

Comprehensive Progress Report

Mission: Manokotak Nunaniq Staff will strive to create a safe, positive, culturally-rich environment focused on success and life-long learning.

Vision:

Goals:

All students will show expected growth on MAPs reading and math each year. Students who are behind grade level will show at least a year and a half growth on MAPs reading and math.

95% of 12th graders will take WorkKeys and earn a score that qualifies for points on the College and Career Readiness indicator.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Curriculum				
Effective Practice:		Domain 1.0- There is evidence that the curriculum is aligned, implemented, reviewed, and used in conjunction with the Alaska Content Standards.				
	KEY	1.01	School staff implements the district approved, research-based curricula that are aligned with Alaska Content Standards.(323) (KEY,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:		4/28/2020 - The adopted curriculum is vetted by the instruction department at the district office. The instruction department ensures the curriculum is aligned to the state standards.		Full Implementation 04/28/2020		

Core Function:		Assessment				
Effective Practice:		Domain 2.0- There is evidence that assessment of student learning is frequent, systematic, and aligned with Alaska Content Standards.				
	KEY	2.03	School staff use universal screening assessments and routinely administer them multiple times a year in at least literacy and math. (331)(KEY)	Implementation Status	Assigned To	Target Date

Initial Assessment:	4/28/2020 - The district has selected the MAP assessment as the universal screener to be implemented. We complete the MAP assessment three times each year (fall, winter, and spring).	Full Implementation 04/28/2020		
----------------------------	--	-----------------------------------	--	--

Core Function:	Instruction
Effective Practice:	Domain 3.0- There is evidence that research based, effective, and varied instructional strategies are used in all classrooms to meet the needs of each student.

	KEY	3.02	School staff implement a coherent, documented plan throughout the school to ensure that all students receive core instruction and all low-performing students receive additional support to help them meet or exceed the state content standards.(335)(KEY,SWP)	Implementation Status	Assigned To	Target Date
--	-----	------	---	-----------------------	-------------	-------------

<p>Initial Assessment:</p>	<p>4/29/2020 - Currently, the responsibility working with low-performing teachers and to differentiate instructions for students based on student needs falls to the teacher. Migrant education intervention for Migrant Ed (not consolidated with Title IA) has been successful. It would be beneficial to continue this program.</p> <p>9/5/15 Currently there is after school tutoring available to students who are low-performing. However, not all students take advantage of the opportunity. Some K-6 classes have an intervention time built into their schedule, but not all. Some students on IEP's are pulled out during the day for interventions. 11/7/16: After school tutoring is available for low-performing students in grades 7-12. RTI meetings are held with parents of students who are struggling. Tutoring is often a part of the RTI plan. K-6 students are provided interventions in reading and math 2 or 3 times per week. 1/13/17: Teacher's use test data, classroom work data, observation, etc. to identify students who are struggling. Interventions are tried in the classroom and documented. If these fail, an RTI meeting is scheduled with the team (teacher, Sped staff, Administration, parent and student). Area's of concern are identified from the data presented, goals are set, a plan to progress monitor is implemented. RTI team reviews progress every 6 weeks or so.</p>	<p>Limited Development 09/09/2014</p>		
	<p>Priority Score: 2 Opportunity Score: 3</p>	<p>Index Score: 6</p>		
<p>How it will look when fully met:</p>	<p>All students who are low-performing will attending targeted after school tutoring. Data will be used to guide the instruction and practice that occurs during tutoring. This will be evident by tutoring attendance logs and low-performing students showing improvement. 11/7/16: RTI meetings are held and plans developed for struggling students. The plan typically includes after school tutoring for students in grades 7-12. Interventions are scheduled for all students in grades K-6 who are working below grade level.</p>	<p>Objective Met 04/29/20</p>	<p>Dustin Wright</p>	<p>04/27/2017</p>
<p>Actions</p>				
	<p>9/12/14 Review student SBA scores and class grades to identify students who are low-performing. Contact parents to arrange tutoring schedule. Target instruction during tutoring time to address each students specific need.</p>	<p>Complete 10/26/2015</p>	<p>Jason Todd</p>	<p>09/15/2015</p>

Notes: 4/16/15 Staff reviewed SBA and MAP scores throughout the year. Parent meetings were held for those students who continually struggle and fail classes. Tutoring was scheduled twice per week to provide added support for these students.

4/16/15 4/16/15 Review AMP and MAP data and class grades to identify students who are low performing. Schedule RTI meetings as needed and arrange for students to attend after school tutoring. Target instruction during tutoring to address each student's specific need.

5/3/16 Continue reviewing data to identify students who are low performing. RTI meetings are scheduled to analyze the student's need, set goals and create an action plan. Interventions and tutoring are part of the RTI plans.

4/12/17: There has been good success with the RTI process this school year. 6 students who had plans developed for them have been exited and are now on track with their peers. Those still on plans are continually monitored and plans adjusted. School staff continue to meet to review data and collaborate with parents to develop plans as needed for struggling students as needed.

Complete 09/17/2018

Katrina Campbell

04/27/2018

Notes:

Implementation:

04/29/2020

Evidence

4/29/2020 - this is an outdated plan and it has been marked complete so it can be archived and re-evaluated.

Experience

4/29/2020 - this is an outdated plan and it has been marked complete so it can be archived and re-evaluated.

Sustainability

4/29/2020 - this is an outdated plan and it has been marked complete so it can be archived and re-evaluated.

KEY 3.03

School staff use research-based instructional practices, programs and materials.(337)(KEY,SWP)

Implementation Status

Assigned To

Target Date

Initial Assessment:

4/29/2020 - the district's instruction department ensures that the adopted curricula is based on research-based effective instruction. Staff at the school use instructional strategies based on the curricula. The instructional strategies that are used include cooperative learning strategies, whole group instruction, small group instruction, one-on-one instruction, positive reinforcement, project-based and technology centered instruction, etc.

Full Implementation
04/29/2020

	KEY	3.04	School staff consistently, and regularly measure the effectiveness of instruction using data from a variety of formative assessments.(340) (KEY)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			4/28/2020 - Staff use a variety of formative assessment strategies to measure the effectiveness of their instruction: homework, quizzes, exit tickets, questioning are some examples.	Full Implementation 04/29/2020		

Core Function: Supportive Learning Environment

Effective Practice: Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.

	KEY	4.03	School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.(344)(KEY,SWP)	Implementation Status	Assigned To	Target Date
--	-----	------	--	-----------------------	-------------	-------------

Initial Assessment:

5/1/2020 - Foundations (the schoolwide version of CHAMPS) and a foundation team was created to develop schoolwide behavior expectations. The foundations team started posting expectations around the school and that showed immediate results. Communication within staff on behavior expectations is an area of improvement. Surveys resulted in a need for consistent consequences for behavior infractions. Consistency can be established through the student handbook and communicated to all stakeholders.

2/24/18 - Teachers teach their students school wide expectations. Students are expected to meet these expectations to succeed within the school setting.

At this time, the school is developing and in the progress of implementing a school wide PBIS plan that addresses the needs of all stakeholders. At the elementary level, the students earn tickets for positive behavior and following school expectations. The goal is to fill a bucket with a pre-determined amount of tickets. After the bucket is full, the students have the option to participate in a lock-in. Each week, two names are drawn to keep the momentum of the activity engaging. The first student drawn gets to pick a staff member to have lunch with. The second tickets drawn gets to pick a friend and enjoy 15 minutes of free time Friday afternoon.

Limited Development
02/24/2018

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	After this objective is fully met, the team will be able to look at behavior referrals and determine if behavior has declined. The team can also survey and or ask teachers how they feel the PBSS plan is working within their educational setting and what they feel needs to be changed to ensure that the objective is fully met and students are successful at all levels. The team will move forward to include the high school in the PBSS plan. At this time, the high school is currently using behavior plans that are individually implemented within each classroom setting.		Objective Met 04/29/20	Stephanie Clark	05/16/2021
Actions					
	2/24/18	Create and share classroom expectation and guidelines to share with staff and students.	Complete 09/21/2018	LeEsia O'Sullivan	05/16/2018
	<i>Notes:</i>				
Implementation:			04/29/2020		
Evidence	4/29/2020 - this indicator is out of date and is being marked as completed so it can be archived.				
Experience	4/29/2020 - this indicator is out of date and is being marked as completed so it can be archived.				
Sustainability	4/29/2020 - this indicator is out of date and is being marked as completed so it can be archived.				

	KEY	4.05	School staff provide extended learning opportunities, and students in need of additional support regularly participate.(346)(KEY,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>4/29/2020 - A program for after school tutoring has been created and a plan to transport students from the lower village to the school has been developed with Manokotak Natives Limited. The after school tutoring program is open to all students but targets students that need additional, specific skill reinforcement.</p> <p>After school tutoring is provided. However, not all students who need extra support attend. 2.4.15 RTI meetings with parents of struggling students are scheduled. Tutoring is required for students on an RTI plan when appropriate. 1/7/16: RTI meetings continue, tutoring is required for some students, pull out reading intervention is provided for elementary students reading below grade level. 1/13/17: The RTI process is in place and working well this year. Tutoring is in place for secondary students and is often required as part of the RTI plan. Elementary students receive reading and math intervention as part of the regular school day via pull out.</p>	Limited Development 09/09/2014		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			All students who need extra support will attend after school tutoring. Data will be used to determine the area of need for each student and specific lessons developed to meet those needs during tutoring time. Evidence will be provided by the tutoring attendance logs.	Objective Met 04/29/20	Gamechuk Grace	05/12/2021
Actions			9/12/14 Tutors meet with classroom teachers to determine students who are would benefit from extended learning opportunities and develop a plan to meet the students needs.	Complete 03/22/2016	Deb Forkner	05/20/2016
<i>Notes:</i> Tutors and classroom teachers meet regularly throughout the year to plan for interventions during tutoring time.			2/4/15 RTI teams require tutoring for struggling students and include it in the RTI plan developed with parents.	Complete 03/22/2016	Deb Forkner	05/20/2016
<i>Notes:</i> RTI team meetings are scheduled throughout the year for struggling students. Team consists of parents, teacher, Sped. teachers, Principal, Asst. Principal and student when appropriate. RTI plans are developed, goals set and monitored. Progress monitoring meetings occur on a regular bases.						

4/12/17	4/12/17: Continue monthly staff collaboration to review data and student progress. Schedule RTI meetings for struggling students, develop plans for improvement, progress monitor and adjust plans as needed. Encourage after school tutoring and summer school attendance for struggling students.	Complete 06/04/2021	LeEsia O'Sullivan	04/27/2018	
<i>Notes:</i>					
Implementation:		04/29/2020			
Evidence	3/22/2016 RTI team files, meeting notes, calendars				
Experience	3/22/2016 This object helped us to be sure we focused and made plans for our struggling students.				
Sustainability	3/22/2016 The RTI team will continue to monitor the progress of students who currently have plans. The team will continue to meet when staff have a concern about a student.				
KEY	4.06	School and classroom environments reflect respect for all students and cultures, and they reflect an understanding of the cultural values of the students and community.(347)(KEY,SWP)	Implementation Status	Assigned To	Target Date
Initial Assessment:		4/29/2020 - There has been a large effort to include cultural activities year round and not as once a year events. There are currently Yup'ik instruction occurring in in grades K-5. There are middle school and high school classes 5 days a week with a dedicated Yup'ik Teacher. Traditional Yup 'ik activities are included in exploration week session.	Full Implementation 04/29/2020		

KEY	4.07	School staff communicate effectively with parents about learning expectations, student progress, and reinforcing learning at home; staff implement effective strategies to increase parent engagement. (348)(KEY)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		5/1/2020 - Syllabi are sent home outlining learning expectations. Current practice is that parents are contacted during P/T conferences. Parents have access to PowerSchool to monitor student progress. Parent communication is left up to individual teachers to develop a plan for contact.	Limited Development 04/29/2020		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					
KEY	4.08	School priorities, goals, plans, and events are collaboratively developed by school staff members, parents, students, and community members, and these plans are communicated to all stakeholders by school staff.(349)(KEY,SWP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		4/29/2020 - Manokotak School has provided a culture of value and respect for all stakeholders. This includes staff, students, parents, and community members. This is a priority of the school and it is reflected in our discipline referrals and SMART matrix.	Full Implementation 04/29/2020		
Core Function:		Professional Development			
Effective Practice:		Domain 5.0- There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.			

	KEY	5.01	School staff use multiple sources of student assessment data as a primary factor in determining professional development priorities. (350)(KEY,SWP)	Implementation Status	Assigned To	Target Date
--	-----	------	--	-----------------------	-------------	-------------

Initial Assessment:	<p>4/9/2020- There is time for professional development on every other Monday. Most professional development is provided by site leaders or the curriculum specialist based at the district office. A system needs to be developed that will allow professional development to be customized to staff and students needs based on performance data and observations or centered around a school-wide objective.</p> <p>Current staff development centers around changes in standards, assessments and evaluations. 3/22/16: Most staff develop is dictated by district office priorities around curriculum development. On site staff development has focused on the Marzano Framework for instruction; particularly around student engagement. The belief is increased student engagement will result in an increase in student achievement. 5/3/16 - Staff development continues to be primarily dictated by district office priorities. However, a task will be added to focus more of the on-site staff development to need according to the data. 4/12/17- The early release on Monday's for staff development has greatly helped to allow time for more "local" staff development based on need. The staff sets a priority to focus on for the year (student engagement) then staff development time is used to focus on that priority.</p> <p>4/9/2018- Early release Mondays continue to support staff development that is needed at both site levels and at district-level. The time allotted for professional development is used to ensure that teachers and students are focused on standards, safety, and student engagement. Most professional development is provided by site leaders or the curriculum specialist based at the district office.</p>	Limited Development 09/09/2014		
	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	When this objective is being met, staff development will be determined based student performance data. Time will be allotted to evaluate the data and to plan staff development according to needs for student improvement (i.e.: reading scores are low, staff development to focus on teaching reading in the content area, etc.).	Objective Met 04/29/20	Dustin Wright	05/19/2019
Actions				
9/12/14	Analyze data to determine the area of need for professional development.	Complete 09/23/2015	Deb Forkner	11/20/2015

Notes: Data shows that we need to train/re-train all teachers who teach reading on the protocols for Reading Mastery.

11/17/15: All K-6 teachers and Para-pros were trained in Reading Mastery instruction in September. This included a on site, in the classroom training with staff.

5/3/16 5/3/16 Analyze data to determine student's greatest areas of weakness. Use on-site staff development time to provide training for teachers in areas of greatest student need.

4/12/17: Continue with this task to focus on student's greatest areas of weakness.

4/09/18: Continue with this task to focus on student's greatest areas of weakness.

Complete 09/01/2019

Dustin Wright

05/18/2019

Notes:

Implementation:

04/29/2020

Evidence

4/29/2020

11/17/2015

All K-6 teachers and Para-pros were trained by a certified Reading Mastery trainer in September, 2015. There was also on-site, in the classroom training and support provided by the certified trainer.

Experience

4/29/2020

11/17/2015

This objective took district support to provide funding for the trainer and time for the training to occur.

Sustainability

4/29/2020

11/17/2015

New teachers and para's will need to have the same training.

KEY

5.03

School staff embed professional development into daily routines and practices.(353)(KEY)

Implementation Status

Assigned To

Target Date

<p>Initial Assessment:</p>	<p>5/1/2020 - Current embedded PD is from the district office through the instruction department.</p> <p>During the 2013-14 school year, 7 staff members participated in a webinar to learn explicit instruction strategies for teaching reading. Also, 5 staff members participated in a book study, reading and discussing Explicit Instruction by Anita Archer. The school district provided on going professional development throughout the year around curriculum development for high school teachers. 3/22/16: 6 staff members participated in a webinar class called, RTI in Rural Schools. On site staff development has focused on increasing student engagement and monitoring student progress. District in-service has continued to focus on curriculum development. Elementary teachers and Para Pro's all received training in Reading Mastery and an on-site visit for support from the trainer occurred in October. 5/3/16 - The focus of on-site staff development and teacher feedback from administration continues to be based on the Marzano framework. New hires for the 2016-17 school year have already received a copy of "The Art and Science of Teaching". 4/12/17 - Staff development for this year focused on student engagement and improving implementation of the Marzano framework of teaching.</p> <p>4/10/2018- During the 2017-2018 school year, staff development has been provided to the staff during the Monday early release schedule. Staff has been focused on the Marzano Framework working on different elements to ensure they have effective teaching strategies applied within the classroom. The teachers have also focused on student self assessments using a variety of methods.</p>	<p>Limited Development 05/07/2014</p>		
	<p>Priority Score: 2 Opportunity Score: 2</p>	<p>Index Score: 4</p>		
<p>How it will look when fully met:</p>	<p>Staff development will be targeted according to student data and staff needs. Support will be provide within the classroom to implement best practices and support teachers.</p>	<p>Objective Met 04/29/20</p>	<p>Dustin Wright</p>	<p>09/19/2017</p>
<p>Actions</p>	<p>9/12/14 Train teachers on the indicators of Marzano's domains using The Art and Science of Teaching.</p>	<p>Complete 09/11/2015</p>	<p>Deb Forkner</p>	<p>05/15/2015</p>

<i>Notes:</i> Teachers received training before school began during staff meetings.				
9/14/15	9/14/15: Reading Mastery trainer will visit site to model lessons in classrooms and then observe teachers and provide feedback and support.	Complete 09/23/2015	Deb Forkner	12/18/2015
<i>Notes:</i>				
9/14/15	9/14/15 Administration will do frequent classroom walk throughs and observations to provide feedback and support. The Marzano framework will be used during the walk throughs and observations.	Complete 03/22/2016	Deb Forkner	05/20/2016
<i>Notes:</i> 3/22/15 Principal frequently walks through and observes in classrooms. All feedback is based on the Marzano framework. On-site staff development focuses on the elements from the Marzano framework.				
5/3/16	5/3/16 Particularly with new to the district teachers, but not limited to them, administration will continue to provide support with the Marzano framework and give feedback/provide professional development to those areas of greatest weakness for each teacher.	Complete 05/12/2017	Deb Forkner	05/19/2017
<i>Notes:</i>				
4/10/18	Administrators will continue to do walkthroughs and document success within the classroom setting. Teachers and staff will have continued staff development on the Marzano Framework. New teachers and struggling teachers will have updated staff development to ensure that that Reading Mastery Groups are successful at the elementary level. Time will be allotted for collaboration amongst teachers to ensure that best practices are being used and successes are being shared.	Complete 05/20/2018	Lewis Beaver	05/20/2018
<i>Notes:</i>				
Implementation:		04/29/2020		
Evidence	4/29/2020 3/22/2016 iObservation shows documentation of walk-throughs and observations using the Marzano framework.			
Experience	4/29/2020 3/22/2016 It's been good to have the Marzano framework to work from. It provides clear expectations for teachers and common language for talking about growth.			

<i>Sustainability</i>	4/29/2020			
	3/22/2016 Continue learning about and increasing all teachers skills. Be sure new teachers are well trained.			

Core Function:	Title Programs
-----------------------	-----------------------

Effective Practice:	Domain 8.0
----------------------------	-------------------

	8.04	This school assists preschool children in the transition from early childhood programs, such as Head Start, Even Start or any other preschool program, to local elementary school programs.(2117)	Implementation Status	Assigned To	Target Date
--	------	---	-----------------------	-------------	-------------

<i>Initial Assessment:</i>		3/18/2020 - Manokotak School continues the partnership with Head Start by offering a classroom for which Head Start students receive instruction. The district has added a pre-school program via a grant through DEED to accommodate any students on the 'waiting list' for Head Start. The pre-school class and Head Start class are both housed in the school so the transition to Kindergarten is constant and natural.	Limited Development 02/13/2012		
----------------------------	--	---	-----------------------------------	--	--

<i>How it will look when fully met:</i>		Parent work with Teacher on how program is implemented.		Ardelyn Wright	05/20/2021
---	--	---	--	----------------	------------

Actions			0 of 1 (0%)		
----------------	--	--	--------------------	--	--

	3/5/20	Parent out reach with school to better meet needs of students		Ardelyn Wright	05/20/2021
--	--------	---	--	----------------	------------

<i>Notes:</i>					
---------------	--	--	--	--	--

	8.05	Federal, State, and local service programs are integrated and coordinated.(2118)	Implementation Status	Assigned To	Target Date
--	------	--	-----------------------	-------------	-------------

Initial Assessment:

3/18/2020 - Manokotak School works closely with the district office staff and Federal Programs Department to utilize funding to provide a sustainable and effective school-wide program that utilizes various funding sources including Title IA, Indian Education, and Migrant Education. Manokotak has a strong partnership with the local Tribal Council, Bristol Bay Area Health Corporation, UAF, and other regional organizations.

"Fully implemented" through: District mandated services and programs, Bristol Bay Native Association (BBNA) services and programs, Bristol Bay Economic Development Corporation (BBEDC) services and programs, Manokotak Village Council (MVC) services and programs, General Communications Incorporated (GCI) services and programs, Bristol Bay Area Health Corporation(BBAHC) services and programs, UAF-Bristol Bay Campus services and programs, Alaska Association of Student Government programs(AASG), plus Alaska Mentor Program (AMP). The same program and services will be continued next year. 2014-2015 8/7/14 - The school principal and staff work closely with the district office to integrate and coordinate federal and state programs within the school programs. The school establishes partnerships with local and regional organizations to enhance the school experience for students and staff including BBNA, BBEDC, MVC, BBAHC, AASG, and the Alaska Mentor Program. 5/3/16 - Many students were involved in taking classes through BBC this year. 7 different students attended classes in Naknek in coordination with LPBSD. School personnel continue to work with district office to integrate federal and state programs within the school. 4/12/17 - Numerous students took classes as part of the BBRCTE this year. Students were also provided opportunities to take classes through Bristol Bay Campus in Dillingham. The school and district work together to integrate the various programs to the students including Title IA funds for after school tutoring and parent involvement, and migrant funding for migrant family nights and other migrant services.

4/10/2018-The school works with many different programs that support the students within the Manokotak School. The school has utilized BBNA, BBEDC, MVC, BBAHC, BBRCTE to ensure the students have had opportunities to enhance their education. Some opportunities presented to the students include but are not limited to cost of credits, new supplies and materials, opportunities to explore career opportunities, and opportunities for students to be involved in the

Full Implementation
02/13/2012

region through different conferences and camps. Title IA supports family engagement and after school tutoring. The migrant program provides additional support to migrant students. The Indian Education grant supports Yup'ik Studies instruction.

8.06	All instructional paraprofessionals will meet minimum qualifications. (2119)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>3/18/2020 - Instructional paraprofessionals are not hired unless minimum qualifications are met.</p> <p>All core content teachers are not highly qualified.</p>	Limited Development 02/13/2012		
	<p>Priority Score: 3</p> <p>Opportunity Score: 2</p>	Index Score: 6		
<i>How it will look when fully met:</i>	All core content teachers will be highly qualified.	03/18/20	Dustin Wright	05/20/2021
<i>Actions</i>				
<i>Notes:</i>				
<i>Implementation:</i>		03/18/2020		
<i>Evidence</i>	<p>3/18/2020</p> <p>9/14/2015 All employees, teachers and paras have highly qualified status.</p>			
<i>Experience</i>	<p>3/18/2020</p> <p>9/14/2015 When hiring, all candidates that were considered and offered positions met highly qualified standards.</p>			
<i>Sustainability</i>	<p>3/18/2020</p> <p>9/14/2015 Continue to only interview and hire highly qualified candidates.</p>			

	8.07	The school will have strategies to attract and retain effective teachers. (2120)	Implementation Status	Assigned To	Target Date
	<i>Initial Assessment:</i>	<p>3/18/2020 - The district provides subsidized housing, various professional development opportunities, and district-wide PLC's to help retain staff. Manokotak School provides teachers with opportunities to collaborate and build relationships with one another both professionally and personally.</p> <p>This indicator is fully implemented. We attract and retain highly qualified teachers by providing professional support through PLC's, inservices, collaboration, team building, peer-observation, and professional development. Once teachers are here they are able to become involved in many school and community activities, which strengthens the ability to retain highly qualified staff. These activities will continue next year with teacher suggestions of new strategies taken into account. 2014-2015 8/7/14 - Empowering staff through professional development, collaboration, and team building are strategies used to bring in and keep HQ teachers. 5/3/16 - Low teacher turnover rate indicates that strategies to recruit and retain HQ teachers are working. There is a sense of family among the staff at Manokotak Nunaniq School. 4/12/17 - There is consistency in the core staff at Manokotak Nunaniq School. The "team" feel across the school staff is evident.</p> <p>4/11/2018-The Manokotak staff has had a constant core staff that will be returning in the the 2018/2019 school year. The school provides teachers with opportunities to collaborate and build relationships with one another both professionally and personally.</p>	Full Implementation 05/17/2012		