Manokotak Nunaniq School
PO Box 130
Manokotak, Alaska 99628
Phone (907) 289-2050

School Success Plan

School Name: Manokotak Nunaniq School

City/Village: Manokotak

Principal: Lacy Davis

District: Southwest Region School District

District Liaison: Jon Clouse

ESSA Designation: ATSI - Economically Disadvantaged

TSI Subgroup(s) (if applicable): N/A

Plan Year: 2024-2027

Phone Number: 907 289 2050

Contact Information: ldavis@swrsd.org

Superintendent: Audra Finkenbinder

Email: jclouse@swrsd.org

Revision Date: February 2, 2025

School Mission: The Southwest Region School District is committed to all students receiving an education that respects human dignity and diversity, that validates the history and culture or all ethnic groups, that is based on high expectations for academic success for every student, and that encourages students' and parents' active participation in the learning process.

School Plan

School plans are built from the 4 Big Conclusions surmised through the program, profile, and practice reviews. This is a 3-year plan based on data collected through the reviews and created in collaboration with school and community members (SCLT).

Goals & Strategies

Goal #1: Manokotak Nunaniq students will develop the skills and habits in reading that are aligned with the science of reading (SOR) research.

Measures:

Indicator(s)	Data Source	Baseline	Target Yr 1 2024-25	Target Yr 2 2025-26	Target Yr 3 2026-27
1. The percentage of students who meet grade level proficiency in reading has increased	Dibels Benchmark for Grades K-5	31.2 % of K-5 student were at or above benchmark at the end of the 2023-24 school year	36% of K-5 students will be at or above benchmark on the EOY assessment in the 2023-24 school year	41% of K-5 students will be at or above benchmark on the EOY assessment in the 2025-26 school year	46% of K-5 students will be at or above benchmark on the EOY assessment in the 2026-27 school year
	MAP Reading Data Fall & Spring for Grades K-12	44% of K-12 students met their expected growth goals from fall to spring in the 2023-24 school year	50% of students will meet their growth goal from fall to spring in the 2024-25 school year	55% of students will meet their growth goal from fall to spring in the 2025-26 school year	60% of students will meet their growth goal from fall to spring in the 2026-27 school year

Strategy #1: If we implement a SOR approach with evidence-based instructional practices and systematic progress monitoring, then staff will design and deliver instructional activities that support reading development, and students will meet their growth targets in reading.

Measures:

Indicator(s)	Data Source	Baseline	Target Yr 1 2024-25	Target Yr 2 2025-26	Target Yr 3 2026-27
1. Teachers and staff will create and implement, with a high degree of fidelity, a structured SOR program (as outlined in Alaska's Strategic Reading Plan); integrate evidence-based instructional practices that adequately address state standards; and collect progress monitoring data on all students. (Sc-3B.2)	DIBELS Progress Monitoring for grades K-5	Dibels was not implemented in 2023-24 consistently so baseline is 0%	100% of students will be progress monitored monthly	100% of students will be progress monitored monthly	100% of students will be progress monitored monthly
	Principal/Leadership Team Walkthroughs for grades K-5	This data was not being recorded in 2023-24 so there is no established baseline	Create a walkthrough tool and rubric	60% of completed walkthroughs indicate use evidence-based instructional practices.	80% of completed walkthroughs indicate use evidence-based instructional practices.
	Staff self-reflection language grades K-5	This practice did not happen in 2023-24 so there is no established baseline	Create a self-reflection tool	60% of staff implementing all components of UFLI by the end of the year	80% of staff implementing all components of UFLI by the end of the year

Year 1 (2024-24) Milestones and Actions

Milestone 1: Teachers are using progress monitoring data to impact student outcomes.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Teachers ensure and support the identified paraprofessional will complete progress monitoring	All student will be monitored monthly	September through May	DIBELS Training DIBELS progress monitoring tools	K-5 Teaching staff	Principal and paraprofessionals
2. Teachers use data to create intervention groups	All students receive appropriate intervention	January through May	Amplify Intervention Kit	K-5 Teaching staff	Paraprofessionals and K-5 teachers

Milestone 2: Teachers will implement reading instructional strategies based on the Science of Reading.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Develop a rubric for a walkthrough	Finalized Rubric is in Place	End of May	Rubric template	Principal	K-12 teachers
2. Develop a staff self-reflection tool to evaluate their implementation of UFLI and the impact on students	Finalized Self Reflection Tool	End of May	Rubric template	Principal	K-5 teachers

Year 2 (2025-26) Milestones and Actions

Milestone 1: Teachers are using progress monitoring data to impact student outcomes.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Teachers ensure and support the identified paraprofessional will complete progress monitoring	All student will be monitored monthly	September through May	DIBELS Training DIBELS progress monitoring tools	K-5 Teaching staff	Principal and paraprofessionals
2. Teachers use data to periodically revise intervention groups	All students receive appropriate intervention	September through May	Amplify Intervention Kit	K-5 Teaching staff	Paraprofessionals and K-5 teachers

Milestone 2: Teachers will implement reading instructional strategies based on the Science of Reading.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Staff reflections on their implementation of UFLI and the impact on students	Training agenda, sign-in, post training assessment	Quarterly reflections	School Improvement or Title IA	Instruction Department Principal	Instruction Department Principal Instructional Staff
2. Implement walkthroughs on a regular basis and track data		Monthly	Excel spreadsheet	Principal	

Year 3 (2026-27) Milestones and Actions

Milestone 1: Teachers are using progress monitoring data to impact student outcomes.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Teachers ensure and support the identified paraprofessional will complete progress monitoring	All student will be monitored monthly	September through May	DIBELS Training DIBELS progress monitoring tools	K-5 Teaching staff	Principal and paraprofessionals
2. Teachers use data to periodically revise intervention groups	All students receive appropriate intervention	September through May	Amplify Intervention Kit	K-5 Teaching staff	Paraprofessionals and K-5 teachers

Milestone 2: Teachers will implement reading instructional strategies based on the Science of Reading.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
3. Staff reflections on their implementation of UFLI and the impact on students	Training agenda, sign-in, post training assessment	Quarterly reflections	School Improvement or Title IA	Instruction Department Principal	Instruction Department Principal Instructional Staff
4. Implement walkthroughs on a regular basis and track data		Monthly	Excel spreadsheet	Principal	

Goals & Strategies

Goal #2: All students will attend school each day, with the exception of excused absences, and the community will support this effort so that students are able to engage in learning throughout the school year.
Measures:

Indicator(s)	Data Source	Baseline	Target Yr 1 2024-25	Target Yr 2 2025-26	Target Yr 3 2026-27
1. The schoolwide attendance rate for all students has increased.	PowerSchool attendance	Schoolwide attendance for the 2023-24 was 86%	86% attendance school wide	88% attendance school wide	90% attendance school wide

Strategy #1: If we increase community engagement in school-related activities then families will work with the school to increase student attendance and students will meet their academic goals. (Sc-4A.5)
Measures:

Indicator(s)	Data Source	Baseline	Target Yr 1 2024-25	Target Yr 2 2025-26	Target Yr 3 2026-27
1. Communicate with parents regarding student attendance/absences on a regular basis.	Attendance Records from PowerSchool	This practice did not happen in 2023-24 so there is no established baseline	Developing a consistent method to track absences on a weekly basis	Consistent collection and review of data	Develop a communication plan
2. Students will self monitor attendance and be recognized for meeting attendance goals.	Attendance Records from PowerSchool	This practice did not happen in 2023-24 so there is no established baseline	Developing a grade appropriate self-monitoring system	Implement the self-monitoring system	Revisit and refine self-monitoring system

Year 1 (2024-25) Milestones and Actions

Milestone 1: Developing a consistent method to track absences on a weekly basis and create grade appropriate self monitoring system

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Review current methods to track absences	Know current methods of tracking Determine what changes need to be made to collected the data needed	By the end of March	PowerSchool/ Schoolnet	Secretary and Principal via automated report	School Success Team
2. Refine and finalize absence tracking system	Automatic weekly PowerSchool report	By May	School Improvement	District Liaison & Principal	School Success Team
3. Develop a grade appropriate self monitoring system	Students set goals and track own attendance (with guidance from teachers)	By May	Models/practices from other schools (Brevig Mission), etc.	School Success Team	Students

Year 2 (2025-26) Milestones and Actions

Milestone 1: Consistent collection and review of data

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Provide training for all staff about attendance policies and practices	Staff will know and implement attendance policies and practices	August - introductory staff PD	District attendance policy	Principal	School Success Team
2. Provide training for all staff regarding grade appropriate self-monitoring systems	Staff will know and implement grade appropriate self-monitoring systems	August - introductory staff PD	Student self monitoring system	Principal	School Success Team
3. Provide training for all staff on how and when to take attendance	Taking attendance consistently	August - introductory staff PD	PowerSchool & How-To Manual (from Ryan)	Principal	School Success Team

Year 3 (2026-27) Milestones and Actions

Milestone 1: Develop a communication plan for stakeholders and review grade appropriate self-monitoring system

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Create and implement a communication plan for stakeholders	A written communication plan	By the end of October	Title IA/School Improvement	School Success Team	Secretary
2. Revise grade appropriate self-monitoring system as needed	Improved self-monitoring system	By the end of November	Data from previous year	School Success Team	Teachers/Paras

Reporting

Year 1 (2024-25) Progress Reporting (To be completed at end of school year)

Goal 1:

Indicator 1:   Actual Results: Comments:

Indicator 1:   Actual Results: Comments:

Indicator 1:   Actual Results: Comments:

Strategy 1:

Indicator 1:   Actual Results: Comments:

Indicator 1:   Actual Results: Comments:

Indicator 1:   Actual Results: Comments:

Milestones and Actions

% Milestones Completed: % Actions Completed:

Causes and Adjustments for Year 2:

Goal 2: All students will attend school each day, with the exception of excused absences, and the community will support this effort so that students are able to engage in learning throughout the school year.

Indicator 1:   Actual Results: Comments:

Strategy 1:

Indicator 1:   Actual Results: Comments:

Indicator 1:   Actual Results: Comments:

Milestones and Actions

% Milestones Completed: % Actions Completed:

Causes and Adjustments for Year 2:

Year 2 (2025-26)Progress Reporting (To be completed at end of school year)

Goal 1:

Indicator: # mClass   Actual Results: text   Comments: text

Indicator: # Core   Actual Results: text   Comments: Click or tap here to enter text.

Curriculum Summative

Assessments

Strategy 1:

Indicator: # mClass   Actual Results: text   Comments: text

Indicator: # Literacy   Actual Results: text   Comments: Click or tap here to enter text.

curriculum formative and

summative assessments

Milestones and Actions

% Milestones Completed: text   % Actions Completed: text

Causes and Adjustments for Year 3: text

Goal 2:

Indicator: Actual Results: text   Comments: Click or tap here to enter text.

Strategy 1:

Indicator: Actual Results: text   Comments: Click or tap here to enter text.

Indicator: Actual Results: text   Comments: Click or tap here to enter text.

Milestones and Actions

% Milestones Completed: text   % Actions Completed: text

Causes and Adjustments for Year 3: Click or tap here to enter text.

Year 3 (2026-27) Progress Reporting (To be completed at end of school year)

Goal 1:

Indicator: Actual Results: text   Comments: text

Indicator: Actual Results: text   Comments: Click or tap here to enter text.

Strategy 1:

Indicator: Actual Results: text   Comments: text

Indicator: Actual Results: text   Comments: Click or tap here to enter text.

Milestones and Actions

% Milestones Completed: text   % Actions Completed: text

Causes and Adjustments for Year 4: text

Goal 2:

Indicator: Actual Results: text   Comments: Click or tap here to enter text.

Strategy 1:

Indicator: Actual Results: text   Comments: Click or tap here to enter text.

Indicator: s   Actual Results: text   Comments: Click or tap here to enter text.

Milestones and Actions

% Milestones Completed: text   % Actions Completed: text

Causes and Adjustments for Year 4: Click or tap here to enter text.

Assurances

By my signature below, I assure that

- the district has reviewed and approved the school's improvement plan as submitted through GMS,

- that it meets all requirements based on its Alaska System for School Success score and, if applicable, its designation as a Comprehensive or Targeted Support and Improvement School.

- that the district will continue to support the school in the full implementation of the plan as presented, and

- the District Liaison for school improvement or school principal will contact the DEED School Improvement Specialist for discussion and approval of any significant changes to the plan during the school year.

- The district will ensure federal funds are spent in compliance with the _Uniform Grant Guidance._

Superintendent's Signature: _Avcha T_ **Date:** 2/13/2025

By my signature below, I assure that I will support the full implementation of the school improvement plan as submitted through GMS by

- holding regular School and Community Leadership Team planning meetings,

- monitoring the implementation of the actions and tasks according to the timeline, and

- communicating with the DEED School Improvement Specialist about the plan's implementation and any anticipated changes to the plan.

Principal's Signature: _(signature)_ **Date:** 2/5/25

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Alaska Department of Education & Early Development

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