



Molokai High School - O Hina i Ka Malama

Academic Plan

SY 2026-2027

2140 Farrington Avenue, Ho'olehua, HI 96729
808-567-7100
molokaihighschool.org

☐ Non-Title I School ☒ Title I School ☐ Kaiapuni **A** School (100% Self Contained) ☒ Kaiapuni **B** Program (Shared School Site >=50%) ☐ Kaiapuni **C** Program (Shared School Site <50%)

Submitted by Principal Katina Soares		Approved by Complex Area Superintendent Rebecca Winkie	
	Apr 15, 2026	 	04/15/2026

TABLE OF CONTENTS

VIABLE QUALITY CURRICULUM.....	3
UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS.....	5
HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS).....	5
IDENTIFIED SCHOOL NEEDS.....	6
PRIORITY 1.....	8
★ GOAL 1.1.....	8
★ GOAL 1.2.....	11
★ GOAL 1.3.....	13
PRIORITY 2.....	15
PRIORITY 3.....	16
★ GOAL 3.3.....	16
★ Family and Community Engagement.....	17
★ Other Systems of Support.....	18
APPENDIX A: SCHOOL COMMUNITY COUNCIL (SCC) ASSURANCES FORM.....	19
APPENDIX B: BELL SCHEDULE.....	22

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 **comprehensive instructional program(s)** being used for 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.

Comprehensive Instructional Programs: English-Medium Program				
Grade Level(s)/ Course Name	English Language Arts	Mathematics	Science	Social Studies
9-12	'20 Odell Education High School ... ▾	enVision A/G/A ▾		
	Select One ▾	Select One ▾		

Comprehensive Instructional Programs: Hawaiian-Medium Program					
Grade Level(s)/ Course Name	Hawaiian Language Arts (PM-P12)	Kaiapuni ELA (P5-P12)	Mathematics	Science	Social Studies
7-12	Teacher Created ▾	Teacher Created ▾	enVision A/G/A ▾		
	Select One ▾	Select One ▾	Select One ▾		

Please list all **supplementary instructional materials** used to 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.

Supplementary Instructional Materials: English-Medium Program				
Grade Level(s)/ Course Name	English Language Arts (ELA)	Mathematics	Science	Social Studies
9-12	Achieve 3000	IXL	Penda	

Supplementary Instructional Materials: Hawaiian-Medium Program					
Grade Level(s)/ Course Name	Hawaiian Language Arts (PM-P12)	Kaiapuni ELA (P5-P12)	Mathematics	Science	Social Studies
7-12	Teacher Created Nā Kai 'Ewalu	Achieve 3000	IXL		

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 identify the **screening and/or progress monitoring assessments** 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.

Screening And Progress Monitoring Assessments: English-Medium Program		
Grade Level(s)/ Course Name	English Language Arts (ELA)	Mathematics
	Other: ▾ Achieve 3000	STAR Enterprise ▾
	IAB ▾	IAB ▾

Screening And Progress Monitoring Assessments: Hawaiian-Medium Program			
Grade Level(s)/ Course Name	Hawaiian Language Arts (PM-P12)	Kaipuni ELA (P5-P12)	Mathematics
7-12	Teacher Created: 5-part Language Assessment *Mirrors/similar outline to HAW490 given at UH-Hilo-answer written prompt, answer spoken prompt, transcribe and translate manaleo, translate article English to Hawaiian, translate 'atikala Hawaiian to English	Other: ▾ Achieve 3000	STAR Enterprise ▾
		IAB ▾	IAB ▾

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.

HMTSS: English-Medium Program	HMTSS: Hawaiian-Medium Program
☒ Panorama ☒ School-created template ☐ Other:	☒ Panorama ☒ School-created template ☐ Other:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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

Year of Last Visit: 2024

Type of Last Visit: Full Self-Study ▾

Year of Next Action: 2027

Type of Next Action: Mid-Cycle Report & Visit ▾

Year of Next Self-Study:

2030

Please identify **critical student learning needs** and the **root/contributing cause** 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: ▾ Reading Proficiency: There is a persistent gap in core academic proficiency. Data from the CNA Workbook and WASC Report indicate that student performance in Reading and Math consistently lags behind state and national averages. Specifically, there is a critical need to increase (Achieve3000) Lexile scores and SBA (Smarter Balanced Assessment) pass rates across all grade levels. Root/Contributing Cause Inconsistent Tiered Interventions: The WASC report and the "Indicators of Effective Practice" review suggest that while the school has established academies, there hasn't been a sufficiently standardized system for "diagnosing and responding to student learning needs" (Practice 3A). Lack of Academic Vocabulary Integration: The school identifies that students struggle with complex, domain-specific vocabulary required for high-stakes testing. This is cited in the Pasted Text as a reason for implementing "WIN" (What I Need) workshops and increasing the Achieve3000 requirement to one article per week in Advisory.
2	Student Need: ▾ Math Proficiency: There is a persistent gap in core academic proficiency. Data from the CNA Workbook and WASC Report indicate that student performance in Reading and Math consistently lags behind state and national averages. Specifically, there is a critical need to increase (Achieve3000) Lexile scores and SBA (Smarter Balanced Assessment) pass rates across all grade levels.

	Root/Contributing Cause: Inconsistent Tiered Interventions: The WASC report and the "Indicators of Effective Practice" review suggest that while the school has established academies, there hasn't been a sufficiently standardized system for "diagnosing and responding to student learning needs" (Practice 3A).
3	Kaiapuni Student Need: ▾ Hawaiian Language Proficiency - Papa 9-12 Root/Contributing Cause: Prior to the combination of Middle School and High School Immersion programs (7-12 in 2025), there was a persistent gap in language proficiency, making intensive remediation needed beginning grade 9.

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

1	Targeted Subgroup: ▾ IDEA/504 Identified Student Need(s): A major disparity exists in the "On-Time Graduation" and "Regular Attendance" rates for Special Education (SpEd) and 504 students. The CNA Workbook highlights that the SpEd subgroup had a regular attendance rate of only 43.4% in SY 23-24, significantly lower than the general population, which directly impacts their ability to earn credits and graduate on time.
2	Targeted Subgroup: ▾ English Learners Identified Student Need(s): There is a critical requirement for English Learners to increase their proficiency in academic language to meet grade-level standards in core subjects, particularly Reading and Mathematics. EL students are categorized within the "high-needs" subgroup, which consistently shows lower academic proficiency and growth compared to the general student population on assessments such as the SBA (Smarter Balanced Assessment).
3	Kaiapuni Targeted Subgroup: ▾ Papa 7-8 Identified Student Need(s): Intensive remediation in Hawaiian Language to increase and meet expected proficiency by Papa 9.



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 <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>Estimate the additional amount needed for enabling activities.</i>
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM 1-2	Targeted professional development while implementing selected viable curriculum (State mandate) in ELA and Mathematics Targeted professional development for EL Learners and implement complex EL plan strategies (e.g. WIDA Can Do Descriptors) 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 selected viable curriculum Progress monitor progress with screeners and interim assessments 2-4x per year (reading, math, EL, HL proficiency) Increase use of Looking At Student Work (LASW) protocols and formative assessments in the data team/academy process to analyze student data, look at student work, and modify instruction Continue to refine intervention system such as Reading/Math Workshop during WIN periods Emilio Macalalad, Curriculum/Data Coach Karen Harada, ELA Dept Chair Grace Chen-Ellis, Math Dept Chair Tilana Roberts, Vice Principal/OHIKM Katina Soares, Principal	Incremental annual growth on screeners (e.g. IAB Math, IAB ELA) 5% or more improvement on state/mandated assessments (SBA, WIDA, seal of biliteracy, ACT)	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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	HAWAIIAN-MEDIUM PROGRAM 3	Improve Hawaiian Language Proficiency through 7-8 remediation and supports Gandharva Ross, OHIKM Academy Director Emilio Macalalad, Curriculum/Data Coach Tilana Roberts, Vice Principal/OHIKM	Increase % of passing Seal of Biliteracy Monitor growth in BOY and EOY Hawaiian Language Assessment	
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM	Complete all AVID activities including parent communication, 10-year plan, College/Career Continuum, and SEL/ Nā Hopena A'o Curriculum Continue transition activities (Freshman MAAP, 8th grade Orientation to 9th, 8th grade registration and academy activity, Freshman Parent Night) Laura Peterson, SSC/MAAP Coordinator Lisa Takata, SAC/CSS Academy Director Katina Soares, Principal	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:__, \$
	HAWAIIAN-MEDIUM PROGRAM	In addition to above: Continue transition activities and outreach (Papa 6) Gandharva Ross, OHIKM Academy Director Lei Kaneakua, OHIKM Counselor Tilana Roberts, Vice Principal/OHIKM	Increase transition enrollment from Papa 6 to 7th by 5% Retention of 100% students from 8 to 9th grade	

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome <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>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM	Conducting yearly reviews of attendance and behavioral expectations so that new students are consistently updated on school policies Molokai Attendance Program Protocols Tilana Roberts, Vice Principal/OHIKM	Monthly tracking for students on MAP program	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
	HAWAIIAN-MEDIUM PROGRAM	Conducting yearly reviews of attendance and behavioral expectations so that new students are consistently updated on school policies Molokai Attendance Program Protocols Continue place-based learning and using authentic assessments to analyze the students ability to demonstrate mastery Gandharva Ross, OHIKM Academy Director Tilana Roberts, Vice Principal/OHIKM	Monthly tracking for students on MAP program	

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM	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 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/OHIKM	Reduced discipline Improved SEL survey outcomes	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
	HAWAIIAN-MEDIUM PROGRAM	Same as above		
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM	Promote Kū Values (graduate profile) 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 'Aha 'Ōpio submissions, OHIKM leadership, Makahiki) opportunities/experiences on campus Gandharva Ross, OHIKM Academy Director Lisa Takata, SAC/CSS Academy Director Laura Peterson, SSC/MAAP Coordinator Maliekekai Ward, IBT Academy Director Emilio Macalalad, Curriculum/Data Coach Katina Soares, Principal Tilana Roberts, Vice Principal/OHIKM	Graduate Profile Indicators Increase Panorama (Sense of Belonging) by 5% or more Increase 'Aha 'Ōpio class submissions by 5%	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

	HAWAIIAN-MEDIUM PROGRAM	Same as above		
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <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>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM	Complete all AVID activities, including parent communication, 10-year plan and SEL/ Nā Hopena A'o Curriculum Participate in Academy Program of Study and college and career continuum activities Gandharva Ross, OHKM Academy Director Lisa Takata, SAC/CSS Academy Director Laura Peterson, SSC/MAAP Coordinator Maliekekai Ward, IBT Academy Director	100% 10-year plan Completion 100% Capstone Completion	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant:__, \$ ☐ Other:__, \$
	HAWAIIAN-MEDIUM PROGRAM	Same as above		
1.3.3. All students graduate high school with a personal plan for their future.	ENGLISH-MEDIUM PROGRAM	Complete all AVID activities, including parent communication, 10-year plan and SEL/ Nā Hopena A'o Curriculum Julia Peterson, Registrar Laura Peterson, SSC/MAAP Coordinator	Increase % 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:__, \$

	HAWAIIAN-MEDIUM PROGRAM	Complete all AVID activities, including parent communication, 10-year plan and SEL/ Nā Hopena A'o Curriculum Lei Kaneakua, OHIKM Counselor Laura Peterson, SSC/MAAP Coordinator Gandharva Ross, OHIKM Academy Director	100% of students earned PTP credits by the end of first semester of grade 12.	
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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 Outcome <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>Estimate the additional amount needed for enabling activities.</i>
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 to enhance Academy pathway experiences Improve inclusive pedagogical practices (i.e. UDI and SDI)	ENGLISH-MEDIUM PROGRAM	Provide ongoing training with fidelity in AVID schoolwide strategies as a means for quality instruction Provide ongoing 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 Increase emphasis on Gold Standard (PBL) 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 Improve inclusive pedagogical practices (i.e. UDI and SDI) through State- and Complex-supported training	WIDA/LTEL Data	☒ 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

		Katina Soares, Principal Laura Peterson, SSC/MAAP Coordinator Emilio Macalalad, Curriculum/Data Coach		
	HAWAIIAN-MEDIUM PROGRAM	Continue to provide opportunities for individualized professional development based on staff needs and student data Tilana Roberts, Vice Principal/OHIKM/OHIKM	Provide reflection/feedback on individualized PD	



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 <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>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM 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: __, \$
	HAWAIIAN-MEDIUM PROGRAM	Invite Kaiapuni parents or students for SCC representative for OHIKM Richard Ornellas, SCC Chair Katina Soares, Principal	At least 1 OHIKM representative	

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome <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>Estimate the additional amount needed for enabling activities.</i>
Enhance parent/ family and community engagement	ENGLISH-MEDIUM PROGRAM Decreased parent involvement in academics at the secondary level	Continue with monthly School Community Council, quarterly Academy Advisory Board Meetings and partner with Parent Teacher Student Community School Organization (PTSCO) for engagement opportunities (e.g. annual Open House (Parent Conference), SURF, Freshman Parent Night Events/Parents Day) Fortify opportunities for public student showcases (e.g. Holiday Expo, Aha 'Ōpio, Capstone) Lisa Takata, SAC/CSS Academy Director Richard Ornellas, SCC Chair Katina Soares, Principal PTSCO Officer	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: __, \$
	HAWAIIAN-MEDIUM PROGRAM N/A	Same as above; continue monthly Hālawai Makua Gandharva Ross, OHIKM Academy Director	Increase attendance by 5% and provide meeting minutes quarterly to administration.	

★ Other Systems of Support

Desired Outcome <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>Estimate the additional amount needed for enabling activities.</i>
Improve additional areas of school climate (i.e. safety)	ENGLISH-MEDIUM PROGRAM Low measures of safety, belonging etc.	Provide ongoing training and accountability for implementation of school wide PBIS (Ku Values/BARN) Tilana Roberts, Vice Principal/OHIKM/OHIKM	Increase Panorama/SQS Dimension by 5%	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
	HAWAIIAN-MEDIUM PROGRAM	Same as above	Increase Panorama/SOS by 5%	

APPENDIX A: SCHOOL COMMUNITY COUNCIL (SCC) ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Molokai High School - O Hina i Ka Malama** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Feb 25, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Apr 14, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Faculty Meeting
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Date**

Attested:

Molokai High School - O Hina i Ka Malama Principal	Signature	Date
Katina Soares		Apr 15, 2026
SCC Chairperson	Signature	Date

Richard Ornellas		Apr 15, 2026
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SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
Share documents drafts further ahead of time for preview	So stakeholders have time to formulate questions for further discussion at the meeting.	Agreed.
Continue to review the Academic Plan beginning in November until the new academic plan is drafted.	Both parents and community members are very interested in the academic plan and express benefit from receiving through February discussions.	Agreed.

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.**Attested:**

SCC Chairperson	Signature	Date
Richard Ornellas		Apr 15, 2026

APPENDIX B: BELL SCHEDULE

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.**

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 <u>hours per year</u> <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>	1080
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement



Molokai High School

2627 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

Molokai High School - O Hina i Ka Malama Bell Schedule: