Molokai High School
Academic Plan
SY 2025-2026

2140 Farrington Ave, Hoʻolehua, HI 96729
808-567-7100
molokaihighschool.org

NĀ HOPENA AʻO

PRIORITY 3
Effective And Efficient Operations At All Levels

PRIORITY 2
High-Quality Educator Workforce In All Schools

PRIORITY 1
High-Quality Learning For All

☐ Non-Title 1 School   ☑ Title 1 School   ☐ Kaiapuni School (Self Contained)   ☑ Kaiapuni School (Shared School Site)

Submitted by Principal Katina Soares	
	Apr 2, 2025

Approved by Complex Area Superintendent Rebecca Winkie	
[ ]	[Insert date]
	04/13/2025

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

VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the dropdown list to select the <u>comprehensive instructional program(s)</u> being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
9-12	'20 Odell Education High School L… ⌄	enVision A/G/A ⌄	Penda Science	Teacher Created
9-12 HLIP	'20 Odell Education High School L… ⌄	enVision A/G/A ⌄	Teacher Created	Teacher Created
	Select One ⌄	Select One ⌄		

Please list all <u>supplementary instructional materials</u> used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Biology			Penda Science	
9-12		IXL		
Pilot Group	BEable			

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.
☑ Panorama   ☑ School-created template   ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the <u>screening and/or progress monitoring assessments</u> used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
9-12	Other: ⌄ Achieve 3000	STAR Enterprise ⌄
	Select One ⌄	Select One ⌄
	Select One ⌄	Select One ⌄

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 for those needs and gaps, as identified in one or more of the following:

☐ Current Comprehensive Needs Assessment (CNA)
☐ Other current assessment/self-study report: [Insert text]
☑ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024   Year of Next Action: 2027   Year of Next Self-Study:
Type of Last Visit: Progress Report & Visit ▾   Type of Next Action: Mid-Cycle Report & Visit ▾   2030

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> 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?***"**   Please number the student need and root/contributing cause for ease of cross-referencing.

1	**Student Need:** Math Literacy **Root/Contributing Cause:** ● Transition from COVID-19 ● Students lacking arithmetic skills, perseverance and sustained time to task (including testing)
2	**Student Need:** Nā Hopena Aʻo & Sense of Belonging **Root/Contributing Cause:** ● Transition from COVID-19, ● Senior short-schedule (lack cohesiveness into senior year) ● School Climate: Lacking consistent connections between lessons, HĀ and Profile of Molokai Graduate
3	**Student Need:** Behavior Expectations (Coupled with a systematized framework i.e. PBIS) **Root/Contributing Cause:** ● Transition from COVID 19, ● School Climate: Behavior expectations not explicitly taught

	In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.
1	**<u>Targeted Subgroup:</u>** English-Learners (EL) **<u>Identified Student Need(s):</u>** English-language proficiency
2	**<u>Targeted Subgroup:</u>** Hawaiian Language Immersion Program (HLIP) - ‘O Hina I Ka Malama **<u>Identified Student Need(s):</u>** Hawaiian-language proficiency
3	**<u>Targeted Subgroup:</u>** Alternative Learning Program for Student Success (ALPSS) **<u>Identified Student Need(s):</u>** • School Engagement (school attendance pattern) • Academic challenges (retention, failures and/or off track for graduation) • Juvenile Justice Involvement • Social-Emotional/Behavioral Concern

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 Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**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?"*	**Monitoring of Progress** **(Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.		- Targeted professional development while implementing newly selected viable curriculum (State mandate) - Use of data team process in leadership (SCART) and Academy teams to identify schoolwide strategies to support reading - Review use of Achieve 3000, school-selected screener intervention reading program, as it aligns with newly selected viable curriculum - Increase use of Looking At Student Work (LASW) protocols and formative assessments in the data team process to analyze student data, look at student work, and modify instruction - Develop intervention system such as Reading Workshop during WIN periods - Focus may be revised based on formative data	Improve BOY-EOY Achieve 3000 (9-11) and SBA (11) results by 5% or more	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

		Diane Mokuau, Librarian/WASC/Curriculum Coordinator Karen Harada, ELA Dept Chair Katina Soares, Principal Tilana Roberts, Vice Principal/Data Coach		
Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	1	• Targeted professional development while implementing newly selected viable curriculum (State mandate) • Use of data team process in leadership (SCART) and Academy teams to identify schoolwide strategies to support math • Review use of IXL, school-selected supplemental math program, as it aligns with newly selected viable curriculum • Increase use of Looking At Student Work (LASW) protocols and formative assessments in the data team process to analyze student data, look at student work, and modify instruction • Develop intervention system such as Math Workshop during WIN periods • Focus may be revised based on formative data Diane Mokuau, Librarian/WASC/Curriculum Coordinator Grace Chen-Ellis, Math Dept Chair Katina Soares, Principal Tilana Roberts, Vice Principal/Data Coach	Improve BOY-EOY Star/IXL (9-11) and SBA (11) results by 5% or more	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. *Required for all schools.*	1	• Fortify HMTSS training for Tier 1 and 2 strategies and interventions (academics) with data collection and analysis in Academy teams • Improve inclusive pedagogical practices (i.e. UDI and SDI) through State- and Complex-supported training • Complete all AVID activities including parent communication, 10-year plan (Kidtalk) and SEL/ Nā Hopena Aʻo Curriculum Katina Soares, Principal Laura Peterson, SSC/MAAP Coordinator Tilana Roberts, Vice Principal/Data Coach	Comparable growth on math, reading and SEL screeners (including targeted sub-groups)	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☑ Grant:__, $ ☐ Other:__, $
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. *Required for all schools.*	2	• Complete all AVID activities including parent communication, 10-year plan (Kidtalk) and SEL/ Nā Hopena Aʻo Curriculum • Continue transition activities (Freshman MAAP, 8th grade Orientation to 9th, 8th grade registration and academy activity, Freshman Parent Night) Katina Soares, Principal Laura Peterson, SSC/MAAP Coordinator Lisa Takata, SAC/CSS Academy Director Tilana Roberts, Vice Principal/Data Coach	Maintain 9th grade promotion of 95% or more	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☑ Grant:__, $ ☐ Other:__, $

	★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.			
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**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?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.2.1. All students desire to and attend school regularly. *Required for all schools.*	2	● Increase sense of Belonging and student voice in school classes and systems (i.e. expand use of oli and ambassadors' presence on campus) ● Fortify HMTSS training for Tier 1 and 2 strategies and interventions (behavior) with data collection and analysis in Academy teams ● Expand Behavior Standards Plan to include comprehensive, systematized process to proactively address behavior (e.g. PBIS, SEL, HMTSS) Gandharva Ross, OHIKM Academy Director Lisa Takata, SAC/CSS Academy Director Laura Peterson, SSC/MAAP Coordinator Maliekekai Ward, IBT Academy Director Katina Soares, Principal Tilana Roberts, Vice Principal/Data Coach	Increase Panorama (Sense of Belonging) by 5% or more	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
1.2.2. All students demonstrate positive behaviors at school.	2 & 3	● Increase sense of Belonging and student voice in school classes and systems (i.e. expand use of oli and ambassadors' presence on campus)	Increase Panorama (Sense of Belonging) by 5% or more	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $

Required for all schools.		● Fortify HMTSS training for Tier 1 and 2 strategies and interventions (behavior) with data collection and analysis in Academy teams ● Expand Behavior Standards Plan to include comprehensive, systematized process to proactively address behavior (e.g. PBIS, SEL, HMTSS) Gandharva Ross, OHIKM Academy Director Lisa Takata, SAC/CSS Academy Director Laura Peterson, SSC/MAAP Coordinator Maliekekai Ward, IBT Academy Director Katina Soares, Principal Tilana Roberts, Vice Principal/Data Coach	Decrease discipline referrals by 5% or more	☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
1.2.3. All students experience a Nā Hopena Aʻo environment for learning. *Required for all schools.*	2	● Finalize Profile of Molokai Graduate Indicators ● Increase sense of Belonging and student voice in school classes and systems (i.e. expand use of oli and ambassadors' presence on campus) ● Continue integrating Hawaiian language and culture (i.e. schoolwide piko, increase ʻAha ʻŌpio submissions, OHIKM leadership, Makahiki) opportunities/ experiences on campus ● Fortify HMTSS training for Tier 1 and 2 strategies and interventions (behavior) with data collection and analysis in Academy teams ● Expand Behavior Standards Plan to include comprehensive, systematized process to proactively address behavior (i.e. PBIS, SEL, HMTSS) ● Increase our parent SQS response rate	Graduate Profile Indicators Increase Panorama (Sense of Belonging) by 5% or more Increase ʻAha ʻŌpio class submissions by 5%	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☑ Other:__, $

		Gandharva Ross, OHIKM Academy Director Lisa Takata, SAC/CSS Academy Director Laura Peterson, SSC/MAAP Coordinator Maliekekai Ward, IBT Academy Director Katina Soares, Principal Tilana Roberts, Vice Principal/Data Coach		

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**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?"*	**Monitoring of Progress** **(Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.*		• Refine the School Bell Schedule as needed to accommodate for these opportunities • Build upon current facilities and resources (i.e. Kill Room, Farm, Sustʻāinble Molokai Mobile Kitchen, etc) to integrate real-world opportunities and industry standards into Academy pathways • Streamline project-based curriculum (i.e. interdisciplinary units, academies, internships) to enhance Academy pathway experiences • Continue test prep, tests for trade, apprenticeships and opportunities for industry/ professional certifications • Continue to develop a process and plan of action to improve facilities for real-world experiences • Determine alternative career options for students, including but not limited to those beyond our Academy pathways (i.e. County Fire and Police, Parks & Rec., Road Crew), Certification training (and Edmentum-cosmetology; coding etc), WIN/Advisory workshops and presentations and align with current offerings	Digital badge and portfolio completion rate	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

		● Develop capstone for all academy seniors ● WIN period to be utilized for additional enrichment and career exploration opportunities as well as deploying effective interventions for reading, math, Personal Transition Plan, and other areas of identified need Gandharva Ross, OHIKM Academy Director Lisa Takata, SAC/CSS Academy Director Laura Peterson, SSC/MAAP Coordinator Maliekekai Ward, IBT Academy Director Katina Soares, Principal Tilana Roberts, Vice Principal/Data Coach		
K-12 Alignment 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.		● Continue embedding PBL planning time in Waiver days for alignment of interdisciplinary PBL ● Improve inclusive pedagogical practices (i.e. UDI and SDI) through State- and Complex-supported training ● Modify bell schedule as needed to support opportunities for PBIS and academic interventions (i.e. WIN period) ● Refine teaming process and time available in Master Schedule to increase opportunities for inclusion collaboration ● Streamline data collection sheets and analysis procedures to maximize impact and efficiency in Academy teams ● Provide regular, internal PD for HTMSS and Hawaiian culture-related topics	Increase the number of CTE Completers by 5% Increase students improving in Hawaiian language proficiency by 5%	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☑ Grant:__, $ ☐ Other:__, $

		● Identify and implement student performance metrics for Hawaiian language proficiency in HLIP/ OHIKM for grades 9-12 Gandharva Ross, OHIKM Academy Director Julia Peterson, Registrar Katina Soares, Principal Laura Peterson, SSC/MAAP Coordinator Tilana Roberts, Vice Principal/Data Coach		
1.3.3. All students graduate high school with a personal plan for their future.		● Complete all AVID activities including parent communication, 10-year plan (Kidtalk) and SEL/ Nā Hopena Aʻo Curriculum Julia Peterson, Registrar Laura Peterson, SSC/MAAP Coordinator	% of students earning PTP credits by end of first semester of grade 12	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

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 Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* Reference the Identified School Needs section.	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?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* Estimate the additional amount needed to execute the enabling activity.
To ensure that students have access to high quality instruction in every classroom, resources should be allocated for teachers who need additional support. Use data to identify areas where students are underperforming. Alignment of interdisciplinary PBL		- Provide ongoing training with fidelity in AVID schoolwide strategies as a means for quality instruction - Fortify HMTSS training for Tier 1 and 2 strategies and interventions (academics) with data collection and analysis in Academy teams - Continue to provide opportunities for individualized professional development based on staff needs and student data - Provide teachers with WIDA Can Do Descriptors for all EL learners, to provide high-quality instruction based on their needs - All teachers will be AVID trained or have a	Meeting Agendas and Minutes	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☑ Grant:___, $ ☑ Other:___, $

to enhance Academy pathway experiences Improve inclusive pedagogical practices (i.e. UDI and SDI)		refresher to AVID strategies ● Continue to embed Project-Based Learning and Academies professional development opportunities and planning time into Master Schedule, with emphasis on inclusion collaboration time ● Increase emphasis on Gold Standard projects and interdisciplinary units by identifying opportunities to showcase student work in community events and encouraging teachers to participate in at least one event per school year ● Continue embedding PBL planning time in Waiver days for alignment of interdisciplinary PBL ● Improve inclusive pedagogical practices (i.e. UDI and SDI) through State- and Complex-supported training Julia Peterson, Registrar Katina Soares, Principal Laura Peterson, SSC/MAAP Coordinator Tilana Roberts, Vice Principal/Data Coach		
Faculty teams should use quantitative and qualitative data to assess and share the effectiveness of their work. Incorporate teacher training in data collection, analysis, and use of data to inform instruction.		● Embed teacher engagement in data collection, analysis, and use of data in Academy meeting time to inform/ adjustment instruction for student success ● Clarify the purpose and data teams process within the Academy model ● Increase accountability for all teachers in data collection, analysis, dissemination and protocols to take action individually and in team structures	Meeting Agendas and Minutes	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☑ Grant:___, $ ☑ Other:___, $

- Provide time during faculty meetings to reflect on and give feedback on data (i.e. Looking at Student Work [LASW] protocols, developing rubrics, discussing grading and assessment strategies)

- Academies focus on Makahiki, oli, and other ways to incorporate Nā Hopena Aʻo within student body activities

- Increase opportunities for internal PD among staff regarding cultural, historical, and linguistic aspects of Hawaiian culture and language

- Complete all AVID activities including parent communication, 10-year plan (Kidtalk) and SEL/ Nā Hopena Aʻo Curriculum

- Provide ongoing training and accountability for implementation of PBIS

Diane Mokuau, Librarian/WASC/Curriculum Coordinator
Gandharva Ross, OHIKM Academy Director
Katina Soares, Principal
Lisa Takata, SAC/CSS Academy Director
Laura Peterson, SSC/MAAP Coordinator
Maliekekai Ward, IBT Academy Director
Tilana Roberts, Vice Principal/Data Coach

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 Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**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?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.*	To maintain effective SCC membership	Annual advertisement of first meeting in the newspaper; school media Periodic press releases and parent/community invitations to meetings Richard Ornellas, SCC Chair Katina Soares, Principal	Quorum met 90% or more of school year meetings	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section.*	**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?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.*
Enhance parent/ family and community engagement	Decreased parent involvement in academics at the secondary level	Continue with monthly School Community Council, quarterly Academy Advisory Board Meetings and annual Open House (Parent Conference), SURF and Freshman Parent Night Events Fortify opportunities for public student showcases (e.g. Holiday Exhibition) Gandharva Ross, OHIKM Academy Director Maliekekai Ward, IBT Academy Director Lisa Takata, SAC/CSS Academy Director Richard Ornellas, SCC Chair	Increase SQS responses and measures by 5%	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ Other Systems of Support

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?" Reference the Identified School Needs section.*	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?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated **Source of Funds** *"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.*
Improve additional areas of school climate (i.e. safety)		- Provide ongoing training and accountability for implementation of PBIS - Identify a method to internally audit campus resources for informing faculty (and staff), in order to collectively determine highest and best use Tilana Roberts, Vice Principal	Increase Panorama/SQS Safety Dimension by 5%	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Pursuant to [Hawaii Revised Statutes Section (HRS) 302A-251](), as well as the current Hawaii State Teachers Association 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 High Schoool'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 *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1080
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, 6 Waiver Days approved

Bell Schedule:

MOLOKAI HIGH SCHOOL 25-26 BELL SCHEDULE

FACULTY/STAFF SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	Min	FRIDAY	Min
Warning Bell 07:55	Warning Bell 07:55	Warning Bell 07:55	Warning Bell 07:55		Warning Bell 07:55	
Passing 07:55-08:00	Passing 07:55-08:00	Passing 07:55-08:00	Passing 07:55-08:00	5	Passing 07:55-08:00	5
School Starts 08:00	School Starts 08:00	School Starts 08:00	School Starts 08:00		School Starts 08:00	
MAAP 08:00-08:30	MAAP 08:00-08:30	MAAP 08:00-08:30	MAAP 08:00-08:30	30	PERIOD 1 08:00-08:32	32
Passing 08:30-08:35	Passing 08:30-08:35	Passing 08:30-08:35	Passing 08:30-08:35	5	Passing 08:32-08:37	5
PERIOD 1 08:35-09:45	MAAP/WIN 08:35-09:45	PERIOD 1 08:35-09:45	MAAP/WIN 08:35-09:45	70	PERIOD 2 08:37-09:09	32
Passing 09:45-09:50	Passing 9:45-09:50	Passing 09:45-09:50	Passing 9:45-09:50	5	Passing 09:09-09:14	5
PERIOD 2 09:50-11:00	Period 5 09:50-11:00	PERIOD 2 09:50-11:00	Period 5 09:50-11:00	70	PERIOD 3 09:14-09:46	32
Recess 11:00-11:15	Recess 11:00-11:15	Recess 11:00-11:15	Recess 11:00-11:15	15	Recess 09:46-10:01	15
Passing 11:15-11:20	Passing 11:15-11:20	Passing 11:15-11:20	Passing 11:15-11:20	5	Passing 10:01-10:06	5
PERIOD 3 11:20-12:30	PERIOD 6 11:20-12:30	PERIOD 3 11:20-12:30	PERIOD 6 11:20-12:30	70	PERIOD 4 10:06-10:38	32
Lunch 12:30-1:00	Lunch 12:30-1:00	Lunch 12:30-1:00	Lunch 12:30-1:00	30	Passing 10:38-10:43	5
Passing 1:00-1:05	Passing 1:00-1:05	Passing 1:00-1:05	Passing 1:00-1:05	5	PERIOD 5 10:43-11:15	32
PERIOD 4 1:05-2:15	PERIOD 7 1:05-2:15	PERIOD 4 1:05-2:15	PERIOD 7 1:05-2:15	7	Passing 11:15-11:20	5
Teacher Prep 2:15-3:00	Teacher Prep 2:15-3:00	Teacher Prep 2:15-3:00	Teacher Prep 2:15-3:00	45	PERIOD 6 11:20-11:52	32
					Lunch 11:52-12:22	30
					Passing 12:22-12:27	5
					PERIOD 7 12:27-1:00	33
					Meetings 1:00-2:15	75
					Teacher Prep 2:15-3:00	45