




Molokai Middle School Academic Plan SY 2024-2025


Lihi Pali Avenue
808-567-6940

<https://www.molokaimiddle.org/>



Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

Submitted by Principal Kainoa Pali	
	4/11/2024

Approved by Complex Area Superintendent Dr. Rebecca Winkie	
	05/09/2024



VIABLE QUALITY CURRICULUM

This section highlights the school’s comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the comprehensive instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade 8 MMS	Springboard English	iReady Online Textbook - Curriculum Associates (Math)		
Grade 7 MMS	Springboard English	iReady Online Textbook - Curriculum Associates (Math)		

SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the universal screener(s) used for English Language Arts and Mathematics and specify the grade level or course name. If “Other” is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level /	English Language Arts	Mathematics
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One-Year Academic Plan SY 2024-2025

Course Name		
Grade 8 MMS	iReady ▾	iReady ▾
Grade 7 MMS	iReady ▾	iReady ▾
Papa 8 OHIKM	iReady ▾	iReady ▾
Papa 7 OHIKM	iReady ▾	iReady ▾



IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA) SY 2023-2024
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: SY 2018-2019, Next Full Self-Study: SY 2024-2025, [Mid-Year Report SY 2022-2023](#)
- Other current accreditation self-study [Successful Middle School Assessment: SY 2023-2024](#)

Please identify critical student learning needs and the root/contributing cause(s) why these needs have been prioritized.
“What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?”

To identify additional critical student needs, please insert a new row and duplicate the “Student Need” and “Root/Contributing cause(s)” text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

1	<p><u>Student Need:</u> Social Emotional Learning</p> <p><u>Root/Contributing cause(s):</u> A combination of students still recovering from COVID, experiencing socioeconomic challenges, and experiencing high-trauma incidents.</p>
2	<p><u>Student Need:</u> Reading</p> <p><u>Root/Contributing cause(s):</u> A combination of incoming students recovering from COVID, and entering middle school with low reading levels.</p>
3	<p><u>Student Need:</u> Math</p> <p><u>Root/Contributing cause(s):</u> A combination of incoming students recovering from COVID, and entering middle school with low math skills.</p>



In order to address student equity, please list the **targeted subgroup(s)** and their **identified needs**. Enabling activities should address identified subgroup(s) and their needs.

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

- | | |
|---|---|
| 1 | <p>Targeted Subgroup: IDEA, 504, Low SES, and EL (Social Emotional Learning - Grades 7 & 8)</p> <p>Identified Student Need(s): Based on the recent Panorama Survey and School Quality Survey results, 55.5% of the students do not feel safe at school, and only 42% feel the Sense of School Belonging. Majority of the MMS students experience high-trauma and/or socioeconomic challenges.</p> |
| 2 | <p>Targeted Subgroup: IDEA, 504, Low SES, and EL (Reading - Grades 7 & 8)</p> <p>Identified Student Need(s): Based on the recent iReady Reading Scores, 52% of MMS students' reading level are either 2+ grade levels below their peers.</p> |
| 3 | <p>Targeted Subgroup: IDEA, 504, Low SES, and EL (Math - Grades 7 & 8)</p> <p>Identified Student Need(s): Based on the recent iReady Math Scores, 48% of MMS students' math level are either 2+ grade level below their peers.</p> |



Priority 1 High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
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<p>All students have equitable opportunities to access learning and varied academic, social, physical, and emotional supports</p>	<p>Repurpose, commit, and integrate the Multi Tiered Systems of Support</p>	<p>Multiple Tiered Systems of Support (MTSS): If MMS repurposes, commits, and integrates the Multiple Tiered Systems of Support (MTSS) then all students will have equitable opportunities to access learning and varied academic, social, physical and emotional supports. HTMSS Resource Guide The utilization of the MTSS enables MMS to address the following:</p> <p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.</p> <p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p> <p>Academic Growth</p> <p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p>Student Transition</p> <p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p>Leads: *</p> <p>Enabling Activities:</p> <p>Process → Team-Based Decision-Making Process & Student Support Process (Auamo)</p> <ul style="list-style-type: none"> ● Facilitator(s): MMS Staff* ● Teachers and staff utilize the (TDP/SSP) process to better understand, advocate, and seek necessary assistance and/or enrichment based on the student's tiered academic and social needs. MTTS Decision Process Cycle 	<p><i>KidTalk Dashboard</i></p> <p><i>SPED Dashboard</i></p> <p><i>Hīnaʻi Dashboard</i></p> <p><i>Out-of-School Time Activities</i></p> <p><i>Student Scores, State Assessment (SBAC, HSA, KAʻEO)</i></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input checked="" type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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	<p>Data Repository → Student Data (Pūnāwai)</p> <ul style="list-style-type: none">● Facilitator: Principal Kainoa Pali*● A data repository for all school-student related information that's accessible to teachers and staff. Student data includes academics, behavior, and attendance. <p>Professional Learning Communities → KidTalk (Classroom/Grade Level)</p> <ul style="list-style-type: none">● Facilitator: 8th Grade Level Chair Nichol Kahale, 7th Grade Level Chair Jennifer Ainoa*● Teachers utilize KT as a platform at the grade level to better understand, advocate, and seek necessary assistance/enrichment based on the students' academic and social needs.● MMS to utilize a KT dashboard that will be used as a repository of the student's academic, behavior, and attendance progress in addition to integrating Nā Hopena A'o Framework outcomes. This dashboard will follow the student when promoted to next grade level. <p>Professional Learning Communities → Special Education (Grade/School Level)</p> <ul style="list-style-type: none">● Facilitator: Student Services Coordinator*, Care Coordinator Diamond Ignacio● Support Staff to utilize SPED as a platform at the grade level to better understand, advocate, and seek necessary assistance/enrichment based on the students' academic and social needs.● MMS to utilize a SPED dashboard that will be used as a repository of the student's academic, behavior, and attendance in addition to integrating Nā Hopena A'o Framework outcomes. <p>Professional Learning Communities → Hīna'i (School/Community Level)</p>		
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		<ul style="list-style-type: none">● Facilitator: TA Vice Principal 'Iolani Kū'oha*, 8th Grade Counselor Kelly Kaawa-Richardson, 7th Grade Counselor Gelly Ann Sterner, Principal Kainoa Pali, Student Services Coordinator● Support Staff to utilize HN as a platform at the grade level to better understand, advocate, and seek necessary assistance/enrichment based on the student's academic, behavior, and attendance progress in addition to integrating Nā Hopena A'o outcomes.● MMS to utilize a HN dashboard that will be used as a repository of the student's academic and social progress. . <p>Community Partnerships → Ho'omalū Program (Community Engagement)</p> <ul style="list-style-type: none">● Facilitator: Principal Kainoa Pali*, UPLINK Coordinator Suliana Aki, REACH Coordinator Michael Kahale, Gear Up Coordinator Diamond Ignacio, MEDB Coordinator 'Iolani Kū'oha, 21Century Coordinator Elizabeth Kauka, and PCNC/SAC Hamau Howe.● MMS to expand, collaborate, and foster connections with community entities and State programs that provide preventive, enrichment, and student transition activities for all MMS students.		
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>All students have equitable opportunities to access learning and varied academic, social, physical, and emotional supports</p>	<p>Repurpose, commit, and integrate the Multi Tiered Systems of Support</p>	<p>Multiple Tiered Systems of Support (MTSS): If MMS repurposes, commits, and integrates the Multiple Tiered Systems of Support (MTSS) then all students will have equitable opportunities to access learning and varied academic, social, physical and emotional supports. HTMSS Resource Guide The utilization of the MTSS enables MMS to address the following:</p> <p>Student Attendance</p> <p>1.2.1. All students desire to and attend school regularly.</p> <p>Positive Behavior</p> <p>1.2.2. All students demonstrate positive behaviors at school.</p> <p>Nā Hopena A’o Framework</p> <p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p> <p>Leads: *</p> <p>Enabling Activities:</p> <p>Process → Team-Based Decision-Making Process & Student Support Process (Auamo)</p> <ul style="list-style-type: none"> Facilitator(s): MMS Staff* 	<p>KidTalk Dashboard</p> <p>SPED Dashboard</p> <p>Hīna’i Dashboard</p> <p>Papa Ku’i’ai Student Recognition Assembly</p> <p>Papa Ku’i’ai PBIS Rewards</p> <p>School Quality Survey</p> <p>Panorama Survey</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>



		<ul style="list-style-type: none">• Teachers and staff utilize the (TDP/SSP) process to better understand, advocate, and seek necessary assistance and/or enrichment based on the student's tiered academic and social needs. MTTS Decision Process Cycle <p>Data Repository → Student Data (Pūnāwai)</p> <ul style="list-style-type: none">• Facilitator: Principal Kainoa Pali*• A data repository for all school-student related information that's accessible to teachers and staff. Student data includes academics, behavior, and attendance. <p>Professional Learning Communities → KidTalk (Classroom/Grade Level)</p> <ul style="list-style-type: none">• Facilitator: 8th Grade Level Chair Nichol Kahale, 7th Grade Level Chair Jennifer Ainoa*• Teachers utilize KT as a platform at the grade level to better understand, advocate, and seek necessary assistance/enrichment based on their students' academic and social needs.• MMS to utilize a KT dashboard that will be used as a repository of the student's academic, behavior, and attendance progress in addition to integrating Nā Hopena A'ō outcomes. This dashboard will follow the student when promoted to next grade level. <p>Professional Learning Communities → Special Education (Grade/School Level)</p> <ul style="list-style-type: none">• Facilitator: Student Services Coordinator*, Care Coordinator Diamond Ignacio• Support Staff to utilize SPED as a platform at the grade level to better understand, advocate, and seek necessary assistance/enrichment based on the students' academic and social needs.• MMS to utilize a SPED dashboard that will be used as a repository of the student's academic and social progress. the student's academic, behavior, and attendance progress in addition to integrating Nā Hopena A'ō outcomes.		
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		<p>Professional Learning Communities → Hīna‘i (School/Community Level)</p> <ul style="list-style-type: none">● Facilitator: TA Vice Principal ‘Iolani Kū‘oha*, 8th Grade Counselor Kelly Kaawa-Richardson, 7th Grade Counselor Gelly Ann Sterner, Principal Kainoa Pali, Student Services Coordinator● Support Staff to utilize HN as a platform at the grade level to better understand, advocate, and seek necessary assistance/enrichment based on the student’s academic, behavior, and attendance progress in addition to integrating Nā Hopena A’o outcomes.● MMS to utilize a HN dashboard that will be used as a repository of the student’s academic and social progress. <p>Positive Behavioral Intervention & Support Systems → Papa Ku‘i‘ai Program (School Culture)</p> <ul style="list-style-type: none">● Facilitator: Principal Kainoa Pali*, Parent Community Networking Coordinator Hamau Howe, 8th Grade Counselor Kelly Kaawa-Richardson● MMS to promote student motivation and engagement that facilitates all basic student learning, whether academic, behavioral, or social by utilizing components of the Nā Hopena A’o Framework and Character Strong.		
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★ **GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p><i>All students have equitable opportunities to access learning and varied academic, social, physical, and emotional supports</i></p>	<p><i>Repurpose, commit, and integrate the Multi Tiered Systems of Support</i></p>	<p>Multiple Tiered Systems of Support (MTSS): If MMS repurposes, commits, and integrates the Multiple Tiered Systems of Support (MTSS) then all students will have equitable opportunities to access learning and varied academic, social, physical and emotional supports. HTMSS Resource Guide The utilization of the MTSS enables MMS to address the following:</p> <p>Career, Community, & Civic Opportunities</p> <p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p>K-12 Alignment</p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p> <p>Student Personal Plan</p> <p>1.3.3. All students graduate high school with a personal plan for their future.</p> <p>Leads: *</p> <p>Enabling Activities:</p>	<p><i>Hīna'i Dashboard</i></p> <p><i>Ho'omalū Program Agenda</i></p> <p><i>Teacher Evaluation, Educator Effectiveness Systems</i></p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input checked="" type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input checked="" type="checkbox"/> Other: __, \$</p>



		<p>Professional Learning Communities → Grade Level (Horizontal Articulation)</p> <ul style="list-style-type: none"> ● Facilitators: 8th Grade Level Chair Nichol Kahale, 7th Grade Level Chair Jennifer Ainoa* ● Teachers within the same grade levels work collaboratively with the Administrators and Coordinators of the Ho‘omalū Programs to provide career and college explorations, and service project opportunities within the local community. <p>Community Partnerships → Ho‘omalū Program (Community Engagement)</p> <ul style="list-style-type: none"> ● Facilitator: Principal Kainoa Pali*, UPLINK Coordinator Suliana Aki, REACH Coordinator Michael Kahale, Gear Up Coordinator Diamond Ignacio, MEDB Coordinator ‘Iolani Kū‘oha, 21Century Coordinator Elizabeth Kauka, and PCNC/SAC Hamau Howe. ● An opportunity for the Administrators and Coordinators of the Ho‘omalū Programs to work collaboratively with the Grade Levels to provide career and college explorations, and service project opportunities within the local community. It is also an opportunity to engage parents and the community to showcase student achievement at ‘Ohana Nights. 		
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Priority 2 High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.



★ All schools are led by effective school administrators.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
Teachers having a positive effect on student achievement	Repurpose, commit, and utilize the Collective Efficacy Cycle as a process	<p>Collective Teacher Efficacy (CTC): If MMS repurposes, commits, and utilizes the Collective Efficacy Cycle as a process, then all teachers will have a positive effect on student achievement. Collective Teacher Efficacy</p> <p>Lead: *</p> <p>Enabling Activities: Process → Collective Efficacy Cycle (Auwai)</p> <ul style="list-style-type: none"> ● Facilitator: MMS Teachers & Teacher Supports* ● MMS encourages collective teacher efficacy as having the greatest influence on student achievement. Teachers and staff utilize the CEC process to empower school teams and as individual teachers to positively affect student achievement. Collective Efficacy Cycle <p>Resources → Professional Developments/Programs (Kihapai)</p> <ul style="list-style-type: none"> ● Facilitator: Principal Kainoa Pali* ● A teacher resource page that's accessible to teachers and support staff with links to professional development(s), readings, and online sites/programs. 	<p>Teacher Evaluation, Educator Effectiveness Systems</p> <p>Student Scores, State Assessment (SBAC, HSA, KA'EO)</p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



		<p>Professional Learning Communities → Teacher Supports (Schoolwide Articulation)</p> <ul style="list-style-type: none">● Facilitator: MMS Teachers & Teacher Supports*● Teachers develop their professional plans through the Educator Effectiveness Systems and collaborate with administration. For additional support, teachers utilize 10 of the 21 Hours for personal professional developments.● This is an opportunity for administrators and teachers to work collaboratively to align with the School/State initiatives such as the Association of Middle Level Education and Character Strong. <p>Professional Learning Communities → Grade Level (Grade Articulation)</p> <ul style="list-style-type: none">● Facilitator: MMS Teachers & Teacher Supports*● Teachers work collaboratively amongst their grade level peers to identify, strategize, implement, and evaluate strategies that impact student learning <p>Professional Learning Communities → Admin Prep (Content Articulation)</p> <ul style="list-style-type: none">● Facilitator: MMS Teachers*● Teachers work collaboratively to affect student learning with their respective content area counterparts, Complex/State resource teachers, administration, and/or on their personal professional plans. <p>Professional Learning Communities → Teacher Supports (Schoolwide Systems)</p> <ul style="list-style-type: none">● Facilitator: Teacher Supports*● Teacher Supports work collaboratively to support schoolwide systems that affect student learning with their respective content area counterparts, Complex/State resource teachers, administration, and/or on their personal professional plans.		
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Priority 3

Effective and Efficient Operations At All Levels

★ **GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>



<p>Encourage and facilitate increased participation to improve teaching and learning amongst parents, students, community members, and school staff resulting in greater student achievement</p>	<p>Repurpose, commit, and engage all Educational Stakeholders</p>	<p>School Community Councils: If MMS repurposes, commits, and implements Policy 500-19, then all educational stakeholders shall collaboratively provide direction, coordination, and communication to improve student achievement. The utilization of the Policy 500-19 enables MMS to address the following:</p> <p>School Community Councils</p> <p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p>Lead: *</p> <p>Enabling Activities:</p> <p>Process → School Community Council (MMS)</p> <ul style="list-style-type: none"> ● Facilitator: Chair Gelly Ann Sterner,* Principal Kainoa Pali, Grade 8 Teacher Representative Michael Sterner, 7th Grade Representative Nena Evans, Classified Representative Brittany Torres-Umi, Classified Representative Hamau Howe, 7th Grade Parent Representative Christine Aki, 8th Grade Parent Representative Ashley Haliniak-Kali, HLIP Parent Representative Pua Kaneali'i, Community Representative Mela Candelario, Community Representative Talia Cardines, Community Representative Mia Ritte, Community Representative Michael Holm, 7th Grade Student Representative Zasha Pascua-Pelekai, 8th Grade Student Representative Makahokovalu Kali, and HLIP Student Representative Ryan Kaneali'i. ● The members of the SCC are informed of the school's progress and provide the principal with recommendations. <p>Engagement → Monthly Principal Talk (MMS)</p> <ul style="list-style-type: none"> ● Facilitator: Principal Kainoa Pali, and PCNC/SAC Hamau Howe ● An informal talk-story session involving the principal and members of the community. These hour sessions occur 	<p>SCC Agenda</p> <p>Principal Talk Agenda</p> <p>Monthly Parent Meeting Agenda</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
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		<p>every second Wednesday of the month in-person during the school year.</p> <p>Engagement → Monthly Parent Meetings (MMS)</p> <ul style="list-style-type: none">● Facilitator: <i>Principal Kainoa Pali</i> *● An opportunity for parents to be informed by the principal of the latest school activities through a virtual platform. These brief meetings occur every first Thursday of the month via Google Meets.		
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Root/Contributing Cause "Why are we doing this?"</p>	<p>Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"</p>	<p>Monitoring of Progress "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p>Encourage and facilitate increased student participation to improve teaching and learning amongst parents, students, community members, and school staff resulting in greater student achievement</p>	<p>Encourages, facilitate, and engage all Community Members</p>	<p>Community Engagement: If MMS encourages, facilitates, and engages the community members, then we can foster a generational abundance of Strong Schools, Strong Communities, and Strong Families. Community Engagement Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic and school performance Lead: * Enabling Activities: Community Partnerships → Ho‘omalua Program (Community Engagement) <ul style="list-style-type: none"> • Facilitator: Principal Kainoa Pali*, UPLINK Coordinator Suliana Aki, REACH Coordinator Michael Kahale, Gear Up Coordinator Diamond Ignacio, MEDB Coordinator ‘Iolani Kū‘oha, 21Century Coordinator Elizabeth Kauka, and PCNC/SAC Hamau Howe. </p>	<p>‘Ohana Nights School Quality Survey Results Panorama Results</p>	<p><input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input checked="" type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input checked="" type="checkbox"/> Other: ESSER III, \$</p>



		<ul style="list-style-type: none">• An opportunity for the Administrators and Coordinators of the Ho'omalū Programs to work collaboratively with the Grade Levels to provide career and college explorations, and service project opportunities within the local community. It is also an opportunity to engage parents and the community to showcase student achievement at 'Ohana Nights. <p>Community Partnerships → 'Umeke (Community Engagement)</p> <ul style="list-style-type: none">• Facilitator: Principal Kainoa Pali*, Pilimai Program Lead Amber Luga, LEADS Officer Kauanoe Mossman, RESPECT Program Lead Pua Kaneali'i, I Ola Lōkahi Lead Jolene Young, and Kā'ohi Program Lead Mela Candelario.• An opportunity for Leads of the 'Umeke Programs to work collaboratively with the Physical Education/Health/Guidance teachers to provide cultural grounding, healthy choices, and community pride.		
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★ Other Systems of Support				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p><i>All students and staff have safe, accessible, and supportive facilities</i></p>	<p><i>Ensure the physical, social, and emotional needs of young adolescents of middle level schools will be met</i></p>	<p>Capital Improvement Projects: If MMS facilitates, advocates, and strives to ensure that all students and staff have safe, accessible, and supportive facilities, then the physical, social, and emotional developmental needs of young adolescents of middle level schools will be met</p> <p>Facilities BOE Policy 301-10: Equitable Allocation of Facilities Resources. The Department shall strive to ensure that all students have safe, accessible, and supportive school facilities by allocating Capital Improvement Program and repair and maintenance resources equitably, effectively, and transparently. This equitable allocation must take into account the socioeconomic and academic needs of each school's student population.</p> <p>Middle Level Education BOE Policy: Middle School Education. Middle level schools shall implement specific practices to effectively meet the unique learning needs of young adolescents. The Department of Education shall ensure that middle level schools address the physical, social, and emotional developmental</p>		<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input checked="" type="checkbox"/> Other: __,



		<p>needs of young adolescents and set high expectations for academic achievement through incorporation of the following criteria based on the National Middle School Association's (NMSA) characteristics of developmentally responsive middle level schools.</p> <p>Lead: *</p> <p>Enabling Activities:</p> <p>Capital Improvement Projects → Facilities (MMS)</p> <ul style="list-style-type: none">● Facilitator: <i>Principal Kainoa Pali*</i>● The opportunity for the administrators to work collaboratively with the appropriate Agencies and Departments revolves around Repair & Maintenance, Capital Improvement Projects, and Legislature Budgets.		
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APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Molokai Middle School’s current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1,810 Total Student Instructional Hours LINK
Did your school submit a SCC Waiver Request Form? Please explain.	N/A
Bell Schedule: Molokai Middle School’s Bell Schedule LINK	