibilities over time	District will focus on this component	
EM	Decisions made by the governing authority consistently reflect actions aligned to the code of ethics and legal and organizational roles and responsibilities	District will focus on this component	
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.		

i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	All staff members participate in the supervision and evaluation process	Staff are annually reminded of the evaluation process and the principal works with them individually on their evaluations. Administration has an evaluation board in her office that has been used for 7 years, where staff know they can look to see what they are missing and where they are in the evaluation process. (Picture of Robyn's Board) (Slide from staff beginning of the year professional development on Educator Evaluation)	
IM	Supervision and evaluation processes for all staff members are documented, include specific criteria for quality performance and provide on-going feedback to improve professional practice Evaluators have the knowledge, expertise, and training to implement the supervision and evaluation processes with quality and fidelity	FNSBSD Certified Staff Evaluation Handbook Frontline Educator Evaluation Timeline Example Picture of Robyn's Whiteboard Danielson certifications Hutch Happenings PD Tidbits	
RE (data)	Results of supervision and evaluation processes are analyzed and used to inform organizational professional practices and ensure student learning	Administration provides formal and informal feedback to staff through the district's provided software tool, Frontline, along with face to face meetings. The weekly Hutch Happenings has a section for Professional Development Tidbits. Sometimes the entry is provided by a staff member, other times the principal introduces the tidbit.	

		Parents and students have the opportunity to provide input regarding teacher and coach performance in Powerschool. Teachers have the opportunity to provide input regarding administrator performance in Powerschool.	
SU (data)	Analysis of longitudinal results provide evidence of the ongoing implementation and use of data from supervision and evaluation processes, improved professional practice and student learning	Frontline educator evaluation system is the software storage space for teacher formal and informal observation data.	
EM	Evaluation and supervision for the improvement of professional practice is a routine and expected practice within the organization	At staff meetings, in the weekly newsletter, and in person staff are often asked to reflect on their lesson or practice. A phrase often used in our building is that it's OK to "Fail Forward" Innovation and trying different strategies is highly encouraged.	
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.		
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	All staff use documented standard operating procedures (SOPs) and practices related to the policy and general organizational operational processes	Beginning of the year professional development and staff meeting days have time allotted to review and discuss procedures, expectations, review handbooks, etc. The Extensions period for students is where regular student training occurs.	

		Hutchison Staff Handbook Hutchison School Handbook	
IM	SOPs are implemented, monitored and adjusted to ensure effective and efficient operations	Beginning of the year professional development and staff meeting days have time allotted to review and discuss procedures, expectations, review handbooks, etc. Fire Drill Report AUP's are signed Acknowledgements by parents in Powerschool Planet HS Completion Senior Check Out Forms Extensions Exemption Form Data in each student's Permission tab of the Powerschool account show permissions the parent has provided for the students.	
RE (data)	Data are analyzed and used to evaluate effectiveness and inform the review and revision of SOPs	Administration, office staff, and leadership team members review applicable reports as they relate to the SOP's. Fire Drill Report Sexual Harassment Report Mandatory Trainings	
SU (data)	Longitudinal data and evidence from the analysis of SOPs show growth and improvement in effective and efficient implementation of routine operations	All year end documents are submitted to the district, as required. (20-21 EOY Checkout) Administration regularly reviews effectiveness of SOP's and shares out that information to staff. Fire Drill Document	
EM	All staff consistently hold each other accountable to the adherence and application of SOPs to ensure effective and efficient routine operations	Hutchison staff are collaborative and hold each other accountable. Many issues are addressed among each other and only reach administration well after the fact as an, "just so you know I talked to so and so about."	

1.8	Leaders engage stakeholders to support the achievement of the system's purpose and direction.		
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	The institution regularly engages multiple internal and external stakeholder groups, including staff, students, parents, community members, and governmental and educational policy groups Engagement of community stakeholders includes opportunities that provide two-way communication and active and meaningful participation	Administrations meets bi-weekly with the CTE director (Mondays) and SPED coordinator (Tuesdays) and weekly with the school leadership team (Tuesdays). The principal sends out weekly newsletters to the staff and school community . The school community annually is asked to provide feedback through the School Climate and Connectedness Survey. An annual college and career fair is hosted with the local high schools where post-secondary institutions along with business and industry are invited to provide sessions or tables. Post Secondary Planning Night The school hosts an Open House in the fall, usually the day before the school year opens for all students. School club, activity, and other interested school affiliated groups are encouraged to set up informational tables in the commons.	
IM	Engagement strategies result in measurable and active participation of all representative internal and external stakeholder groups	There are many business and industry entities that support the school's academic and athletic	

		programs through monetary and volunteer donations. (Sponsorship Letter) Military affiliation groups regularly set up informational tables in the commons area during lunch. (Volunteer/Guest Sign In Sheet) In past years, businesses who may be hiring high school aged students were welcomed in during lunch to set up informational tables. For example, Riverboat Discovery Tours set up a table in March of 2019, right before Covid shutdown, to recruit for it's summer season. (Visitor Log) Weekly Leadership Team meetings occur on Wednesday. This is a group of three teachers: one CTE, one general education, one at large. (Leadership Team Example Notes) There is a PTSA group, but they have not yet organized this school year and participation in the past few years was minimal due to Covid. The first meeting is scheduled for October 19th, 2021. (Invitation sent to school community)	
RE (data)	Data are collected, analyzed and used to determine the effectiveness of stakeholder engagement strategies	The School Climate and Connectedness Survey, Youth Risk Behavior Survey, and other data available on the District Data Dashboard is regularly reviewed. (Data Dashboard Examples)	

SU (data)	Longitudinal results of stakeholder engagement strategies indicate improvement and growth in the engagement of stakeholders to support the achievement of the institution's purpose	Annual Your Risk Behavior Survey and School Climate and Connectedness Survey data shows longitudinal results of the school's success. (Data Dashboard Examples) SPED - Participation and engagement of quarterly stakeholder as well as professional cohort groups is strong.	
EM	Active engagement of stakeholders is valued, supported and expected throughout the institution	The school community is invited and encouraged to provide input for the school in the School Climate and Connectedness survey. Results are reviewed annually by staff with any necessary recommendations for improvement. Staff were asked to provide beginning of the year input in relation to Ignition, textbook and chromebook checkout, and other as the new school year started in this Covid setting. (Feedback form results) Parents and students have the ability to provide teacher input directly through their Powerschool accounts. Parents and students have the ability to provide input on coaches, available on the school and district website.(Coach Sponsor Performance Form)	
1.9	The system provides experiences that cultivate and improve leadership effectiveness.		

i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	Experiences to lead are provided for multiple stakeholders, including staff, students, and parents or community members	We have a school Leadership team which consists of 3 teachers that each serve a three year term, with one representative from CTE, one from general education, and one at large position. (Leadership Team Examples) There are weekly principal PLC's to discuss more district wide issues at large. Principal PLC Running Agenda Hutchison student council members regularly accept district advisory committee positions such as school board, CTE, policy, budget, etc. Hutchison regularly has one more more students or administrative interns working in the building thus strengthening the partnership with the University of Alaska. Last year's administrative intern, Lynn Bernheim, is now serving Hutchison as a ½ teacher, ½ activities administrator. This year Hutchison is hosting the only social studies content student teacher in the district. As funding is available, staff are invited to and attend conferences and professional development opportunities. This year counseling staff are headed to the National Career Pathways Conference in Nashville, a group of 4 teachers are headed to the Association of Career and Technical Education Conference in New Orleans, and several career and technical education teachers are headed to industry specific training.	

		(Teachers headed to conferences 2021-2022 year) There is a Hutchison teacher on the district's teacher advisory committee. Tom's TAC notes from October There is a Hutchison teacher who has been appointed to the Professional Teaching Practices Commission for the State of Alaska and also serves as the Fairbanks Education Association Vice President.	
IM	Capacity for internal leadership is built through the implementation of formalized opportunities for ongoing modeling, coaching or leadership activities	Hutchison regularly has one more more students or administrative interns working in the building thus strengthening the partnership with the University of Alaska. A recent administrative intern graduate now works as the activities administrator for the school. We have a school Leadership team which consists of 3 teachers that each serve a three year term, with one representative from CTE, one from general education, and one at large position. (Leadership Team Example Notes) There are weekly principal PLC's to discuss more district wide issues at large. (Principal PLC Running Agenda) A staff expectation is that they will present their professional development training/conference to the staff as a whole. For example, the auto teacher attended a Military recruiting camp in California and WyoTech over the summer and	

		shared his experience at a staff professional development day.	
RE (data)	Data are collected, analyzed and used to monitor the effectiveness of leadership activities	The leadership team meets weekly to review, discuss, and strategize forward direction based on formal and informal data and feedback. (Leadership Team Example Notes) Teacher and Principal Evaluation Input in Powerschool.	
SU (data)	Longitudinal data and results are used to indicate improvements and growth in providing experiences for multiple stakeholder groups to lead	Youth Risk Behavior Survey and School Climate and Connectedness Survey data along with information pulled from the District Data Dashboard. (Evidence District Dashboard Evidence Examples)	
EM	A collaborative culture that includes opportunities for shared leadership is supported, developed, and protected by leaders and other stakeholders	The high school has an Ignition Mentor program where upper level students support new students to the school. (Ignition announcement) There is a Sources of Strength student program that places emphasis on creating and supporting a culture of support and collaboration. Leadership team. (SOS newsletter example) Staff sharing out at meetings, we always end with "Anything Good for the Order?" as an opportunity to add and share any additional information. (Hutch Staffing examples)	
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.		

i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	Feedback is collected consistently and regularly from all representative internal and external stakeholder groups and reflects participation of the institution population and demographics	Youth Risk Behavior Survey, School Climate and Connectedness Survey, Powerschool Data, PLC data (Evidence District Dashboard Examples) Reflections are encouraged and continuously ongoing between daily admin conversations, scheduled staff meetings, department based meeting with district personnel or school based teams, PLC's, leadership team, etc.	
IM	Feedback data collection methods ensure validity and reliability of the data and processes are implemented by internal stakeholders to review and analyze the data	School Climate and Connectedness Survey Youth Risk Behavior Survey (District Dashboard Evidence Examples) Google Classroom for ExtensionsTraining Completed spreadsheet. SPED referral data Student Support Team meets Tuesdays to discuss and identify specific support steps for identified students. MAPS growth data Discipline reporting pulled from Poweschool Data pulled from Powerschool reports.	
RE (data)	Analysis and use of feedback data inform the continuous improvement process, guide actions and decision-making and are used to measure stakeholder perceptions and beliefs	Regular staff meetings, leadership team meetings and PLC's on Monday allow for this process.	
SU (data)	Longitudinal feedback results are analyzed to examine trends in stakeholder perceptions and to indicate growth		

	and improvement in those areas linked to goals and strategies in the continuous improvement process	School Action Plan goals reflect major themes to be worked on for the year that are also in alignment with district strategic plan goals. Regular staff meetings and PLC's on Monday allow for this process.	
EM	Stakeholders expect and respond to the institution's practices to provide regular and consistent communication	The principal sends out a weekly newsletter to the school community, and staff. (Smore analytics example) The FNSBSD created a "Let's Talk" button on their website to increase communication for individuals who have questions or comments regarding a program, school, district, departments, etc. (Let's Talk Analytics) The activities coordinator sends out regular activities updates. Teachers regularly send out newsletters either through Powerschool or Blackboard. (Blackboard messaging tracking) The school's website is updated with current information. Parents have the ability to communicate by email, phone, or in-person.	
1.11	Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.		

i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	School staff members receive and provide feedback regarding their implementation of the system's expectations and improvement efforts	The weekly Hutch Happenings newsletter to the staff provides a wealth of information, some of which is system expectations and improvement efforts. Notes from staff meetings, exit tickets, PLC input, Powerschool Principal and Teacher Evaluation input. PLC Individual Notes, PLC Notes 20-21 Year Hutch Strategic Plan 19-23 Hutchison's Extension and WorkPlace Readiness Scores work and continuous revision is entirely staff produced wit administrative support. Survey results regarding beginning of the year implementation. (chromebook, textbook, ignition)	How did schools develop the strategic plans? Who was involved? Do they have agendas or minutes?
IM	Documented systematic process to monitor the system's schools to ensure the quality and fidelity of the implementation of the system's educational and operational expectations	The FSBSD Danielson Educator Evaluation Process with Frontline as the software tool, provides feedback to school staff on implementation and effectiveness of instructions. Annually we provide to the district office the end of year school closure information which includes information on the educational and operational expectations. EOY Checkout 2020-2021 School Crisis Plan- Red Folder 21-22 Hutchison Staff Handbook	

		Hutchison Student Handbook District Data Dashboard	
RE (data)	Data are collected, analyzed, and used to monitor the progress made towards achieving the system's educational and operational expectations and the overall effectiveness of the quality assurance process	There is an abundance of information available on the District's Data Dashboard and through powerschool that provides data regarding educational and operational effectiveness. End of year data report to the FNSBSD district office EOY Checkout 20-21	
SU (data)	Longitudinal results of the evaluation of the quality assurance process demonstrate ongoing monitoring and adjusting of system's educational and operational expectations and progress to achieve these expectations	Leadership notes and staff meeting agendas reflect regular work in these areas. (Evidence Staffing)	
EM	Leaders and school staff members demonstrate actions that indicate quality assurance is a cultural norm and a commitment to the system's educational and operational expectations	All teaching staff work a morning and afterschool greeting duty shift where we welcome students into the building, remind them to put their mask up, and encourage them to have a good afternoon at the end of the school day. Three staff are assigned the duty per week. Extensions Hour Training Tuesdays are where students are introduced to or refreshed on items. The Hutchison Arts A/V program produces a three day per week 5-10 minute news show called the Hawk Hit News. We use this as an additional source to message out expectations to the school community. Sources of Strength offers Friday Bingo in the lunchroom.	

		The Hutchison staff created a school wide Cell Phone policy and regularly revisits the school wide expectations. Staff rotate weekly to be "Greeters" welcoming students into the building for the day. There are regularly "Finally Friday" donuts available in the staff room to celebrate the completion of another week. Leadership meeting notes are regularly sent out to the school community.	
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.		
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	Personalized and equitable learning opportunities are provided for all learners to develop skills and achieve content and learning priorities	Students identified in specific areas such as ANE, Migrant Ed, IEP have opportunity for additional supports. There are two full time special education teachers on staff and itinerant ANE, Migrant Education, and ELP tutors that support students two days per week. An SST (Student Support Team) consisting of the Prevention Intervention Specialist, counselor, school psychologist, and assistant principal meet every Tuesday to discuss student concerns that	

		are passed on by teachers. The teacher(s), student, parent, and any relevant specialists are invited into the meeting where the concern at hand is discussed and plans of action are developed, including specific follow up needed. Chromebooks were distributed to all high school students who did not have their own learning device. Teachers buddy up during extensions to support each other and students with learning.	
IM	Implementation of instructional strategies is monitored and adjusted to ensure all learners have personalized and equitable learning opportunities to develop skills and achieve content and learning priorities	Administration provides formal and informal feedback to observations. (Educator Evaluation Evidence) Teachers PLC regularly on Mondays. The Student Support Team meets weekly. There is a scheduled Extension Period three days per week to include Training Tuesday, Workday Wednesday, and Think Big Thursday with a regular weekly layout. All teachers have immediate access to the IEP and 504 information for students through their teacher Powerschool portal. IEP's are up to date for students and frequently visited for students with identified disabilities. Hutchison has a disproportionately high number of students who qualify for 504 plans,	

		approximately 7% of the student population, or 28 of 387 students. We believe this is due to the school being a school of choice offering career focused elective offerings and due to the smaller school size of approximately 400 students. While we would hope that people would choose to attend primarily due to the career clusters, many parents have commented that they wanted their student at Hutch because we are known to focus on students and their needs and that they "won't get lost in the mix like they would at a bigger school."	
RE (data)	Data are collected, analyzed and used to measure results and improve equitable opportunities for students to develop skills and achieve content and learning priorities eProve™ (eleot®) (A1, A2, B2, B3, D3, D4, E1)	PLC notes MAP's results (PLC data evidence) SPED data collected. SST notes Grades- DF Data pulled from dashboard 9/21 Data Dashboard reports Powerschool reports	
SU (data)	Longitudinal results are used to demonstrate growth and improvement in providing equitable opportunities for students to develop skills and achieve content and learning priorities	MAP's (PLC data evidence) SST meeting notes District Data Dashboard reports information Powerschool reports End of semester common assessments in math Teachers frequently assess students' learning throughout the day through both formal and informal means.	
EM	Personalized and equitable learning opportunities are embedded and supported throughout the institution	Chromebooks were distributed to all students who didn't have their own learning device.	

		Beyond the regular classroom we have an Extension period which meets every Tuesday, Wednesday, and Thursday for an hour a piece. Students have the ability to work with teachers to get assistance on school work. There are students who are identified on IEP's, 504's, migrant, homeless, foster care, ANE, ELP etc who have accommodations, modifications, or special supports available to assist in leveling the proverbial educational playing field.	
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.		
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	All learners engage in projects and inquiry-based activities across courses and subjects	Hutchison is a career and technical education school that places it's focus on career clusters as the elective courses and continuously work to find real world relevance to all subject matter. (CTE Evidence Folder) Ignition day is an introductory day for new students to the school where they are invited to attend the day before all students arrive. The day is organized by upper class student mentors who devise a theme and activities that help welcome student in to the school and allow them to become familiar with expectations, routines, lockers, floorplan etc. (Ignition Day Schedule)	

		Newly developed clubs which are student and staff initiated- Chess Club, Speech Drama and Acting, Bible Study (screenshot showing SOS and other club/meetings from newsletter) Staff try to find relevant means to cross their content. EXAMPLES- ● The geometry and Building Trades teacher work together to help students understand angles and dimensions. ● 11th grade English, the librarian,and the US History teachers collaborate so that the books being covered in english are in alignment with the time era covered in US History. The librarian recommends materials and provides lessons on the use of online research and databases, offers book suggestions related to the time, and supports both classes in the culminating National History Day projects. ● The Holocust literature teacher recently invited the welding teacher and counselor into her classroom to discuss their experiences from chaperoning a group of students to Germany a few years ago. (email from teacher) Students on track to graduate may go through the Extensions Exemption process which involves review of grades, Workplace Readiness Score, Resume, and an Exit Interview and allows juniors and seniors to be excused from Extensions beginning the 2nd quarter of the school year so that they may leave school early three days per	

		week. Of the students who chose to go through this process, most indicated they would use the additional time to go to work.	
IM	Educators implement specific actions and instructional activities to ensure learner engagement and development of creative, innovative, and problem-solving skills The institution implements processes to monitor the quality of the implementation of learning experiences that promote creativity, innovation and collaborative problem-solving	Students who worked through the Exit Interview for Extensions Exemption requests process had to produce their Workplace Readiness score and resume in addition to participating in an interview. There were a few students who were asked to revise their resume, with assistance occurring from a number of Hutch teachers before they would be signed off. Students in the CTE cluster classes regularly engage in real-world applications. (CTE Evidence Folder) EXAMPLES- ● The Arts A/V class will often be seen volunteering their time to live stream events, such as graduations, tournaments. Etc. (Graduation Streaming Picture) ● Advanced automotive students are regularly assisting in the troubleshooting and diagnostics of staff cars. ● Auto students will change out tires for staff vehicles as a part of their learning process ● Identified information technology students have been provided student IT passes to be able to assist other staff and students in the building with basic computer troubleshooting issues.	

RE (data)	Data are collected, analyzed and used to measure the development of creativity, innovation and problem-solving of learners eProve™ (eleot®) (A4, B2, B4, D2, D4, G2, G3)	Student participation and success in CTSO's (Career Technology Student Organizations) and other student activity groups at the local, state, and national level. EXAMPLE- ● Skills USA- Russell Miller first in state automotive 2019 ● HOSA (Health Occupations Students of America) regularly place at the state level and qualify for nationals. ● Academic Decathalon- students regularly place in the top 2 at the team and individual level. ● Student Government- students often are successful in passing resolutions at the local and state level that impact governance. (Resolution Sports Eligibility created in 2012 by Hutchison students allowing students to play sports their school's don't offer at other schools in their boundary area. There was a direct impact this fall 2021 as Hutch students were allowed to play men's football for Lathrop High School, the STATE CHAMPIONS in October 2021) Annual CTE Perkins TSA reporting. The Workplace Readiness individual student score assesses problem solving as a portion of the calculated score.	
SU (data)	Longitudinal results demonstrate growth and improvement in the development of creativity, innovation, and problem-solving of learners	A review of the district data dashboard shows longitudinal results.	

		CTE Technical Skills Assessment end of year reporting results indicate certification achieved by students during the school year.	
EM	Educators demonstrate shared beliefs about learner engagement and development of creative, innovative, and problem-solving skills in all courses and subjects	The staff of Hutchison are a fairly cohesive group. It was through the collective work of the staff that the Workplace Readiness score became an idea that developed to fruition through a three year iterative process that included staff, students, parents, and the community at large. Since its implementation and what was Student Support Period for 25 minutes 3 days per week changing to Extension for 60 minutes 3 days per week, the staff have been working on providing relevance to the time. (Letter to parents) For example, all freshman and sophomores spend the first 15 minutes reading. Tuesdays are for trainings, which could be mandated, career focused or others. Wednesdays are for work and Thursdays are for any students that want to join up with their club or activity group. Juniors and Senior on track to graduate may request an Exemption Waiver by completing a form that includes a defense of their Workplace Readiness score, resume, and exit interview.	
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.		
i3	Key Concept (What are we looking for?)	Information	Rating

		(How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	
EN	All learners are provided opportunities to develop communication skills, dispositions toward learning, experiences that teach self-direction and monitoring of their own learning progress	All students who chose to receive them were issued Chromebooks at the beginning of the school year. Students have access to the Powerschool account where grades are stored and can at any time see what has been graded and what their current grade is, as well as attendance, fees and fines, etc. They can also see their progress towards graduation. All teachers at Hutchison have Google Classrooms set up. Non teaching staff have been provided the google classroom codes as well to provide assistance when and where needed. Google classroom is structured as the online resource for listing assignments, due dates, providing feedback, etc. Anytime parents may call asking what they can do at home to help monitor their student's progress we encourage them to have their student pull up their Google Classroom AND Powerschool and talk through the assignments, what has been completed, submitted, due, etc. (HUT Google Classroom Codes 21/22) As has been mentioned earlier, the Workplace Readiness score has been adopted throughout the entire school. All staff use the score as an opportunity to speak to students about their actions in the areas of attendance, punctuality, missing and late work, personal interactions, and habits of mind.	

		Students at Hutchision are accustomed to and often volunteer to serve as mentors and recruiters. Mentors mainly focus on Ignition which is the welcoming activity to support new students to the school community. Recruiters support in January and February when we work with the local middle and charter schools to share all of the good programs available at Hutch. We spend a week where we go to those schools and present, we then host the schools to come to Hutch and provide tours which include hands-on activities in each of the clusters, and finish with an open house evening. During the open house student groups and their advisors are invited to and encouraged to set up informational tables to share their learning experiences and enjoyment of being a student of the school. (Copy of 2020 Recruitment Trips and Hawk Ambassadors Schedule) As the school is divided into career clusters, students often engage in real world relevant projects. For example, students in the Arts A/V program often live stream events such as tournaments and graduation. (Graduation Streaming photo)	
IM	Implementation of instructional strategies provide numerous experiences for learners to develop communication skills, self-direction, and monitor their own learning progress	Powerschool account where grades are stored and can at any time see what has been graded and what their current grade is, as well as attendance, fees and fines, etc. They can also see their progress towards graduation. All teachers at Hutchison have Google Classrooms set up. Non teaching staff have been	

		provided the google classroom codes as well to provide assistance when and where needed. Google classroom is structured as the online resource for listing assignments, due dates, providing feedback, etc. Anytime parents may call asking what they can do at home to help monitor their student's progress we encourage them to have their student pull up their Google Classroom AND Powerschool and talk through the assignments, what has been completed, submitted, due, etc. (HUT Google Classroom Codes 21/22) Teachers support students daily in this area and often reflect back to the Workplace Readiness Score. Students complete a weekly success strategies document that is reviewed by and discussed with their teacher in their Extensions hour to identify the key items academically and personally that they are working on. Some students have a weekly 1:1 interaction with their teacher regarding this whereas others don't necessarily need it based on the assessment and earlier conversations between the teacher and student.	
RE (data)	Data are collected, analyzed and used to assess the learning culture of the institution and the effectiveness of actions implemented to develop learners' attitudes, beliefs and skills needed for success eProve™ (eleot®) (B3, D1, D4, E1, E2, E3, F1, G2, G3)	Students, teachers, and parents are asked to annually complete the School Climate and Connectedness Survey. Students and staff have live access to the student's Workplace Readiness score and use that as a talking point.	

		There are a number of reports that can be pulled from Powerschool and the district's data dashboard which reflect this information.	
SU (data)	Longitudinal data demonstrate improvements of the institution's learning culture and the effectiveness of actions implemented in improving the development of learners' attitudes, beliefs and skills needed for success	Weekly PLC's are held on Monday's from 2:10-3:00. Some are specific where as others are staff choice. At the end of the PLC staff are asked to complete a short google survey that provides the data to administration. (PLC Document 2020-2021) There are two staff meetings held each month where this is inevitably embedded into all of the conversations. Hutch 21-22 Action Plan The Leadership team collectively works to gauge a pulse on the school and provide support and follow up meeting notes to the school staff. (Leadership Team Example Notes)	
EM	Commitment to shared beliefs and actions for developing learners' communication skills and dispositions towards learning are consistently practiced by all stakeholders throughout the institution	As mentioned earlier, the Workplace Readiness Score and its implementation is a critical framework to the overall actions at Hutch. Teachers constantly refer to this in their daily practice. As a part of the Extensions Exemption process teachers and volunteers have provided their time to assist in the interviewing process while providing feedback to students about their current resume and cover letter, if presented. Staff honors our commitment to developing learners' dispositions towards learning through	

		daily actions in the classroom, PLC's, staff meetings, etc. Students are feature in the weekly newsletter, Hawk Happenings, as Student Spotlights.	
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.		
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	All learners interact with their adult advocate and peers for the purpose of developing relationships and having support for their educational experiences	Staff at Hutch have a rotating greeter duty that lasts for a week at a time before and after school where they are present at the front door, in the halls, and by the bus drop off area. Staff have reported enjoyment in doing this because they get to see other students and build rapport outside of the classroom. Every Friday, or the last day of the school week, office staff and administration stand at strategic exit locations with a bowl of candy for students and send them out with a common phrase, "Have a good weekend. Make good choices." The Hawk Hit News teams often hosts games and challenges among grade levels or clusters to be shown on the 3 days per week news show.	

		There are many student-run organizations that are run by our staff: Sources of Strength, Chess Club, Health Occupations Students of America, Skills USA, Student Council, Speech & Drama & Acting, National Honor Society, eSports, etc. Teacher's can submit to the school announcements on the Think Big Thursday link in the staff newsletter to get the announcement out anytime the activity is planning to meet. The librarian often has students present in the library before school, at lunch, and after school. Movies are frequently shown during lunch and there are constantly board games, puzzles, and other activities available for students. (Lunch in the Library) Teachers in Extensions use the time to support students in an advisory type capacity as well. The Sources of Strength Group often organizes positive activities. Today's (10/25) was a pledge to be drug free. SOS Drug Free Pumpkin Patch Groups at our school often associate by their chosen career cluster. Annually the homecoming week is structured around a theme and each cluster is provided a shopping cart to decorate with culminating activity being a parade of themed shopping carts prior to an assembly in the gymnasium. For example, the theme in 2019 was Halloween where the Construction cluster chose "Ghostbusters," Arts A/V chose horror movies over time and represented movies such as The Shining, and IT. (Ghostbusters picture). The students of the cluster work collaboratively	

		with their teacher and one another in creating the parade's floats and then in challenges in the homecoming assembly. Hula challenge, pizza challenge There are generally, pre-Covid, at least 4 spirit assemblies that occur per year. These assemblies are full of participatory type activities and every student is grouped by class, activity, or cluster. Scooter race	
IM	The institution implements and monitors a formal structure that has clearly defined activities, resources, and time for learners to develop positive relationships with adults and peers	The Extensions Coordinator regularly sends to all staff the weekly plan for Extensions. The Sources of Strength coordinator and student group maintains a continuous focus on positive relationships. Example- Friday Bingo, Support Tree, Pumpkin Patch Upper class students are identified to serve as peer mentors for Ignition as well as to support recruiting and tours in the spring when we prepare to promote and invite in the new class. Administration has a stack of movie passes in the office for anytime a staff member has observed a student's random act of kindness or going above and beyond to provide assistance. When these are handed out to students it's usually with an upcall home to the parent. Twice per year we print out the mailing labels for all students enrolled in school. ALL STAFF are invited and encouraged to write up-notes sharing positive messages home regarding the students.	

		We annually strive to send two notes home per student. (Picture showing labels and notecards in the staff mailroom.)	
RE (data)	Data are collected, analyzed, and used to determine the effectiveness of the program to ensure learners develop positive relationships with adults and peers that support their educational experiences eProve™ (eleot®) (A3, A4, B5, C1, C3, C4, F1)	The annual School Climate and Connectedness survey provides an abundance of information that staff review and help determine next steps for continued growth. Blackboard provides analytics as to how many people are reached for each messaging item that is sent out to the school community, or specific groups within the school community. (Message Tracking-Blackboard) The school and staff newsletters are created through Smore. Analytics provide information as to the number of viewers and amount of time spent on the newsletters. (Smore Analytics) At least once per year, usually around January/February the staff have a “forgotten middle” student identification staffing. In this activity all student names are listed on large sheets of white poster paper. Staff place stars next to the names of students they have a good connection and rapport with. After that staff identify at least 5 students they will intentionally reach out to and develop a rapport with to ensure we don’t have any students who are “forgotten.” As has been noted earlier, the district data dashboard and Powerschool reports provides a wealth of information such as D/F lists,	

		graduation progress, log notes, incident reports, etc.	
SU (data)	Longitudinal data and evidence from the implementation of formal structures demonstrate learners' improvements in the development of positive relationships with adults and peers that support their educational experiences	Regular review of the School Climate and Connectedness survey provides relevant information that is used to determine directions. Participation rates at Parent Teacher Conferences are usually in the 70% range for student representation by parents/guardians during the Fall conferences. Near the end of each school quarter at staff meetings, staff are allowed to hand pick students that they feel strongly should be in their Extensions period based on student academic need, social emotional need, relationships, etc.	
EM	Commitment to and consistent actions by staff and students related to the development of positive relationships occur throughout the institution	Staff are committed to student success. We have our weekly greeter duty, Student Spotlights featured in the weekly newsletter, and we provide students with movie passes, courtesy of Youth Risk Behavior Survey funds when they are caught positively going above and beyond to help another student, bulletin boards feature positivity, etc. At least once per year, usually around January/February the staff have a "forgotten middle" student identification staffing. In this activity all student names are listed on large sheets of white poster paper. Staff place stars next to the names of students they have a good connection and rapport with. After that staff identify at least 5 students they will intentionally	

		reach out to and develop a rapport with to ensure we don't have any students who are "forgotten." Near the end of each school quarter at staff meetings, staff are allowed to hand pick students that they feel strongly should be in their Extensions period based on student academic need, social emotional need, relationships, etc. Every Friday as students exit the building staff are strategically located with a bowl full of candy and cheerful well wishes for a great weekend. Recently ALL staff participated in the school's costume dress up day by wearing an "M" on a shirt to represent a diverse group of M&M's. Students exited school that day with M&M packets of candy. (staff picture)	
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.		
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	All educators implement the curriculum developed and adopted by the institution	Teachers use the adopted curriculum in their courses and have the flexibility to personalize instruction to meet student needs. FNSBSD Curriculum & Instruction website Many of our staff members have served on the curriculum committees for their department areas. For example, Rachel Detemple on English Language Arts,	

		Erika Burr and Amy Brown on Math, each career cluster serves on their curriculum updates, Robert Marcotte on science. Teachers provide course syllabi to all students, in alignment with the district's adopted curriculum. Syllabi and plans are available in their google classrooms. Hutch Google Classroom Codes	
IM	Processes are used to monitor the quality and fidelity of the implementation of the adopted curriculum across the institution	The Danielson Evaluation model is used for educator evaluation. New teacher orientation occurs through the school district. The english and math departments administer NWEA MAPS assessment three times per year. MAPS Data PLC's are used for staff to work on curriculum.	
RE (data)	Data are collected, analyzed, and used to evaluate the quality and effectiveness of the curriculum to meet the institution's learning expectations, and student preparedness for the next level and to provide data for potential revisions to the curriculum eProve™ (eleot®) (B2, B3, C3, E3)	Teachers submit lesson plans or have their materials available through the google classroom that administration has access to review at any given time. At the beginning of every semester teachers are required to submit to administration a hard copy of their course syllabi where administration reviews expectations, grading policy, make up policy, curriculum alignment and compliance, etc. Administrative observations, both formal and informal observations are recorded in Frontline, the FNSBSD's educator evaluation tool. (Educator Evaluation) MAPS data Teacher and Admin feedback in Powerschool	

SU (data)	Longitudinal data and results provide evidence of the effectiveness of the implementation of the curriculum and the institution's curriculum revision process	Workplace Readiness Score Completed Technical Skills Assessment in CTE classes Tech prep courses and credits earned by students. CTE advisory committees provide input for revision as they meet industry standards. Powerschool Reports- Grade reports District Dashboard- Graduation Rate PLC's occur at both the school and principal level. MAPS data SAT data ACT data Student Support Team Meeting Notes 504's IEP's	
EM	All educators inherently understand, practice, and protect both the institution's curriculum and commitment to its learning expectations	Teachers provide their syllabi to all students which includes curricular and learning expectations. Hutch Google Classroom Codes Teachers are encouraged to collaborate both internally and externally during PLC notes. Staff often serve on curriculum revision, policy, budget, teacher advisory, and other committees within the district. As funding supports, teachers are sent to professional trainings to better support their practice. (CTE training document) Staff meetings have the "Staff Agreement for Success" available or posted. These agreements	

		were created by the staff in the Fall of 2015 and are reviewed and updated annually.	
2.6	The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.		
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	All educators are engaged in a process to align curriculum to standards and best practice	There are several days allotted to professional development throughout the school year. During the district PD days, staff are often grouped into their teaching content areas. Hutch PD Plan PLC's provide for this opportunity as well. Hutch 21-22 Plan shows the overall plan of professional development and focus for the year. Administration offers an annual book study course for credit on best practices. This year the class is reading The Pedagogy of Real Talk by Paul Hernandez. Paul will be presenting at Hutchison's November 12th, 2021 professional development day. Administration reviews teacher syllabi at the beginning of each semester.	
IM	Systematic process is implemented to ensure the written curriculum is aligned to a recognized and rigorous set of standards and is implemented with quality and fidelity	Both building and district wide collaboration with colleagues occurs formally on PLC Mondays and informally throughout the regular work week. Secondary principals PLC weekly. Staff of Hutch often participate in curriculum alignment committees at the district level.	

		All teachers share access to their Google Classroom with administration, counselors, specialists, and front office secretaries.	
RE (data)	Data are collected, analyzed, and used to evaluate the curriculum to ensure the curriculum is aligned to expectations and results in learner achievement of the learning expectations eProve™ (eleot®) (B2, B3, C3, E3)	Powerschool data- Grade reports, Graduation Rate PLC documents MAPS data SAT data ACT data Completed Technical Skills Assessment in CTE classes Tech prep courses and credits available and earned by students.	
SU (data)	Longitudinal data and evidence indicate ongoing implementation of a process to ensure the curriculum is aligned to standards and best practice and results in learner achievement of the learning expectations	MAPS and PEAKS data provides evidence for core instructional classes. Powerschool data available- Grade reports, Graduation Rate PLC documents SAT data ACT data Tech prep courses and credits available and earned by students. Teachers in the career and technical education classes annually submit their Technical Skills Assessments (TSA's) to the district which represent the national certifications or assessments they have achieved, such as First Aid, CPR, Small Engines, etc.	

EM	All instructional staff are directly and indirectly responsible for the curriculum and protect and hold each other accountable for its consistent application across all classrooms and content areas	PLC data TSA's reported Staff meeting agenda Leadership team meeting notes to staff	
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.		
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	All educators are engaged in the monitoring and adjusting of instruction to meet individual learners' needs and the institution's learning expectations	PLC notes Staff agenda Powerschool reports and data available Counselors work with staff on individual students' needs, sharing only what they need to know to teachers about situations to help support the learning process for the individual student. Staff have been trained in prior years regarding Personalized Learning pedagogy and are regularly encouraged to consider the circumstance, review their expectations, and know they have the professional ability to make adjustments with the end goal being student learning. How each student "gets there" may be different.	
IM	Processes are executed to monitor and adjust the implementation of instruction and ensure quality and fidelity of instructional practices to meet learners' needs	Student Support Team (SST) meetings are focused on specific students and supports needed.	

		Educator evaluation process Powerschool data	
RE (data)	Data are collected and analyzed to identify improvements in student learning based on the use of data to monitor and adjust instruction eProve™ (eleot®) (A1, B2, C3)	PLC notes Leadership team meeting notes SST meetings IEP and 504 meetings Powerschool data NWEA Maps data CTE Technical Skills Assessment data State assessment data- Report Card to the Public	
SU (data)	Longitudinal data from instructional monitoring processes demonstrate improvements to student learning and changes to instructional practices based on the use of data over time	PLC notes Leadership team meeting notes SST meetings IEP and 504 meetings Powerschool data NWEA Maps data CTE Technical Skills Assessment data	
EM	The use of data to meet the individual learner's needs is actively supported and practiced by all educators	PLC Notes Staff meetings IEP meetings 504 meetings SST meeting	
2.8	The system provides programs and services for learners' educational futures and career planning.		

i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	All learners have opportunities to engage in programs and services to identify interests that will enable future educational and career planning	Hutchison is a career and technical education high school. Students are admitted through a lottery process through which they identify the career cluster area they would like to be enrolled with; Arts A/V, Architecture and Construction, Health, Transportations Distribution and Logistics, and Information Technology. Newly enrolled students go through the Personal Learning Career Plan (PLCP's) with counselors as a part of the registration process which is then loaded into Powerschool.. There are various career assessment inventories and programs that are used in classes and school wide. PSAT, ASVAB, Work Keys, Career Tree, AKCIS Hutchison Counseling Website Senior nights Hutchison Counseling Website All students must pass Economics to graduate. In this class they have an extensive budgeting project where they identify a job, earnings, expenses, etc. for a full year. There are numerous activity groups for students to be a part of: Skills USA, HOSA, Chess Club, Sources of Strength, National Honor Society, athletics, Drama & Debate, Academic Decathalon, E-Sports, etc. Hutchison Activity Webpage	

IM	Implementation and monitoring of formal programs and services to support educational/career interests, student planning for success at the next level, and development of individual learner goals for educational and career planning	Powerschool allows for entries to note student's career interests, graduation progress, and Alaska Performance Scholarship status, etc. Students in extension hour meet with teachers weekly to discuss progress and plan for success. Hutchison Counseling Webpage Senior nights College and Career Fairs Personalize Learning Career Plan	
RE (data)	Data are collected, analyzed and used to evaluate the effectiveness of programs and services for students' educational futures and career planning in meeting learner needs eProve™ (eleot®) (C1, C3, D2, E1, G3)	Powerschool reports-Graduation Rate CTE Technical Skills Assessment Reports IEP Transition Plan CTE Advisory Committees (notes) at the building (welding) and district level.	
SU (data)	Longitudinal data and evidence show growth and improvement in students' educational futures and career planning based on the implementation of quality programs and services	Extensions work with Career Tree information. CTE Technical Skills Assessments Powerschool Reports Scholarship Award Recipients-Senior Awards Slide Show 2021 Enrollment numbers for courses in Powerschool Lottery applicant numbers Lottery FAQ's Continued input from CTE advisory committees-minutes	
EM	Planning for educational futures and careers is embedded in programs and activities across all areas of the institution	Hutchison Counseling Webpage ● Post-secondary planning night co-hosted with Lathrop. ● AKCIS is an online software Career Information system used by counselors working with students.	

		• College and Career Fairs Extension hour Training Tuesday's beginning in Quarter 2 are organized by the counselor and focus on careers using Mark Perna's Career Tree work. All career and technical education courses at Hutchison have career and workplace readiness components embedded in them. The Workplace readiness score is available for students through Powerschool using live data. Students may exit Extensions through the exemption process which involves an interview and defense of the student's resume and workplace readiness score.	
2.9	The system implements processes to identify and address the specialized needs of learners.		
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	Educators are involved in the identification of students who might need specialized services, programs or resources	There are two special education teachers and several itinerant special supports that work in the building 2-3 days per week such as the Alaska Nataive Education tutor, Migrant Education tutor, social services manager, english language proficiency tutor, school psychologist, and speech language pathologist, etc.. Additionally we also have a full time prevention intervention specialist.	

		All staff, certified and classified, are continuously encouraged to share names of students and any recognition or concerns to administration and the counseling office for further support. There is a student support team that meets every Tuesday afternoon to discuss and create plans of support for specific students. Students are referred to the student support team by staff in the building. Assessment data is pulled from Powerschool and MAPS testing.	
IM	The institution implements and coordinates programs, services, and resources to address learners' needs in the social, emotional, developmental, and academic areas and monitors and adjusts to ensure quality implementation	The master schedule is created with the end goal of learning success in mind and involves all adult stakeholders in reviewing courses offered based on student requests and needs. Individual Education Plans are created and implemented for students who have qualified to receive special education services. Students who have needs that are outside the scope of special education designation but may require some sort of accommodations, may be placed on a 504 plan. Students who qualify as McKenny Vento, migrant, ANE, etc. will also receive additional tutoring support in the building. The counselor's day is one of continuous check-ins with students. Some of those check-ins are related to academic needs whereas	

		others may take a more social emotional slant. Hutchison Counseling webpage. The student support team meets every Tuesday afternoon and involves an administrator, counselor, regular education teacher, school psychologist, and prevention intervention specialist.	
RE (data)	Data are collected, analyzed, and used to monitor and adjust services and to evaluate the effectiveness of programs and services in meeting the specialized needs of learners eProve™ (eleot®) (A1, A4, C3, E2)	The student support team tracks their work regarding specific students. Powerschool data for individuals and groups of students provides a wealth of information. SPED -	
SU (data)	Longitudinal data and evidence show growth and improvement in meeting the specialized social, emotional, developmental, and academic needs of learners based on the implementation processes for identification and provision of services	IEP's are reviewed annually. 3-year re-evaluations The SST team reviews their data weekly. The data dashboard and powerschool can disaggregate data to provide longitudinal information.	
EM	Staff demonstrate consistent commitment and aligned actions to meet the specialized social, emotional, developmental and academic needs of individual students across the institution	The staff of Hutchison and FNSBS have been trained in personalized learning and carry out personalized learning pedagogy in their daily operations with students. Staff collaborate during Monday PLC's and staff meetings where there are at times an intentional focus to discuss students issues and support.	

		Staff are assigned to weekly morning and afterschool greeter duty. This was organized as an intentional means for staff to see and get to know students outside of their structured classroom. All teachers are assigned to greet one week per quarter. The staff are a very collaborative group across all content areas. It is not uncommon to observe CTE and general education teachers collaborating afterschool, sometimes with specialists or others involved, to talk about support for specific students. IEP's and 504's are created with specific student's and their needs in mind. Usually in January/February we do a "forgotten child" activity where all students' names are listed around the library. Staff identify students who they have connections with by placing a star next to their names. We all identify those "forgotten" students and place our staff names next to the names of students who we commit to making an intentional connection with.	
2.10	Learning progress is reliably assessed and consistently and clearly communicated.		
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating

EN	All educators consistently and frequently communicate learning progress to appropriate stakeholders, including the learner, in clear and understandable language and formats	Many staff send regular updates to their students and parent community regarding progress for the class as a whole and units of study. (PE Teacher Example 11-21) All students and parents have immediate access to live grades through Powerschool. There is a weekly newsletter, the Hawk Happenings that goes out to the school community every Friday.	
IM	Processes are executed to monitor the implementation of the common grading practices aligned to specific criteria that represent attainment of content knowledge and skills across all classrooms and programs	District professional development days have had sessions available for teachers focused on grading and assessment. FNSBSD 8-13-20 Depot Teachers have the ability to collaborate every Monday afternoon during PLC time. The career and technical education teachers tend to convene every Monday. All have a professional skills component of sorts embedded into their grading practices.	
RE (data)	Formative and summative data are collected, analyzed, and used to monitor learning progress and the implementation of the common grading practices across all classrooms and programs eProve™ (eleot®) (B3, E1, E3, E4)	Powerschool stores grades and reports may be pulled from there. Teachers have the ability to collaborate in the building and district wide during Monday PLC days. Teachers at Hutch have often shared their successful strategies with one another. For example, Mr. Johnson uses a system where any assignments that can not be turned in as late have a score of a .5 . Students and parents are trained to know that a score of .5 means the assignment is past due. Other teachers at Hutch are now using that same strategy. (Example of shared "How to Make a copy of assignments" by teacher Sarah Carstensen.)	

SU (data)	Longitudinal data and evidence demonstrate improvements in assessing and reporting learning based on the implementation of clear criteria, use of formative and summative data, and communication processes	Review of MAPS data by staff has led to focused support for students, based on their individual needs. SAT, ACT, MAPS, and PEAKS data get reviewed to determine areas of strength and weakness, and areas that may need to be retaught or strengthened.	
EM	Educators consistently support and protect grading and assessment practices that represent attainment of content knowledge and skills across all classrooms and programs	Teachers PLC every Monday and grading is often a topic of discussion. Secondary principals PLC regularly.	
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.		
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	All educators are engaged in processes to use formative and summative data to improve student learning for individual and collective groups of students	MAPS District data dashboard- Peaks tests AP test results End of unit tests CTE Technical Skills assessments Teacher created practices	
IM	Processes are used by educators to monitor and verify learners' progress toward meeting learning expectations and modify instruction to transform learning experiences for students	Data meetings during PLC, staffing, IEP, 504, SST or other meetings focused on students as individuals or groups as a whole. The district has outlined expectations for grades. Staff at Hutch informally agree grading should be	

		complete within a few days of student submission.	
RE (data)	Instructional and system staff analyze and use student learning data to monitor the effectiveness of changes in their instructional practices and improve and verify individual student progress toward meeting learning expectations	Certified staff are provided a post-observation reflection tool to complete after a formal observation. Danielson Educator Evaluation Student growth is monitored through the NWEA/MAPS testing. Progress monitoring occurs for students identified on an IEP.	
SU (data)	Longitudinal data provide evidence of ongoing improvements to instructional practices and improvement in student learning based on data-driven changes to instructional practice	The Danielson Educator Evaluation software and framework provides teacher evidence. The data dashboard and Powerschool reports show evidence. PLC notes SST team meeting notes.	
EM	Educators in all classrooms and instructional programs commit to and demonstrate their consistent use of data to verify learner progress and modify instructional practices to improve student learning	PLC notes SST team meeting notes Teacher reflections on lessons observed with the Danielson Educator Evaluation framework. Teachers on the Danielson Domain Focus identify their area of reflection and growth for the year.	
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.		

i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	System and school staff members are involved in the institution's formalized cycle and timeline to evaluate all academic and organizational programs and services	The leadership team meets every Tuesday afternoon. The principal meets biweekly with representatives from the district's CTE and Sped department. There is a district CTE advisory committee which several members of the Hutchison staff are on. There are also Cluster advisory committees occurring, or being formed. Welding AC notes 11-21 Staff from their respective departments are involved with the curriculum review cycle and supplemental materials updates. This year Information Technology is up for review and Hutchison's IT teacher, Skyler Evans is serving on the committee. Math Committee meeting 11-21 Hutchison teacher, Tom Boyarsky, serves on the district's Teacher Advisory Committee\ and emails the staff his meeting updates.	
IM	The institution implements formative evaluations (e.g., action research, program evaluation) to improve and refine its programs, practices, and organizational conditions that impact student learning	Hutchison and the school district worked with facilitators from OnStrategy during the 2018-2019 school year to develop the 2019-2023 Hutchison Strategic Plan. Advisory committees related to each of the CTE clusters and as a whole provide input to operations which impact student learning. Welding Advisory Committee Notes 11-21	

RE (data)	Data from evaluations of programs and services are used to improve the quality and fidelity of the implementation of programs and services and inform decision making regarding the effectiveness of the programs and services in improving student learning and organizational effectiveness Evaluation processes include ongoing and systemic analysis and use of trend and comparison data related to student learning and organizational programs and services	Leadership team meeting notes Staff professional development days Hutchison Plan 21-22 Staff meetings PLC meeting notes Data Dashboard information Powerschool	
SU (data)	Longitudinal results of the evaluation of programs and services demonstrate ongoing implementation of evaluations of multiple programs and services and evidence of the use of that data for decisions regarding programs and services	Leadership team meeting notes Staff professional development days- Hutchison Plan 21-22 Staff meetings PLC meeting notes Data Dashboard information Powerschool	
EM	The institution demonstrates actions of embodying a data-driven culture for decisions regarding academic and organizational programs and services	PLC notes Staff meetings Advisory Committee meetings- Welding Advisory Committee Meeting Notes 11-21 Professional Development Days- Hutchison Plan 21-22	
3.1	The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.		
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	All staff participate in relevant and job-embedded professional learning to improve professional practice	The weekly Hutch Happenings newsletter has a PD Tidbit section. Sometimes staff submit the	

		information that is included whereas other times it's done by administration. Weekly PLC's occur on Monday's. Some are directed whereas others are staff choice. Hutch 21-22 PLC's At the beginning of the year the Hutch principal and CTE director developed a training plan for staff with the use of Perkins funds. When and where appropriate or requested staff are provided administrative professional development days to attend trainings. Weight Training teacher request Staff had a November 12th, 2021 full day of professional development with Paul Hernandez, author of *The Pedagogy of Real Talk* and will have two additional 90-minute follow up sessions. Guest presenters from the FNSBSD district have worked with staff throughout the year. Rachel Reilly- Data and Curriculum Chane Beam- SEL Lisa K- Special Education	
IM	Professional learning activities are planned and delivered based on data-driven needs assessments and data aggregated from supervision and evaluation processes to improve student learning and organizational effectiveness The institution's professional learning activities are monitored and adjusted to ensure staff have sufficient and quality opportunities to apply the intended learning	FNSBSD district- Rachel Reilly and Chane Beam worked with staff on using data based on MAPS scores. There is an ongoing PLC Hutch document. Staff record their weekly PLC's.	

RE (data)	Data are collected, analyzed, and used to assess the effectiveness of professional learning activities to improve professional practice, content and pedagogical knowledge, and organizational effectiveness	Staff weekly record the PLC they attended and answer the survey questions.	
SU (data)	Longitudinal results from the evaluation of professional learning activities indicate improvements to professional practice, content and pedagogical knowledge, and organizational effectiveness over time	The weekly PLC form completed by staff allows for administrations to review, assess, and determine additional needs.	
EM	Relevant and job-embedded professional learning is an expectation and a regular practice across the institution and is supported with time and fiscal resources	The weekly staff newsletter, Hutch Happenings, embeds PD tidbits. Staff often share out their professional expertise, learning, articles, etc. at staff meetings, in PLC's and by email. CTE funds annual pay for PD trainings and recertifications.	
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.		
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	All professional staff participate in structured and ongoing collaborative learning communities	Monday PLC's occur among staff both internally and externally with other teachers across the district.	

		There are 2 scheduled staff meetings per month. Often FNSBSD district presenters are invited to support the work; Rachel Relly, Chane Beam, Lisa. The high school principal's group PLC's weekly. There is a Leadership team which meets weekly.	
IM	Process to monitor the collaborative learning communities' engagement in activities to analyze and use data to improve student learning and provide training, resources, and time	Staff submit their PLC log notes every week. The leadership team sends to staff weekly meeting notes.	
RE (data)	Data are collected, analyzed, and used to monitor and assess the effectiveness of the collaborative learning structures to improve student learning and professional practice	PLC form completed by staff. Leadership team notes. PLC notes by secondary principals	
SU (data)	Longitudinal data and evidence show improvements in the effectiveness of collaborative learning communities and demonstrate improvements and growth in student learning and professional practice over time	MAPS scores State of Alaska- School Report Card Data Dashboard- School Climate and Connectedness survey results Powerschool Data	
EM	A culture of collaboration is established, promoted, and protected to improve learner performance and organizational effectiveness	Extensions hour 3 days per week to include: Training Tuesday, Workday Wednesday, and Think Big Thursday. There is a shared google drive for staff to submit tidbits, but usually they just send out an all staff email with their information.	

		All Staff email example- Ben Johnson Spirit Week	
3.3	The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.		
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	New staff and all other appropriate staff members participate and engage in structured and ongoing formal mentoring, induction, coaching and modeling programs, and opportunities	The FNSBSD and FEA provide new teacher onboarding training. Fairbanks Education Association has developed a mentoring program in the district. We have a few new teachers to Hutch who regularly work with their mentors. Lars-Kamryn; Sarah and Effie teacher. The principal is engaged in the Alaska School Leadership Academy and serves as a mentor to two principals in the state. Many of the training materials she receives are incorporated into her daily work in supporting staff. ASLA Email The Danielson Educator Evaluation tool support regular coaching.	
IM	Mentoring, induction, and instructional coaching activities are implemented and monitored to ensure quality and fidelity in achieving the purpose of the programs and	Fairbanks Education Association Early Career Mentoring program. New staff are provided additional contracted days for training and preparation.	

	activities in improving professional practice and student learning	Alaska School Leadership Academy mentor program- ASLA Email The FNSBSD Special Education coordinator visits bi-weekly to check in with the principal and two new special education teachers.	
RE (data)	Data are collected, analyzed, and used to examine the impact of the mentoring, induction, and coaching programs on improving student learning and professional practice	Principal Taylor's involvement with the ASLA mentoring program requires a google form. To be completed each time she meets with her mentees. FNSBSD district PD days have exit surveys for staff to complete. Hutchison administration and the leadership team meet weekly to discuss school issues, pd, events, etc. The leadership team brings forth the voice of the collective staff as to what is working, what is not, and gives input in direction we should head. Data Dashboard- School Climate and Connectedness Survey data.	
SU (data)	Longitudinal results demonstrate growth and improvements in student learning and professional practice based on the implementation of mentoring, induction, and coaching	MAPS data PD Surveys at the FNSBSD district level. PLC reporting form by staff Hutch Leadership team notes District Dashboard- School Climate and Connectedness Survey Data Danielson Teacher Evaluation data	
EM	Support and guidance from mentors, coaches, peers, and/or leaders about observations, lesson plans, instructional delivery, student learning, and organizational norms is an embedded practice of the institution's culture	FEA mentors have the flexibility to observe and provide feedback to early career teachers. Teachers at Hutch are encouraged to visit one another's classroom. Administration will either provide substitutes or step in and cover a classroom.	

3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.		
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	Leaders engage in ongoing processes to identify staffing needs and retain qualified staff	In December/January students complete a course registration request form as the initial process to determine what courses should be added to the master schedule and the number of sections based on staffing numbers. HHS 20-21 MASTER Scheduling Planner Staff are allowed to provide input on the courses they teach, knowing the final decision is focused on the overall needs of the students and school. Staffing sheets are provided from the FNSBSD HR department showing the building staff, certifications, etc., which support the planning process for the upcoming school year. Potential staff submit their applications in the FNSBSD system. Applicants are screened and names of individuals to be interviewed are provided to building administrators. Interview teams are convened to interview the applicant pool. Notes are added into the system, reference and background checks completed, and the recommendation for hire occurs.	

IM	Formal processes are implemented to identify personnel needs, including an assessment of talent, qualifications and sufficient numbers to ensure learners' needs are met Formal processes and actions are implemented and monitored to attract, recruit, and retain qualified personnel who meet the needs of the institution and the learners	Danielson Educator Evaluation tool in Frontline Known vacancies are posted through the FNSBSD website. Applicants are screened through HR and individuals meeting qualifications are pushed forward to administration for committee interviews, reference checks and hiring recommendations. Staffing sheets are provided to the school from FNSBSD	
RE (data)	Data are collected, analyzed, and used to evaluate the effectiveness of processes implemented to recruit and retain qualified staff	Danielson Educator Evaluation Powerschool teacher input form. Coaches input form.	
SU (data)	Longitudinal data and evidence indicate growth and improvements to the recruitment and retention of qualified staff based on the implementation of processes and strategies	Movement across the Danielson Framework showing teachers scores in each of the components and domains.	
EM	All staff commit and demonstrate actions related to building a culture that supports the recruitment and retention of qualified staff	Fairbanks Education Association mentor program New staff at Hutchison are always given a welcome package which includes, but is not limited to: the bell schedule, handbook, school swag, tour of the building, introductions, supervision assignments, master schedule, workplace readiness scores, etc. Usually a partner teacher in the building naturally embraces, supports, and checks in on the new staff member. If not, the administration intentionally invites a trusted teacher leader in the building to do so.	

		Both administrators spend the first 30 minutes of the school day walking the floor greeting and checking in on staff and students.	
3.5	The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.		
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	All staff are engaged in the integration and planning for the use of digital resources into teaching, learning, and/or operations	All staff have their Google classrooms structured as the online classroom for students. The district offers professional development specific to Google classroom and technology. Teachers do not hesitate to send out tips and tricks that may streamline processes.(Example of shared "How to Make a copy of assignments" by teacher Sarah Carstensen.)	
IM	Processes are implemented to ensure the use of digital resources are integrated into the teaching, learning and operations Processes are implemented to provide sufficient human, material, and fiscal support for the integration of digital resources into teaching, learning and operations Job-embedded training and support is implemented for all staff to use appropriate digital resources that are aligned to their role in the organization with training monitored and adjusted as needed	During some staff meetings we offer "Tech Tips with Ben" who will share streamlined processes to accomplish tasks, whether it be in Powerschool, Google Classroom, Chrome Apps, etc. District professional development days have opportunities for staff to further their technology expertise. The Depot Website Collaborations between the teachers and school librarian- students have been introduced to online	

		resources and have been supported in research and writing. Recently the school librarian collaborated with the Fairbanks public library system to provide students with more access to the library world.	
RE (data)	Data are collected, analyzed, and used to evaluate the use of digital resources for improving organizational effectiveness and student learning eProve™ (eleot®) (G1, G2, G3)	Google classroom has features that provide information to teachers regarding student performance such as time spent on tests, analytics of tests scores, and when submissions occurred.	
SU (data)	Longitudinal data and evidence demonstrate the effective processes for operational practices and digital resources and results of the use of digital resources to improve teaching, learning, and/or operations	The use of the google suite has streamlined the ability for teachers and students to work collaboratively by having real time access to materials.	
EM	All staff commit to and demonstrate actions to integrate digital resources throughout the institution to improve student learning and organizational effectiveness	All teachers have set up google classrooms and during the 20-21 year were forced to conduct school remotely. Teacher Google Classroom Codes	
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.		
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	All students and staff access the institution's information resources and materials that support their needs, interests, and the teaching and learning programs	The FNSBSD website has curriculum guides posted.	

		The Alaska State standards are used as a guiding document. website The Fairbanks Education Association offers monthly trainings.	
IM	Implementation of processes to ensure the acquisition of resources and materials align to the curricular and instructional programs and support the needs of staff and students	Curriculum committees are formed when reviewing or developing new materials. Materials are available to staff and families at the central office and feedback is solicited. Math example DESTINY is the software program used to track textbooks, library books, and chromebooks checked out. The FNSBSD Teaching & Learning department takes the main focus on supporting curricular programs and needs for the district. Hutchison receives $40,000 per year for the daily management of career cluster programmatic needs. Administration and teachers work with the CTE director, Joni Simpson on identifying big ticket items, needs, and professional development needs for staff. IN-TOUCH- is the software program used to track fees and fines.	
RE (data)	Data are collected, analyzed, and used to determine the effectiveness and quality use of the resources and materials provided to support institutional programs and guide decision- making regarding resources	MAPS assessment data Unit tests CTE Technical Skills Assessment Results	

SU (data)	Longitudinal data and evidence demonstrate the ongoing quality and effectiveness of the use of resources and materials to support instruction and student and staff needs and interests	Data Dashboard School Climate and Connectedness Survey Data CTE Technical Skills Assessment Results	
EM	A commitment to access and use quality resources and materials throughout the institution to support the curriculum, programs, and student and staff needs and interests	There is a rotating annual curriculum review process which involves multiple stakeholders.	
3.7	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.		
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	Leadership and representatives of other key stakeholder groups are engaged in the process of planning for strategic resource management	Teacher Advisory Committee Leadership Team at Hutchison Advisory Committees for clusters Welding Advisory Committee Meeting Notes 11-21 Departments are provided an allocation of budgeted funds for the year and must work together on identifying needs, priorities, and expenditures of the funds. Hutch 21-22 Activities Budget	

IM	Formal planning processes are developed for long-range resource management, including financial projections, enrollment projections and/or demographic shifts, and facility planning (including maintenance and upgrades to existing facilities) Processes to monitor the implementation of the long-range plans and revisions to long-range plans based on internal data or changes in external factors such as funding or demographics	CTE Re-Envison process used to develop the 2019-2023 Strategic plan for Hutchison and the 2019-2023 Strategic CTE plan for the FNSBSD. FNSBSD Strategic Plan The Fairbanks Maintenance department, with input from schools, manages daily work orders, summer requests, and long term goals. Staffing, budget, and enrollment projects come from the FNSBSD and serve as the guiding steps to school based operations. The FNSBSD has established committees to focus on short and long range work. Policy Committee Budget committee Teacher advisory committee Curriculum Committee Task Force for building closures At the building level there are many sub groups formed to work on short and long range planning, with the most significant one being the leadership team. Student Support Team, Administrative Team (admin, secretaries, activities)	
RE (data)	Data are collected, analyzed, and used to evaluate the implementation of the long-range plans in achieving desired results and contributing to the effective stewardship and equitable distribution of institution resources	Data Dashboard- School Climate and Connectedness Surveys District wide surveys Recent student and staff Extensions survey to determine if Extensions should remain at the end of the day or the beginning of the day. Results Screenshot	

		The Executive Director of Student Support Services has placed a large emphasis on long range planning, equitability, and supporting all schools.	
SU (data)	Longitudinal data and evidence demonstrate the impact of implementation of long-range planning to effectively manage resources	Data Dashboard School Climate and Connectedness Survey Review of site budget data, expenditures, staffing, course requests, enrollment, lottery numbers, etc. over the years. HHS 20-21 MASTER Scheduling Planner	
EM	Leadership and the governing authority demonstrate their support for and belief in the institution's purpose and long-range plans by committing to effectively manage and use its resources	Support in grant requests. Hutchison is currently working with CTE Director, Joni Simpson on the submission of a Project Lead the Way Grant.	
3.8	The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.		
i3	Key Concept (What are we looking for?)	Information (How do we know? What are our practices and procedures? What documentation do we have? Who can speak to this statement?)	Rating
EN	All staff have the opportunity to provide input into the identification of necessary resources that align with the institution's goals and priorities	Budgets are provided to departments within the school. Each department is given the opportunity to work together to determine needs and priorities. The activities coordinators, administrator, and admin secretary develop the baseline budget for	

		school activities and work with each coach/sponsor to develop their budget and fee structure for the season.	
IM	Processes are executed with quality and fidelity to ensure human, material, and fiscal resources are aligned, allocated, and used based on identified needs and key priorities	Staff have time to collaborate during PLC, PD days or staff meetings. Leadership team notes	
RE (data)	Data are collected, analyzed, and used to assess the impact of the use of resources in meeting the identified goals and key priorities of the continuous improvement plan to determine return on investment	Review of budget expenditures by departments (activities, CTE, SPED, grants, clubs, etc.)	
SU (data)	Longitudinal data and evidence demonstrate the impact of the use of resources on the achievement of the identified goals and key priorities of the continuous improvement plan	Historical spending is recorded in Munis and in shared google sheets within the school between administration, activities, and admin secretaries.	
EM	Resource allocations are consistently aligned to the identified goals and key priorities of the institution and their use is strongly protected	The administrative secretary is the gatekeeper of expenditures as staff have to turn in their receipts to her and she enters the information into the system. If there are any questionable expenditures she brings it to the attention of the administration who works with it and the staff member or department from there.	