



Molokai Middle School Academic Plan SY 2025-2026

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

Submitted by Principal Kainoa Pali		Approved by Complex Area Superintendent Dr. Rebecca Winkie	
	04/04/2025		04/13/2025



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 Language Arts Curriculum	iReady Online - Curriculum Associates (Math)	CK-12 Foundation (Earth Science)	CK-12 Foundation (US History)
Grade 7 MMS	SpringBoard English Language Arts Curriculum	iReady Online - Curriculum Associates (Math)	Prentice Hall Science Explorer (Life Science)	Bess Press (Pacific Nations & Territories, History of the Hawaiian Kingdom)
Papa 7-8 OHIKM	Nā Kai 'Ewalu: Hawaiian Language Arts - Mākau 'Ōlelo	iReady Online - Curriculum Associates (Math) - Makemakika	College of Tropical Agriculture & Human Resources (CTAHR) - 'Epekema	Social Studies - Office of Hawaiian Education (OHE) - Pilikanaka

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 / Course Name	English Language Arts	Mathematics
Grade 8 MMS	iReady ▾	iReady ▾
Grade 7 MMS	iReady ▾	iReady ▾
Papa 7-8 OHKM	iReady ▾	iReady ▾
	Select One ▾	Select One ▾
	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(s) for those needs and gaps, as identified in one or more of the following:

- ☐ Current Comprehensive Needs Assessment (CNA)
- ☒ Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: SY 2024-25, Next Full Self-Study: SY 2030-31
- ☐ Other current accreditation self-study

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> Improving school climate for student success</p> <p><u>Root/Contributing cause(s):</u> Chronic Absenteeism (StriveHI): <u>2021-22:</u> 58% / <u>2022-23:</u> 71% / <u>2023-24:</u> 68%; Student Perception-Belonging (Panorama): <u>2021-22:</u> 41% / <u>2022-23:</u> 48% / <u>2023-24:</u> 42%; Adequate Facilities (SSIR): <u>2021-22:</u> Exceeds state standard of 100%: Classroom 174%, Cafeteria 359%, Library 105% / <u>2022-23:</u> Hi-Fit Score is 3.52/10, indicating critical space shortage for teaching and learning. / <u>2023-24:</u> Score remains 3.52/10, next Hi-Fit inspection in two-three years. Discipline Referrals (Infinite Campus): <u>2021-22:</u> Class A: .005% Class B: 0% Class C: .05% Class D: .005% / <u>2022-23:</u> Class A: 11% Class B: .09% Class C: 21% Class D: 22% / <u>2023-24:</u> Class A: 14% Class B: 16% Class C: 14% Class D: 22%</p>
2	<p><u>Student Need:</u> Continue to deepen student engagement and academic discourse</p> <p><u>Root/Contributing cause(s):</u> State Assessments (SBA/HSA): <u>2023-24:</u> ELA: 42%, Math: 23%, Science: 29%; State Assessments (KĀ'EO): <u>2023-24:</u> HLA: 60%, Math: 65%, Science: 61%; Achievement Gap (StriveHI): <u>2021-22:</u> ELA: 48% Math: 34% / <u>2022-23:</u> ELA: 44% Math: 30% / <u>2023-24:</u> ELA: 42% Math: 28%; Student Perception-Classroom Engagement (Panorama): <u>2021-22:</u> 41% / <u>2022-23:</u> 48% / <u>2023-24:</u> 42%; Student Success Plan Focus-Student Engagement (EES): <u>2021-22:</u> 42% / <u>2022-23:</u> 48% / <u>2023-24:</u> 45%; Student Growth (iReady Reading): <u>2021-22:</u> Fall/Spring: 14%/31% (On or Above), Fall/Spring: 16%/20% (One Below), Fall/Spring: 70%/40% (Two Below); <u>2022-23:</u> Fall/Spring: 25%/53% (On or Above), Fall/Spring: 24%/24% (One Below), Fall/Spring: 51%/23% / <u>2023-24:</u> Fall/Spring: 24%/33% (On or Above), Fall/Spring: 11%/19% (One Below), Fall/Spring: 65%/48%; Student Growth (iReady Math): <u>2021-22:</u> Fall/Spring: 9%/23% (On or Above),</p>



Fall/Spring: 25%/32% (One Below), Fall/Spring: 66%/23% (Two Below); 2022-23: Fall/Spring: 12%/34% (On or Above), Fall/Spring: 35%/27% (One Below), Fall/Spring: 53%/39% / 2023-24: Fall/Spring: 9%/26% (On or Above), Fall/Spring: 32%/27% (One Below), Fall/Spring: 60%/47%

3

Student Need: Foster proficiency through data and reflection

Root/Contributing cause(s): **State Assessments (SBA/HSA):** 2023-24: ELA: 42%, Math: 23%, Science: 29%; **State Assessments (KĀ'EO):** 2023-24: HLA: 60%, Math: 65%, Science: 61%; Proficiency up, but remain in Beginning/Developing levels; **WIDA (ACCESS):** 2023-24: Listening: 88%, Speaking: 54%, Reading: 58%, Writing: 54%; Writing and Speaking remains Developing/Expanding levels; **Student Growth (StriveHI):** 2021-22: ELA: 66%, Math: 58% / 2022-23: ELA: 67%, Math: 56% / 2023-24: ELA: 61%, Math: 47%; **Student Proficiency (iReady Reading):** 2021-22: Fall/Spring: 14%/31% (On or Above), Fall/Spring: 16%/20% (One Below), Fall/Spring: 70%/40% (Two Below); 2022-23: Fall/Spring: 25%/53% (On or Above), Fall/Spring: 24%/24% (One Below), Fall/Spring: 51%/23% / 2023-24: Fall/Spring: 24%/33% (On or Above), Fall/Spring: 11%/19% (One Below), Fall/Spring: 65%/48%; **Student Proficiency (iReady Math):** 2021-22: Fall/Spring: 9%/23% (On or Above), Fall/Spring: 25%/32% (One Below), Fall/Spring: 66%/23% (Two Below); 2022-23: Fall/Spring: 12%/34% (On or Above), Fall/Spring: 35%/27% (One Below), Fall/Spring: 53%/39% / 2023-24: Fall/Spring: 9%/26% (On or Above), Fall/Spring: 32%/27% (One Below), Fall/Spring: 60%/47%



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><u>Targeted Subgroup:</u> High-Need Students (EL/IDEA/SES)</p> <p><u>Identified Student Need(s):</u> Student growth necessitates staffing and resource adjustments for literacy and math intervention at all levels (Tier I-III).</p>
2	<p><u>Targeted Subgroup:</u> English Learners (EL Program)</p> <p><u>Identified Student Need(s):</u> English Language Proficiency: WIDA Access results show students remain at Developing/Expanding levels in reading, writing, and speaking.</p>
3	<p><u>Targeted Subgroup:</u> 'O Hina i Ka Malama (HLIP)</p> <p><u>Identified Student Need(s):</u> Hawaiian Language Proficiency: KĀ'EO results show proficiency level remains at Beginning/Developing levels.</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 <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>
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<p>Reading Proficiency 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>StriveHI Reading Proficiency results show this year's score of 42%.</p>	<p>Hawaii Multi Tiered Systems of Support: Reading Proficiency Enabling Activities:</p> <ul style="list-style-type: none"> Continue to utilize iReady and Panorama data to maintain proficiency and growth. Refine and improve the Response to Intervention (RTI) system to ensure robust implementation of Tier II and III literacy strategies. Prioritize resources and staffing to ensure implementation of Tier I- III literacy strategies. Seek professional development that focuses on the implementation of metacognitive practices, higher-order thinking questions, RTI, and training in literacy. Consider prioritizing implementation of the Cycle of Professional Learning into practice, encouraging academic discourse across all disciplines. <p>Accountable Leads: Grade Level Team: Tier I Literacy strategies; Cycle of Professional Learning. Hīna'i/SPED Group: Tier II-III Literacy strategies; Cycle of Professional Learning. ELA/OHIKM Teachers: iReady Diagnostics Reading Data (Baseline/Post) Admin: Resources; Staffing, Professional Development, and Cycle of Professional Learning.</p>	<p>iReady Reading data shows 66% of the students moving one or two levels up from their established baseline</p> <p>StriveHI Reading Proficiency results show a 10% gain from this year's score of 42%.</p>	<p><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 type="checkbox"/> Other:__, \$</p>
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One-Year Academic Plan SY 2025-2026

<p>Mathematics Proficiency 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>StriveHI Math Proficiency results show this year's score of 23%.</p>	<p>Hawaii Multi Tiered Systems of Support: <i>Mathematics Proficiency</i> Enabling Activities:</p> <ul style="list-style-type: none"> • Continue to utilize iReady and Panorama data to maintain proficiency and growth. • Refine and improve the Response to Intervention (RTI) system to ensure robust implementation of Tier II and III literacy strategies. • Prioritize resources and staffing to ensure implementation of Tier I-III math strategies. • Seek professional development that focuses on the implementation of metacognitive practices, higher-order thinking questions, RTI, and training in math. • Consider prioritizing implementation of the Cycle of Professional Learning into practice, encouraging academic discourse across all disciplines. <p>Accountability Leads: <u>Grade Level Team:</u> Tier I Math strategies; Cycle of Professional Learning. <u>Hina'i/SPED Group:</u> Tier II-III Math strategies; Cycle of Professional Learning. <u>Math/OHIKM Teachers:</u> iReady Diagnostics Math Data (Baseline/Post) <u>Admin:</u> Resources; Staffing, Professional Development, and Cycle of Professional Learning.</p>	<p>iReady Math data shows 66% of the students moving one or two levels up from their established baseline</p> <p>StriveHI Math Proficiency results show a 10% gain from this year's score of 23%.</p>	<p><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 type="checkbox"/> Other:__, \$</p>
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<p>Hawaii Multi Tiered Systems of Support</p> <p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>StriveHI Academic Growth in Math and ELA results for this year is 47% and 61% respectively.</p>	<p>Hawaii Multi Tiered Systems of Support: <i>Student Academic Growth Enabling Activities:</i></p> <ul style="list-style-type: none"> Continue to utilize iReady and Panorama data to maintain academic growth. Refine and improve the Response to Intervention (RTI) system to ensure robust implementation of Tier I-III intervention strategies. Provide professional development that directly addresses metacognition, higher-order thinking, and student engagement for systemic improvement within our MTSS, Consider re-establishing the Academic Review/Instructional Leadership Team, and/or integrate the Cycle of Professional Learning. Students shall utilize scores for goal setting and reflection on their academic progress. <p>Accountable Leads:</p> <p><u>Grade Level Team:</u> iReady, Panorama, RTI Tier I Intervention Strategies</p> <p><u>Hina'i/SPED Group:</u> iReady, Panorama, RTI II-III Intervention Strategies</p> <p><u>ELA/Math/OHIKM Teachers:</u> iReady Diagnostics Reading & Math Data (Baseline/Post)</p> <p><u>Admin:</u> Resources; Staffing, Professional Development, and Cycle of Professional Learning.</p>	<p>iReady Math & Reading data shows 66% of the students moving one or two levels up from their established baseline</p> <p>StriveHI Academic Growth in Math and ELA results show a 10% gain from this year's score of 47% and 61% respectively..</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input 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 type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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<p>Hawaii Multi Tiered Systems of Support</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><i>Required for all schools.</i></p>		<p>Hawaii Multi Tiered Systems of Support: <i>Student Transition(s)</i></p> <p>Enabling Activities:</p> <p>Elementary to Middle</p> <ul style="list-style-type: none"> Support new 6th grade students with schoolwide and grade level transition activities (i.e., 6th Grade Transition Day, 7th Grade Orientation Night, Alaka'i Leadership Trainings w/student leaders from all feeder elementary schools, School Open House) <p>Middle to High</p> <ul style="list-style-type: none"> Support outgoing 8th grade student transition activities (ie., 9th Grade course registration, 9th Grade Orientation, and 9th Grade Tour the Academies) <p>New Students/Mid-Year Transition</p> <ul style="list-style-type: none"> Alaka'i Student Leadership provides new students with welcome orientation that includes campus tours and meet with the teachers. <p>Accountable Leads:</p> <p>PCNC/Alaka'i Leadership: Coordinate 6th Grade Transition activities and trainings</p> <p>Grade 7 Team: Support/Collaborate on 7th Grade Orientation Night</p> <p>Grade 8 Team: Support MHS with 8th Grade Transition activities</p> <p>Admin: Provide resources to support Student Transition activities</p>	<p>Student Surveys: 66% of the surveys show students are satisfied</p> <p>Student Attendance: 90% student participation in the transition activities</p> <p>Parent Attendance: 90% of parent participation in Orientation</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input 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 type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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<p>Hawaii Multi Tiered Systems of Support</p> <p>All English Learner students shall speak, write, and read proficiently in English Language, and those who do not speak, write, and read English proficiently shall receive necessary and timely support to become proficient.</p>	<p>Annual WIDA Assessments show EL students demonstrate proficiency in Speaking 55%, Writing 50%, and Reading 17%</p>	<p>Hawaii Multi Tiered Systems of Support: <i>English Language Proficiency in Speaking, Writing, and Reading (EL)</i></p> <p>Enabling Activities:</p> <ul style="list-style-type: none"> • WIDA Access proficiency data will be used to track student trends in Speaking, Reading, and Writing. (Summative) • Continue to utilize iReady and Panorama data to maintain proficiency and growth. • Revisit/Create a data tracking system to ensure student progress in Speaking Writing, Reading proficiency in the English Language • Refine and improve the Response to Intervention (RTI) system to ensure robust implementation of Tier II and III WIDA strategies. • Prioritize resources and staffing to ensure implementation of Tier I-III math strategies. • Seek professional development that focuses on the implementation of metacognitive practices, and WIDA strategies <p>Accountable Leads:</p> <p>All Teachers: iReady Diagnostics Reading & Math Data (Baseline/Post)</p> <p>EL Staff: Revisit/Create a data tracking system for student language proficiency in English utilizing WIDA data.</p> <p>Admin: Provide resources, staffing, and professional development to foster language proficiency in ‘Ōlelo Hawai‘i.</p>	<p>Annual WIDA Assessments show 66% of the EL students demonstrate proficiency in Speaking, Writing, and Reading, and/or exit the EL Program</p> <p>School created EL Data tracker shows 66% of the students moving one or two levels up from their established baseline</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input 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 type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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<p>Hawaii Multi Tiered Systems of Support</p> <p>All students enrolled in 'O Hina i Ka Malama, shall speak and comprehend in 'Ōlelo Hawai'i proficiently, and those who do not speak and comprehend 'Ōlelo Hawai'i proficiently shall receive necessary and timely support to become proficient.</p>	<p>Annual KĀ'EO Assessments show OHIKM students demonstrate proficiency in Science 61%, Math 65%, and Hawaiian Language Arts 60%</p> <p>Annual KĀ'EO Assessments show 80% of the OHIKM students' 'Ōlelo Hawai'i proficiency is at Beginning or Developing levels</p>	<p>Hawaii Multi Tiered Systems of Support: <i>Language Proficiency in 'Ōlelo Hawai'i (OHIKM)</i></p> <p>Enabling Activities:</p> <ul style="list-style-type: none"> • KĀ'EO proficiency data will track student trends over time in Mākau 'Ōlelo, Pili Helu, and Akeakamai (Summative). • Revisit/Develop a data tracking system to ensure student progress in 'Ōlelo Hawai'i proficiency (Formative). • Refining RTI includes intentional Tier 1 'Ōlelo Hawai'i development strategies to build strong reading, writing, and speaking skills for all. • Refine RTI to ensure robust Tier II-III strategies to strengthen students' 'Ōlelo Hawai'i through expansive vocabulary, and complex sentences in reading, writing, and speaking. • Seek professional development that focuses on metacognitive practices, and language acquisition strategies in target language, 'Ōlelo Hawai'i. <p>Accountable Leads:</p> <p><u>OHIKM Staff:</u> Revisit/Create a data tracking system for student language proficiency in 'Ōlelo Hawai'i.</p> <p><u>Admin:</u> Provide resources, staffing, and professional development to foster language proficiency in 'Ōlelo Hawai'i.</p>	<p>Annual KĀ'EO Assessments show OHIKM students demonstrate an increase of 5% proficiency in Science, Math, and Hawaiian Language Arts.</p> <p>School created Language Proficiency Data tracker shows 66% of the students moving one or two levels up from their established baseline</p>	
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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>
Hawaii Multi Tiered Systems of Support 1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	Panorama Attendance data shows student chronic absenteeism rate is at 22% Annual StriveHI Attendance results show schoolwide student attendance rate at 68%	Hawaii Multi Tiered Systems of Support: Chronic Absenteeism Enabling Activities: <ul style="list-style-type: none"> Continue to utilize the Molokai Complex's Molokai Attendance Policy (MAP). Utilize Infinite Campus and Panorama data to maintain student attendance. Refine and improve the Response to Intervention (RTI) system to ensure robust implementation of Tier I-III attendance intervention strategies. Accountable Leads: <u>Grade Level Team:</u> All teachers utilize Infinite Campus, Panorama to analyze and implement RTI Tier I Intervention Strategies <u>Hina'i:</u> Utilize Infinite Campus, Panorama to implement RTI II Intervention Strategies <u>Admin:</u> Resources; Staffing, Community Partnerships, Collaboration External Resources & Programs to implement RTI III Intervention Strategies	Panorama Attendance data shows student chronic absenteeism rate is below 5% or less Annual StriveHI Attendance results show schoolwide student attendance rate are 90% or better	<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 type="checkbox"/> Other:__, \$



<p>Hawaii Multi Tiered Systems of Support 1.2.2. All students demonstrate positive behaviors at school. 1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>Panorama School Belonging data is currently at 42%</p> <p>School Quality Survey: Student Safety is at 56.5%</p>	<p>Hawaii Multi Tiered Systems of Support: <i>School Climate</i> Enabling Activities:</p> <ul style="list-style-type: none"> Continue to utilize Infinite Campus and Panorama data to monitor discipline trends Make schoolwide PBIS matrix a priority to assure clarity and communication of school behavioral expectations for all stakeholders Create an environment for learning on campus that fosters a sense of belonging. Revisit and strengthen the school's PBIS system by integrating the six outcomes of the Nā Hopena A'o Framework. Refine and improve a system that reinforces positive behavior, celebrate student success, and character. Collaborate with Alaka'i Program to be student ambassadors for MMS. <p>Accountable Leads: All Teachers: Documentation discipline in Infinite Campus. Monitor student trends on Panorama. PCNC/Alaka'i Program: Integrate a student ambassador program into the Alaka'i Program. Admin: Resources; Staffing, Community Partnerships, Collaboration External Resources & Programs, PBIS Incentives programs, ensure integration of Nā Hopena A'o Framework</p>	<p>Panorama School Belonging data shows an increase to 55% or better</p> <p>School Quality Survey: Student Safety increase to 65% or better</p>	<p><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 type="checkbox"/> Other: __, \$</p>
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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>
Hawaii Multi Tiered Systems of Support 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>		Hawaii Multi Tiered Systems of Support: Career, Community, Civic Opportunities Enabling Activities: <ul style="list-style-type: none"> Content: Support student participation in events such as STEM, National History Day, Science & Engineering Fair, 'Aha 'Opio o Molokai, Middle Level Student Leadership. Grade Level: Strengthen partnerships with the University of Hawaii Maui College to encourage career exploration opportunities for all students Ho'omalulu: Expand career exploration opportunities for students through the Ho'omalulu programs. Accountable Leads: <u>All Teachers:</u> Encourage student participation and showcase student work in annual local and State competitions. <u>Ho'omalulu Programs:</u> Foster career exploration opportunities for students via extracurricular activities. <u>Admin:</u> Resources; Foster Community Partnerships and Collaboration with External Resources	Student Participation	<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 type="checkbox"/> Other: __, \$



<p>Hawaii Multi Tiered Systems of Support</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>1.3.3. All students graduate high school with a personal plan for their future.</p> <p><i>Required for all schools.</i></p>		<p>Hawaii Multi Tiered Systems of Support: K-12 Alignment</p> <p>Enabling Activities:</p> <ul style="list-style-type: none"> Continue grade level collaboration to identify, assess, and make necessary adjustments for students to be challenged with advanced-level coursework. Strengthen individualized personal plan to ensure all students' plans include educational and personal goals (ie. college, career, academic inquiries) Expand after school extra-curricular activities to include advance-level coursework opportunities. Strengthen the K-12 alignment and articulation between Grade 6-7, Grade 7-8, and Grade 8-9. <p>Accountable Leads:</p> <p>Grade Level: Utilize KidTalk to identify, assess, and make appropriate adjustments that challenge and provide opportunities for advanced-level coursework.</p> <p>School Counselors: Embed a Student Personal Plan that is individualized to the student's educational and personal goals.</p> <p>Ho'omaluku/Umeke Programs: Embed/Expand challenging and advanced-level opportunities for all students</p> <p>Admin: Resources: Staffing, Curriculum, Supplies</p>	<p>Panorama: KidTalk</p> <p>Student Personal Plan & Goal Settings</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input 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 type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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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>
Collective Efficacy Cycle 2.1.1: All teacher positions are filled with qualified hires. 2.1.2: All teachers are effective or receive the necessary support to become effective.	Panorama: Student Perception: Classroom Engagement score is at 42% EES Student Success Plan Focus: Student	Collective Efficacy Cycle: <i>Collective Teacher Efficacy</i> Enabling Activities: <ul style="list-style-type: none"> <u>Grade Level</u>: Continue to provide time, space, and opportunities through professional learning communities to articulate grade/school wide initiatives in their respective grade level teams, Grade 7 or Grade 8. <u>Admin Prep</u>: Continue to provide time, space, and opportunities through professional learning communities to articulate personal/content initiatives within the same content area focus. <u>21 Hours (Admin)</u>: Continue to collaborate with administration on the utilization of 11 of 21 hours for 	100% of the staff participate in PD geared to student engagement A decrease of 10% in Class D Offenses as result of implementation of student	<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 type="checkbox"/> Other: __, \$



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	<p>Engagement score is 45%</p> <p>22% of Class D Offenses originate from incidents occurring within classrooms.</p>	<p>professional developments aligned to schoolwide focus or initiatives.</p> <ul style="list-style-type: none"> • <u>21 Hours (Teacher)</u>: Continue to collaborate with the principal on the utilization of 10 of 21 hours for professional developments aligned to personal growth, or school wide initiatives. • <u>Educator Effectiveness Systems</u>: Continue to utilize EES as a tool for documentation, feedback, and personal growth. <p>Accountable Leads:</p> <p>Certificated Personnel: To assure personal and professional growth by utilizing all components of the Collective Teacher Efficacy.</p> <p>Administration: Support certificated personnel with resources, articulation, and accountability.</p>	engagement strategies	
<p>Collective Efficacy Cycle</p> <p>2.2.1: All school support staff positions are filled with qualified hires.</p> <p>2.2.2: All school support staff are effective or receive the necessary support to become effective</p>	<p>Panorama: Student Perception: Classroom Engagement score is at 42%</p> <p>22% of Class D Offenses originate from incidents occurring within classrooms.</p>	<p>Collective Efficacy Cycle: <i>Collective Staff Efficacy</i></p> <p>Enabling Activities:</p> <ul style="list-style-type: none"> • <u>Grade Level</u>: Continue to provide time, space, and opportunities through professional learning communities to articulate grade/school wide initiatives in their respective grade level teams, Grade 7 or Grade 8. • <u>EA Time</u>: Continue to provide time, space, and opportunities through professional learning communities to articulate personal/staff initiatives amongst EA. • <u>Performance Appraisal System</u>: Continue to utilize PAS as a tool for documentation, feedback, and personal growth. <p>Accountable Leads:</p> <p>Classified Personnel: To assure personal and professional growth by utilizing all components of the Collective Staff Efficacy.</p>	<p>100% of the staff participate in PD geared to student engagement</p> <p>A decrease of 10% in Class D Offenses as result of implementation of student engagement strategies</p>	



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		<u>Administration:</u> Support classified personnel with resources, articulation, and accountability.		
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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>
School Community Councils 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>		School Community Councils: <i>Membership</i> Enabling Activities: <ul style="list-style-type: none"> All educational stakeholders collaboratively provide direction, coordination, and communication to improve student achievement at MMS. SSC meetings are held every third Mondays of the month, which includes all stakeholders (students, parents, teachers, staff, community members) Accountable Leads: SSC Committee Members: Provide recommendations that will improve student achievement.	Assure the SCC has 100% full membership and participation.	<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 type="checkbox"/> Other:____, \$



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		<p><u>Principal:</u> Assure membership is diverse, open-minded, and filled annually on a staggered rotational basis.</p>		
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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.

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>Community Engagement: <i>Community Partnerships</i></p> <p>Enabling Activities:</p> <ul style="list-style-type: none"> Re-Establish 'Ohana Nights and Open House with the following intentions: <ul style="list-style-type: none"> Establish a regular service program to provide direct support to students through structured opportunities for families and community members in various school settings Organize workshops and information sessions to empower families and community members with knowledge and tools for actively supporting student success in areas like homework, curriculum, and communication. Create a school-community partnership initiative with specific projects like mentoring or career days to directly involve families and community members in school improvement and shared responsibility for student outcomes. <p>Accountable Leads:</p>	<p>Family Participation at school functions such as 'Ohana Night, Open House, Student Showcase</p>	<p> <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"/> SPFA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$ </p>



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		<p><u>Ho'omalu/'Umeke:</u> Support enabling activities through 'Ohana Nights</p> <p><u>MMS Teachers:</u> Support enabling activities through Open House</p> <p><u>Principal:</u> Resources: Funding, Staffing, Partnerships</p>		
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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>
Efficient and Effective Systems of Support	<p>Facilities: HIFIT Score of 3.52 on a 10 point scale</p> <p>Technology: A high level of technology integration by both staff and students is apparent</p> <p>Staff: Average annual staff turnover is 2-3 personnel</p>	<p>Efficient & Effective Systems of Support: <i>Capital Resources</i></p> <p>Enabling Activities:</p> <ul style="list-style-type: none"> Optimize MMS infrastructure and processes for efficient and effective use of capital resources to enhance learning and teaching. <ul style="list-style-type: none"> Facilities: Transform existing learning spaces into flexible, engaging, and inclusive environments by reimagining classrooms, creating collaborative areas, prioritizing accessibility and sustainability, and utilizing data-driven feedback for continuous improvement. Technology: Strategically leverage a robust and supported technology ecosystem—including infrastructure, equitable access, optimized platforms, ongoing training, strong security, and continuous evaluation based on user feedback—to maximize learning and teaching effectiveness. Human Capital: Cultivate a thriving learning environment by strategically investing in its personnel through targeted professional growth, a 	<p>Development of distributed learning spaces across campus to support teaching and learning</p> <p>A dedicated tech personnel</p> <p>Staff achieving licensure and certification</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input 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 type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>



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		<p>supportive culture, robust well-being initiatives, effective recruitment and retention, growth-focused feedback, and collaborative communication.</p> <p>Accountable Leads:</p> <p><u>Admin/Staff:</u> To ensure buy-in and maximize impact, stakeholder input is crucial in any restructuring process.</p>		
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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>	1107 student instructional hours/year
Did your school submit a SCC Waiver Request Form? Please explain.	No changes were made from last years’s bell schedule. MMS bell schedule remains Status Quo .

Bell Schedule: Molokai Middle School [Bell Schedule](#)