



Molokai Middle Academic Plan SY 2026-2027

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- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Kainoa Pali	
	Apr 15, 2026

Approved by Complex Area Superintendent Rebecca Winkie (Dr.)	
	04/15/2026

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

TABLE OF CONTENTS

VIABLE QUALITY CURRICULUM.....3

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS.....4

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS).....4

IDENTIFIED SCHOOL NEEDS.....5

PRIORITY 1.....7

 ★ GOAL 1.1.....7

 ★ GOAL 1.2.....10

 ★ GOAL 1.3.....12

PRIORITY 2.....14

PRIORITY 3.....15

 ★ GOAL 3.3.....15

 ★ Family and Community Engagement.....16

 ★ Other Systems of Support.....17

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM.....18

APPENDIX B: BELL SCHEDULE.....21

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, 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
Grade 7	Springboard (G7)	Ready Classroom Math (G7)		
Grade 8	SpringBoard (G8)	Ready Classroom Math (G8)		
	Select One ▾	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.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies

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 **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.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grade 7	iReady Inform	iReady Inform
Grade 8	iReady Inform	iReady Inform
	Select One ▾	Select One ▾
	Select One ▾	Select One ▾

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:

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: [Insert year]

Type of Last Visit: **Select One** ▾

Year of Next Action: [Insert year]

Type of Next Action: **Select One** ▾

Year of Next Self-Study:

[SY 2027-28]

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	<u>Student Need:</u> Class D Offenses saw a sharp escalation, rising to 28%, nearly triple the 10% recorded in SY 2024-25. This surge is particularly significant given that the three-year historical average for these offenses is only 7%. <u>Behavioral Skills:</u> Students need to develop and consistently apply positive behavioral skills, including respectful language and appropriate actions, in all school settings. <u>Root/Contributing Cause:</u> • Post-Pandemic Transition: Lasting impacts from the pandemic transition affecting student baseline skills and instructional continuity. • Inconsistent Implementation: Vocabulary instruction is not applied uniformly across all subjects or classrooms. • Professional Development Gaps: A lack of training on vocabulary-building strategies specifically for non-ELA educators. • Oversight & Feedback: Absence of a structured reporting system to monitor, support, and provide feedback on the implementation of vocabulary instruction.
2	<u>Student Need:</u> Student proficiency remained stagnant in ELA (42%) and declined in both Math (19%) and Science (26%), with all subjects trailing significantly behind state averages. <u>Foundational Vocabulary:</u> Students need to develop foundational vocabulary. <u>Root/Contributing Cause:</u>

	● Post-Pandemic Transition: Lasting impacts from the pandemic transition affecting student baseline skills and instructional continuity. ● Inconsistent Implementation: Vocabulary instruction is not applied uniformly across all subjects or classrooms. ● Professional Development Gaps: A lack of training on vocabulary-building strategies specifically for non-ELA educators. ● Oversight & Feedback: Absence of a structured reporting system to monitor, support, and provide feedback on the implementation of vocabulary instruction.
3	<u>Student Need:</u> School safety perceptions remained stagnant with a 1% dip to 55%, while student sense of belonging for grades 7–8 saw a sharp 8-point decline to 45%, falling 9% below the state average. <u>Confidence & Self-Efficacy:</u> Students need to develop confidence and self-efficacy. <u>Root/Contributing Cause:</u> ● Post-Pandemic Learning Gaps: Residual effects of the transition from remote learning on academic and social stamina. ● Inconsistent Cultivation of Belonging: Variable application of school-wide strategies intended to foster student connection and community.

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	<u>Targeted Subgroup:</u> English Learner. <u>Identified Student Need(s):</u> A critical need exists to elevate ELL oral proficiency, as WIDA speaking scores (1.0–2.9) show students are stalled at the Entering and Emerging stages, limiting their access to grade-level content.
2	<u>Targeted Subgroup:</u> Special Education. <u>Identified Student Need(s):</u> i-Ready data reveals pervasive, independent deficits: 92% difficulty in Algebra, Number Operations, Reading, and Vocabulary, with a 100% deficit in Math Practices and Geometry. These scores confirm the students perform well below grade level and lack the compensatory strengths to bridge these gaps independently.
3	<u>Targeted Subgroup:</u> Social Economic Status. <u>Identified Student Need(s):</u> A staggering 62% of SES students are performing two or more years behind in Math, while 65.5% face the same deficit in Reading.



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>
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.	The percentage of all students proficient in Strive HI ELA remains the same at 42% in SY 23-24 and SY 24-25.	Hawaii Multi Tiered Systems of Support: Reading Proficiency Enabling Activities: • KidTalk/Hina'i/SPED: Collaboration time for staff to coordinate, document, assess, and analyze student progress via Panorama, iReady, Infinite Campus platforms, etc. • Fridays: Facilitate KidTalk/Hina'i/SPED meetings. Ensure identified students receive appropriate RTI/Enrichment Reading support. • ELA Dept: Participate in Academic Discourse regarding Walkthroughs, Curriculum, ELA Standards, and Cycle of Instruction. Accountable Leads: • Grade Level: Utilize KidTalk to ensure all students receive RTI Tier 1 Reading support. • MTSS Team: Facilitate KidTalk/Hina'i/SPED meetings. Ensure identified students receive appropriate Reading support for RTI Tiers 2 and 3. • Complex: Provide professional development and Reading supports for Walkthroughs, Curriculum, and Cycle of Instruction	This is notable because State averages are at 53% in ELA.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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.	The percentage of all students proficient in Strive HI Math decreased by 4% from 23% SY 23-24 to 19% SY 24-25.	Hawaii Multi Tiered Systems of Support: <i>Math Proficiency</i> Enabling Activities: • KidTalk/Hina'i/SPED: Collaboration time for staff to coordinate, document, assess, and analyze student progress via Panorama, iReady, Infinite Campus platforms, etc. • Fridays: Facilitate KidTalk/Hina'i/SPED meetings. Ensure identified students receive appropriate RTI/Enrichment Math support. • Math Dept: Participate in Academic Discourse regarding Walkthroughs, Curriculum, Math Standards, and Cycle of Instruction. Accountable Leads: • Grade Level: Utilize KidTalk to ensure all students receive RTI Tier 1 Math support. • MTSS Team: Facilitate KidTalk/Hina'i/SPED meetings. Ensure identified students receive appropriate Math support for RTI Tiers 2 and 3. • Math Cohort: Provide professional development and Math supports for Walkthroughs, Curriculum, and Cycle of Instruction.	This is notable because state averages are at 41% in Math.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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>	The percentage of all students showing academic growth in StriveHI Math and ELA results for this year is 43% and 67% respectively.	Hawaii Multi Tiered Systems of Support: <i>Academic Growth</i> Enabling Activities: • KidTalk/Hina'i/SPED: Collaboration time for staff to coordinate, document, assess, and analyze student progress via Panorama, iReady, Infinite Campus platforms, etc. • Fridays: Facilitate KidTalk/Hina'i/SPED meetings. Ensure identified students receive appropriate Academic support. • Schoolwide: Participate in Academic Discourse regarding Academic support through Walkthroughs, Vocabulary, and Curriculum. Accountable Leads: • Grade Level: Utilize KidTalk to ensure all students receive RTI Tier 1 Academic support. • MTSS Team: Facilitate KidTalk/Hina'i/SPED meetings. Ensure identified students receive appropriate Academic support for RTI Tiers 2 and 3.	Academic Growth for StriveHI Math and ELA results show a 3% decline and a 6% gain respectively.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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>		Hawaii Multi Tiered Systems of Support: <i>Student Transitions</i> Enabling Activities: • 6th Grade Transition Day: A dedicated orientation event designed to welcome incoming 7th graders, foster peer bonding, and familiarize students with the Molokai Middle School campus to ensure a confident start. (Primary - Middle) • 9th Grade Transition Week: Support outgoing 8th grade student transition activities (ie., 9th Grade course registration, 9th Grade Orientation, and 9th Grade Tour the Academies) School Open House. (Middle - Secondary) • 7th Grade Parent Orientation Night: Meet 7th Grade teachers. Assist seventh graders with middle school life by mastering the campus and learning the "ins and outs" of daily routines and school expectations. (Grade 7) • New Students/Mid-Year Transition: Alaka'i Student Leadership provides new students with welcome orientation that includes campus tours and meet with the teachers. (Grades 7/8) Accountable Leads: • PCNC/Alaka'i Leadership: Lead and coordinate all 6th Grade and New Student transition activities to welcome families to the Molokai MS community. • Grade 7 Team: Organize and facilitate the annual 7th Grade Parent Orientation Night to engage families in the middle school journey. • Grade 8 Team: Partner with MHS staff to support 8th Grade Transition Week, ensuring students are equipped for a successful promotion to high school.	Student Surveys: 66% of the surveys show students are satisfied Student Attendance: 90% student participation in the transition activities Parent Attendance: 90% of parent participation in Orientation	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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English Learner <i>(To add additional desired outcomes, duplicate this row)</i>	Average Speaking WIDA scores saw a significant decline, falling from 3.33 in SY 2023-24 to 2.45 in SY 2024-25.	Hawaii Multi Tiered Systems of Support: <i>English Language Learner</i> Enabling Activities: • KidTalk/Hina'i/SPED: Collaboration time for staff to coordinate, document, assess, and analyze student progress via Panorama, iReady, Infinite Campus platforms, etc. • Fridays: Facilitate KidTalk/Hina'i/SPED meetings. Ensure identified ELL students receive appropriate Academic support using WIDA strategies. • EL Dept: Participate in Academic Discourse regarding Walkthroughs, and WIDA Standards & Strategies • NEI Course: Mandated course placement where EL students receive English Language Development Accountable Leads: • Grade Level: Utilize KidTalk to ensure all students receive Tier 1 Math support. • MTSS Team: Facilitate EL meetings. Ensure identified students receive appropriate EL support for RTI Tiers 2 and 3. • EL Cohort: Provide professional development and supports for Walkthroughs, and WIDA Standards & Strategies	This downturn is particularly concerning as the current average sits well below the three-year historical baseline of 3.46.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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★ 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>	Chronic absenteeism saw a sharp downward trend this year, falling to 5.52% from a previous high of 40.2%.	Hawaii Multi Tiered Systems of Support: <i>Chronic Absenteeism</i> Enabling Activities: • Schoolwide Protocol: Implement the Molokai Attendance Policy (MAP) as the foundational standard for campus-wide attendance expectations. • Data Management: Maintain real-time accuracy in Infinite Campus to monitor and analyze student attendance patterns. • Family Communication: Issue Formal Attendance Notifications to families when irregularities occur, serving as an early-intervention warning and resource guide. • Administrative Intervention: Execute Directives for chronic cases, including mandatory parent-administrator conferences, home visits, or the filing of court petitions. Accountable Leads: • Faculty & Staff: Maintain the integrity of schoolwide attendance systems and the Molokai Attendance Policy (MAP). • Teachers (Tier 1): Lead primary prevention efforts through daily monitoring and proactive parent contact.	This performance indicates a major shift from the three-year historical norm of 37.6%	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		• Hīna‘i (Tier 2): Manage secondary support strategies, such as attendance contracts and localized student-support letters. • Administration (Tier 3): Manage high-priority cases through administrative mandates, including court referrals and multi-agency collaboration.		
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1.2.2. All students demonstrate positive behaviors at school. 1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	Student Sense of Belonging (Grades 7-8) declined by 8% this year at 45% School Safety favorability dipped 1% this year, moving from 56% to 55%. Class D Offenses saw a sharp escalation this year, rising to 28%, nearly triple the 10% recorded in SY 2024-25.	Hawaii Multi Tiered Systems of Support: <i>School Climate</i> Enabling Activities: • KidTalk/Hīna'i/SPED: Leverage Infinite Campus and Panorama analytics to conduct monthly discipline trend audits, ensuring data-informed behavioral supports. • PBIS Matrix & HĀ Integration: Standardize schoolwide behavioral expectations by synthesizing the PBIS Matrix with the Nā Hopena A'o (HĀ) framework to foster a culturally grounded campus climate. • PBIS Rewards & Recognition: Optimize the PBIS Store and reinforcement systems to celebrate student character, fostering a campus environment rooted in a sense of belonging (B in HĀ). • Student Leadership: Partner with the Alaka'i Program to empower MMS Student Ambassadors as peer leaders and school representatives. Accountable Leads: • Grade Level Teams: Utilize Infinite Campus and Panorama for real-time behavioral tracking and progress monitoring of student cohorts. • MTSS Team: Drive PBIS sustainability by refining the schoolwide Matrix and managing the positive recognition systems (PBIS Store). • PCNC: Co-lead the Student Ambassador Program in collaboration with Alaka'i, empowering students to serve as liaisons for the school community.	At 45% favorability, we are currently performing 9% lower than the state average. Perceptions of School Safety remain stagnant. Class D Offenses is nearly triple the 10% recorded in SY 2024-25.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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>	Inconsistent Engagement: Student participation and attendance rates vary across targeted programs and initiatives.	Hawaii Multi Tiered Systems of Support: Career, Community, Civic Opportunities Enabling Activities: • Content Areas: Facilitate student entry and preparation for regional and state competitions, fostering excellence in STEM, Science, Humanities, and Civic Leadership. • Ho‘omaluku/‘Umeke Program: Diversify career learning opportunities through expanded Ho‘omaluku programming, ensuring equitable access to vocational and academic exploration. Accountable Leads: • Content Teachers: Cultivate student excellence by mentoring participation in local and state competitions, providing platforms to showcase high-quality evidence of learning. • Ho‘omaluku/‘Umeke Program: Broaden career horizons by integrating career exploration and industry-aligned skills into extracurricular programming.	Revitalize Engagement: Implement strategies to restore active student involvement. Foster Participation: Create targeted opportunities for schoolwide re-connection. Cultivate Agency: Empower students to resume leadership and community roles.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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.	Scheduling Limitations: Restricted windows for consistent team collaboration. Priority Conflicts: Initiative fatigue reducing dedicated time for PLC inquiry. Calendar Constraints: Insufficient time for sustained academic alignment.	Hawaii Multi Tiered Systems of Support: K-12 Alignment Enabling Activities: • Content Areas: Implementation of differentiated curricula that provide students with access to rigorous, advanced-level coursework and high-challenge learning opportunities. • Ho‘omaluku/‘Umeke Programs: Diversify after-school programming to include academic enrichment and advanced-level modules that extend classroom learning. • Transition Articulation: Enhance K-12 vertical alignment through systematic articulation meetings to ensure academic and social-emotional continuity between Grade 6 through Grade 9. Accountable Leads: • Content Teachers: Cultivate student excellence by mentoring participation in local and state competitions, providing platforms to showcase high-quality evidence of learning. • Ho‘omaluku/‘Umeke Programs: Broaden career horizons by integrating career exploration and industry-aligned skills into extracurricular programming.	Protect and prioritize dedicated articulation sessions within Professional Learning Communities (PLCs) to facilitate data-driven collaboration and instructional alignment.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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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>
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.	Reading/Math: Prioritize PD on metacognition, higher-order questioning, and RTI (Tiers 1-3) in reading and math. Embed these practices into Collective Teacher Efficacy to drive cross-curricular discourse SPED: Instruction targets grade-level standards over foundational needs, rendering SDI ineffective.	Collective Efficacy Cycle: <i>Collective Teacher Efficacy</i> Enabling Activities: ● Grade Level: 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. ● Admin Prep: Continue to provide time, space, and opportunities through professional learning communities to articulate personal/content initiatives within the same content area focus. ● 21 Hours (Admin): Continue to collaborate with administration on the utilization of 11 of 21 hours for professional developments aligned to schoolwide focus or initiatives. ● 21 Hours (Teacher): 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.	Reading/Math: Align academic vocabulary, conduct DOK walkthroughs, and use PLCs for cross-curricular RTI analysis. SPED: Assess if current inclusion provides sufficient SDI dosage for students 90%+ below grade level. EL: 100% of the teaching staff meets the Sheltered Instruction Qualifications (SIQ)	☐ 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

	EL: Designated as a TSI school since 2024	• Educator Effectiveness Systems: Continue to utilize EES as a tool for documentation, feedback, and personal growth Accountable Leads: • Certificated Personnel: Cultivate professional growth through collaborative inquiry and Collective Teacher Efficacy to design instruction that maximizes student agency, cognitive engagement, and academic discourse. • Administration: Empower staff through strategic resourcing and cross-disciplinary articulation to ensure accountability and a culture of rigorous instructional discourse. • MTSS Team: Advancing instructional excellence through targeted RTI, PBIS, and HMTSS articulation. • Math Cohort: Facilitating rigorous mathematical discourse to bridge Tier 1 core instruction with targeted RTI interventions. • EL Cohort: Integrating EL language proficiency standards into the HMTSS continuum.		
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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 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>	Inconsistent meetings undermine feedback on initiatives Lack of student voice and representation on SCC	School Community Council: Memberships Enabling Activities: • SCC Meetings: Assemble monthly to evaluate the Academic Plan and School Improvement initiatives, ensuring consistent feedback and strategic oversight. Accountable Leads: • SSC Board: Evaluate and provide strategic recommendations for the Academic Plan and School Improvement initiatives. • SSC Lead: Oversee the facilitation and coordination of all SSC proceedings. • Principal: Direct the communication of school initiatives and solicit stakeholder feedback on the Academic Plan.	Embed student leaders into institutional governance. Assign specific responsibilities to board members for accountability. Adjust meeting times to maximize attendance and engagement.	☐ 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 <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>
BOE Policy 101-14: Family & Community Engagement, Partnerships	Inconsistent expectations, reinforcement, and family communication Environments lack psychological safety and consistent growth mindset scaffolding	Community Engagement: <i>Community Partnerships</i> Enabling Activities: • 'Ohana Nights: Revitalize quarterly workshops and informational sessions designed to equip families and community stakeholders with the practical tools necessary to champion student academic achievement and bridge communication gaps. • Ho'omalulu/Umeke Programs: Building a vibrant network of support by connecting students with community mentors, career insights, and diverse cultural perspectives. This initiative invites families and partners to take an active, collective role in nurturing the growth and success of every student. Accountable Leads: • PCNC: Orchestrate and lead 'Ohana Night initiatives to strengthen school-home partnerships. • Ho'omalulu/Umeke Programs: Execute supplemental activities via 'Ohana Nights to bolster student and family engagement.	Cultivating a culture where 100% of families attend and contribute to 'Ohana Nights and campus events. Implementing outreach strategies to ensure every household is represented at school-wide functions.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

★ 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>
BOE Policy 301-10: Equitable Allocation of Facilities Resource	Facilities: HIFIT Score of 3.52 on a 10 point scale	Community Engagement: <i>Capital Improvement Program & Repair & Maintenance</i> Enabling Activities: Facilities: Maintain/Expand learning environments by creating flexible, inclusive, and sustainable spaces that foster and elevate both teaching and student engagement Accountable Leads: Admin/Staff: Maximize stakeholder input to advocate for and prioritize essential Capital Improvements and Building Repairs, ensuring facilities fully support school operations for both staff and students	Advocate for development of distributed learning spaces across campus to support teaching and learning	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL 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 Middle** 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 **Dec 15, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Apr 15, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): [Insert text. *Faculty Meeting Apr 15, 2026*
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 Middle Principal	Signature	Date
Kainoa Pali		Apr 15, 2026
SCC Chairperson	Signature	Date

Jennifer Ainoa	<i>Jef Ainoa</i>	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:
N/A		
N/A		
N/A		

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

Attested:

SCC Chairperson	Signature	Date
Jennifer Ainoa		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 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>	1845 hours
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Molokai Middle Bell Schedule:	