# Academic Plan for School Year 2023-24

**School:** Molokai High School

<table>
<thead>
<tr>
<th>Principal (print): Katina Soares</th>
<th>Date: SCC Approved: 4/19/23</th>
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<tr>
<td>Principal’s signature:</td>
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<tr>
<th>Complex Area Superintendent (print): Rebecca Winkie</th>
<th>Date: 04/30/2023</th>
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<td>Complex Area Superintendent’s signature</td>
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Description of Molokai High School

This Academic Plan is a living document that will be revisited and revised at least annually to address the most current needs of Molokai High School.

Molokai High School (MHS) is the only public high school on the island of Molokai. All four public elementary schools and the sole middle school, Molokai Middle School (MMS), feed into the high school. The school is located on a 27-acre expanse within the Hawaiian Homestead community of Ho‘olehua. MHS is a Title I school serving a population of approximately 360 students from grades 9 through 12. The rural isolation of Molokai causes its continued designation as a Hard-to-Staff school in the Hana-Lahainaluna-Lanai-Molokai Complex Area. Since School Year (SY) 2015-16, MHS has participated in the Community Eligibility Provision (CEP) program where 100% of our students qualify for free meals and bus service. In previous years, we annually qualified for Title I status with the 70% or more students from low-income households. Native Hawaiian students compose 80% of our school population, consistent with Molokai’s overall demographics of highest Native Hawaiian population per capita in the state.

The Vision and Mission statements of MHS were updated in 2012. The Vision states: “Molokai High School graduates honor the past, embrace future innovation, and take personal responsibility for delivering excellence.” The mission of MHS is to “expand our horizons while utilizing Molokai’s unique community and resources.” The Vision and Mission were elemental in the creation of The Profile of a Molokai Graduate, which is a document that guides strategic collaboration along the K-12 education continuum on Molokai. The overarching goal is that graduates of Molokai schools are successful community contributors who help the island community stand firm in its identity and priorities, as it thrives in this ever-changing global economy. The Profile of a Molokai Graduate acts as a north star to guide actions toward desired outcomes; we are currently developing specific indicators and programs to meet the knowledge, skills, and dispositions outlined in this Profile.

MHS has approximately 60 salaried employees, composed of 35 certificated staff (three administrators, 26 classroom teachers, and six non-classroom teachers) and 25 classified staff (nine educational assistants; six clerical, five custodial and five cafeteria staff). There are six non-classroom teachers, and all but one have been employed at the school for ten years or more. This year there are no new teachers but there are long-term substitute teachers in social studies, math, and Hawaiian Language Immersion. Approximately one-third of faculty and three-quarters of staff are either alumni of MHS or born and raised on Molokai.

In addition to core subjects and electives, MHS offers Advanced Placement (AP), Honors, Alternative Learning Program for Student Success (ALPSS), and Special Education programs. MHS offers six career pathway programs of study: Residential and Commercial Construction, Natural Resources, Health Services, Programming, Entrepreneurship and Digital Design. MHS also offers four Honors Diplomas: Academic Honors, Career and Technology Education (CTE) Honors, STEM Honors, and the Seal of Biliteracy. The Hawaiian Language Immersion Program (HLIP), ‘O Hina I Ka Malama, has been in existence since 1999 and serves approximately 10% of students, grades 9-12. All students may select to participate in college preparation support provided by Running Start and Ho‘okui programs through the University of Hawai’i system. In addition, MHS was one of 12 schools in Hawai‘i to receive funds to implement an Early College High School (ECHS) program beginning in Summer 2015; this has since been developed into a robust dual enrollment program, with both sheltered (on our campus) and non-sheltered (on the college campus) classes available.

The Molokai Avid Advisory Program (MAAP) is a group intervention system designed to give each student a significant adult on campus, provide time for school spirit activities, AVID, the Personal Transition Plan, social-emotional curriculum, dual credit classes, and remediation opportunities for students. In this structure, every teacher on campus is utilized as an interventionist. The innovation is not only in the content of the advisory program but the structures (e.g bell schedule) in place to support it. Building on the previous Molokai Advisory Program (MAP), this program was revised into a for-credit AVID class in SY21-22 and continued in SY 22-23 with the previous components and the addition of required AVID activities for students and strategies for teachers.

A range of activities is available to students on campus. Since MHS re-established its agriculture and Future Farmers of America (FFA) programs, students have had increasing access to hands-on experiences in a variety of farming technologies and opportunities, including paid internships. Co-curricular activities provide opportunities for participation in a variety of clubs and over 20 varsity athletic teams. The federally-funded 21st Century Community Learning Center (21CCLC) after-school program provides daily academic support, enrichment, and College and Career Readiness to students and
parents, as well as opportunities over school breaks for students needing credit or grade recovery.

Strive HI, a statewide index that compiles multiple indicators of progress, is the school’s accountability mechanism. The most recent Strive HI report shows that MHS continues to improve in metrics such as attendance, college-going rate, and inclusion, though behind Hawaii state averages in academic measures for reading, math, and science.

The MHS School Community Council (SCC) has been in existence since 2005. Its purpose is shared decision-making among administration, faculty, staff, parents, students, and community members in order to improve student achievement. The SCC closely monitors the Academic and Financial Plan and provides recommendations. Also monitoring the Academic Plan are the Steering Committee/Academic Review Teams (SC/ART). These teams work conjointly as well as collaborate with the SCC, though also meet separately as SC and ART for specific purposes. Prior to the current year of COVID-19 restrictions, MHS also engaged its stakeholders through ‘Ohana Nights, community visits, special presentations, guest speakers, athletic events, and student activities and performances such as May Day, Homecoming, Prom, and Graduation. In the 2023-23 school year the Molokai High School Academies Advisory Board was also created to support alignment of academies to actual workforce and post-secondary readiness expert stakeholders in the field.

Faculty at MHS have worked in data teams since 2012. These include School-Wide Accreditation Teams (SWATs) that focus on areas of school improvement according to WASC recommendations, as well as Instructional Data Teams (IDTs). IDTs are organized according to content area departments and monitor academic instruction and student achievement. IDTs are guided by the Instructional Leadership Team (ILT). SWATs are teams with a school-wide academic, operational, climate or cultural focus. They serve several purposes including data analysis, academic plan action items and distributed leadership. Each classroom teacher is on one team, while several support teachers are on more than one team. In addition to School Wide Accreditation Teams (SWATs), Grade Level Teams were established in SY 21-22. Teachers were grouped according to their AVID/Advisory grade-level in order to provide feedback, support and interventions for students within their classes. These teams also serve several purposes including data analysis, academic plan action items and distributed leadership. In SY22-23 most of these structures are being transitioned into College/Career academy teams for the same purpose. Work accomplished in SWATs and IDTs informs SC/ART decision-making, the development of Academic and Financial Plans, and School Improvement initiatives for the school.

While as a school we recognize there are cultural differences and multiple intelligences, current metrics for school improvement use both demographic and academic measures. The Achievement GAP was reduced in 2018 for both ELA and Math from 36 to 8 and 20 to 7 respectively. Since 2019, the Achievement Gap has not been noted in the Strive HI Report because it was so minimal. Students with high needs continue to grow at a higher rate than non-high-needs students, reducing the Achievement Gap. This full-length Academic Plan includes a Theory of Action as well as Enabling Activities that address the needs of all learners. Our previous and continued academic plan is based on various data sources, WASC recommendations and the previous strategic plan. The focus areas for this plan are summarized below.

[Molokai High School], [Version 1], [4.16.23]
<table>
<thead>
<tr>
<th>Documents Informing or Supporting the Academic Plan (2021-2024)</th>
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<tbody>
<tr>
<td>Description</td>
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<tr>
<td>Comprehensive Needs Assessments (CNA) - Annual data review of schools needs, challenges and improvements that informs and is required for Title I Plan</td>
</tr>
<tr>
<td>Molokai High School Mission and Vision</td>
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<tr>
<td>Profile of a Molokai Graduate - A document outlining the aspirational knowledge, skills and dispositions of Molokai graduates desired by Molokai school community. This document draws from elements of the state strategic plan, school mission/ vision and Molokai stakeholder input.</td>
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<tr>
<td>Title I Plan - An academic/financial plan based on academic needs (CNA) to prioritize federal funds provided to schools with high free-reduced meal eligibility.</td>
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<tr>
<td>STRIVE HI - Reports are the school’s “report card” based on required school performance data in areas, such as student academic achievement and graduation rate, closely aligned to the strategic plan.</td>
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<tr>
<td>State Strategic Plan - Overarching Hawaii DOE goals and indicators as a system and for schools. School financial and academic plans align with these priorities.</td>
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<tr>
<td>Western Association of Schools and Colleges (WASC) - Documents for WASC, an Accreditation organization that oversees the schools quality assurance to provide credits recognized by colleges and universities. Molokai High just finished a mid-cycle report/visit and is currently will be on 4 of a 6-year plan of continuous improvement.</td>
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[Molokai High School], [Version 1], [4.16.23]
<table>
<thead>
<tr>
<th>Department/Program/Team</th>
<th>Student Success</th>
<th>Staff Success</th>
<th>Successful Systems</th>
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</thead>
</table>
| School-wide             | ● AVID former Advisory/CCR (MAP)  
                          ● Athletics  
                          ● Dual credit opportunities  
                          ● Parent Teacher Conferences  
                          ● Senior Parent Meetings  
                          ● Student Activities  
                          ○ Clubs  
                          ○ Field Trips (virtual)  
                          ○ Guest Speakers  
                          ○ Leadership  
                          ○ Assemblies  
                          ● 21st Century Grant (tutoring and after school classes)  
                          ● 9th Grade Parent Orientation  
                          ● 9th Grade Advisors Support | ● Evaluations: EES/PAS  
                          ● Department Heads  
                          ● New Teacher Mentoring  
                          ● PD Time/Funding  
                          ● Teacher Portal  
                          ● Quarterly All Staff Meetings  
                          ● Walk-throughs  
                          ● 9th grade Advisor meetings | ● Achieve 3000  
                          ● Bell Schedule for Teaming  
                          ● Communication (Daily Announcements, calendar)  
                          ● Collaborative Resource Allocation Process  
                          ● Instructional Data Teams (IDT)  
                          ● Library services, support and databases  
                          ● Monday Meetings (Managers)  
                          ● Parent Teacher Conferences  
                          ● Partnerships (Community/Agency)  
                          ● Safety Committee  
                          ● School Wide Accreditation Team  
                          ● School Planners for students  
                          ● STAR Math  
                          ● 9th Grade Orientation |
| Math                    | ● Essential Standards  
                          ● Star Math Tri-annual Evaluation  
                          ● Support of ILT | ● Essential Standards  
                          ● Support of ILT | ● Support of ILT |
| Science/Health/PE       | ● Representatives to state and international science fair  
                          ● Representatives at state and international HOSA competitions.  
                          ● Participation in Hawaii STEM Conference | ● Kokua Hawaii Foundation Grant  
                          ● Friends of Molokai High and Intermediate Grant  
                          ● FIRST Robotics Grants  
                          ● AHEC partial funding for HOSA (variable) state and national competitions. | ● Science Fair, HOSA State/National Competition  
                          ● Integrate NGSS Practices, Core Ideas, and Cross-curricular concepts  
                          ● Science inquiry projects, labs, and project-based activities |
<table>
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<tr>
<th>FACTE</th>
<th>Social Studies Department</th>
<th>Language Arts</th>
<th>Special Education</th>
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</table>
| ● Promote quality products and performances through project based learning  
● Opportunity for Community partnerships/resources  
● Understanding the importance of cross curricular concentration through CTE and the ARTS. | ● Research and Inquiry Projects  
● GLO Standards  
● Social Awareness/Community Contributor | ● Achieve 3000  
● AR books  
● SpringBoard curriculum  
● LitPro - Reading Comprehension | ● Community Based Instruction (hands-on life skills, job-training: Adopt-A-Teacher)  
● ILC/ILP classes |
| ● Develop quality instruction strategies and support multidisciplinary curriculum and integrated projects.  
● Develop opportunities for real world/life experiences and collaborative learning opportunities | ● C3 or HĀ Framework  
● Collaborative/Team Teaching  
● Professional Development  
● Essential GLO Standards | ● Targeted Instructional Practice  
● Peer Observations  
● AP Mock Readings | ● Individualized Instruction  
● Collaboration with Service Providers  
● Adopt-A-Teacher: Students networking with other school community members (staff and students) |
| ● Participation of students in school/community events  
● Community partnerships and internships  
● Revenue derived from school-based business  
● Increase in cross curricular collaboration and integrated student projects | ● C3 or HĀ Framework  
● Community Partnerships: Molokai Child Abuse Prevention Pathways RESPECT campaign, Financial Literacy Advising, Veterans,Liliuokalani Trust, Alu Like  
● IDT Meetings for collaboration  
● Instructional Leadership Team | ● Weekly IDT meetings  
● Achieve 3000 PD  
● Achieve 3000 Data sharing | ● IEP Meetings  
● Peer Review Meetings  
● Special Education IDT Meetings  
● EA Meetings |
| School Support | | | |
| ● E-School  
● English Learner (EL) Support  
● Interviews  
● Student Recognition: e.g. GPA, Attendance Certificates  
● Introduction of SEL Curriculum  
● PBIS (safe environment)  
● Test Preparation for ACT, EOC, SBA, etc. | | | |
| Tech | | | |
| ● GAFE training | | | |
| MTSS Tier 1:  
● KidTalk  
● 3 schoolwide behavior strategies  
● SEL curriculum  
● Continue to strengthen PBIS | | | |
| MTSS Tier 2-3:  
● Design, provide and monitor academic and behavioral interventions | | | |
| Attendance: | | | |
| Hawaiian Language Immersion Program (HLIP) | Improved Hawaiian Language Proficiency  
Understanding and integration of HĀ, CCSS, NGSS, Na Honua Maoli Ola, Cognitive Tutor, cultural practices and practice Hawaiian Values (including conduct)  
Opportunities to showcase knowledge and skills (e.g. Makahiki, La Hanohano Lililualani, Na Mele o Maui, STEMWorks Conference, Earth Day, Ohana Nights, Cultural Exchanges, Ho‘okulu ‘Olelo Hawaii, National History Day, La Hemo Kula: Graduation)  
Technology integration: Kū i ka Lono: O Hina i ka Malama News Videos; GIS Mapping  
Field trips | Funding allocation for site-licenses of cognitive tutor and field trips  
Funding for field trips? | Attendance Interventions  
October/Attendance Awareness month Counseling:  
PTCs for struggling students  
Senior Interviews  
Senior portfolio Building  
Tech  
GAFE |
|---|---|---|---|
| O Hina I Ka Malama | Quarterly Presentations (formal or informal)  
Monthly Performances  
Daily Piko Participation  
Lesson Plans integrating Common Core (and other) standards  
Community Partnerships  
ʻAha Kauleo  
Technology Integration  
Monthly parent meetings | [Molokai High School], [Version 1], [4.16.23] |
# Student Outcomes (SY2023-24)

<table>
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<tr>
<th>#</th>
<th>Objective</th>
<th>Measurable Outcome</th>
<th>Description</th>
<th>Funding</th>
<th>Enabling Activity</th>
<th>Lead</th>
<th>Begin Date</th>
<th>End Date</th>
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</table>
| 1 | To improve student math literacy | 1. Improve math achievement by 5% or more indicated in school-wide math assessments scores by the end of school year.  
2. 100% of teachers will use math interventions (e.g. Achieve Math, Cognitive Tutor, Khan Academy or The Mathematical Practice: Perseverance) at least weekly.  
3. 📝 Improve SBA Math to 12% competency | MHS will work schoolwide to address our student needs in math literacy to address our Strive HI measures. | WSF Title 1 | A. Targeted professional development (i.e. Math PLC)  
B. Use of data team process (e.g. ILT) to identify school wide strategies to support math  
C. Review of supplemental math programs for student engagement and improved proficiency  
D. Intentionally use the data team process to analyze student data, look at student work, and modify instruction.  
E. Arithmetic Practice: Students will use online lessons during AVID/Advisory/WIN to review and practice basic arithmetic skills (e.g. Achieve Math, Cognitive Tutor, Khan Academy)  
F. Focus may be revised based on formative data | Principal/Data/ Academy Team/Math Dept | 8/1/23 | 5/30/24 |
| 2. | To improve student reading literacy | 1. Improve Lexile levels by 5% or more indicated in school-wide Achieve 3000 assessments (reading screener) scores by the end of school year.  
2. Increase school wide use Achieve | MHS will work schoolwide to address our student needs in literacy and language arts to address our Strive HI measures. | WSF Title 1 | A. Targeted professional development  
B. Use of data team process (e.g. ILT) to identify school wide strategies to support reading/literacy skills  
C. Intentionally use the data team process to analyze student data, look at student work (LASW), and modify instruction. | Principal/Data/ Academy Team | 8/1/23 | 5/30/24 |
### 3. To improve student perception (school climate) of MHS

- Improve SBA ELA to 32% competency

MHS will work schoolwide to address our student perception and sense of belonging at MHS to address our areas of improvement in the Panorama report.

WSF Title I ESSER/Title IV

**A.** Complete all AVID activities including parent communication, 10-year plan (Kidtalk) and SEL/Na Hopena A‘o Curriculum

**B.** Use of data team process to identify school wide strategies to support reading/literacy skills

**C.** Intentionally use the data team process to analyze student data, look at student work, and modify instruction.

**Principal/ Data/ Academy Team**

8/1/23 - 5/30/24

### 4. To improve OHIKM students' Hawaiian language proficiency

1. To improve OHIKM student language proficiency based on OHIKM Hōʻike by 5% by the end of the year.
2. 100% of OHIKM seniors will take the Seal of Biliteracy

OHIKM academy will support its mission to improve language use in the school and community by addressing student needs in language competency in the program’s language assessment.

WSF Title I ESSER/Title IV

**A.** Implement OHIKM 5 part language competency assessment at 3 checkpoints: beginning of the school year, mid year, end of the year.

**B.** Use of data team process to identify school wide strategies to support reading/literacy skills

**C.** Intentionally use the data team process to analyze student data, look at student work, and modify instruction.

**Principal/ Data/ Academy Team**

8/1/23 - 5/30/24

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[Molokai High School], [Version 1], [4.16.23]
## Staff Outcomes (SY2023-24)

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<tr>
<th>#</th>
<th>Goal/Outcome</th>
<th>Measurable Outcome</th>
<th>Description</th>
<th>Funding</th>
<th>Enabling Activity</th>
<th>Lead</th>
<th>Begin Date</th>
<th>End Date</th>
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</table>
| 1 | To ensure that students have access to high quality instruction in every classroom, resources should be allocated for teachers who need additional support. | 1. All MHS academies will use data to identify areas where students are underperforming, and collaborate to decrease the number of Tier 2 students by 5% | MHS staff will purposely use data, formative and summative, qualitative and quantitative, to measure the impact of programs and instructional practices on student achievement and growth, and as a tool for improvement and reflection. | WSF Title I | A. Review AVID schoolwide program as a means for quality instruction, provide training and continue with fidelity  
B. Provide HMTSS training for Tier 1 and 2 strategies and interventions (academics)  
C. Provide opportunities for individualized professional development based on staff needs and student data  
D. Provide teachers with WIDA Can Do Descriptors for all EL learners, to provide high-quality instruction based on their needs.  
E. All teachers will be AVID trained or have a refresher to AVID strategies.  
F. Project-Based Learning/Academies professional development opportunities and embedded planning time.  
G. Focus will be on including 7 Gold Standard elements and interdisciplinary units. | Principal/ Data/ Academy Team | 8/1/23 | 5/30/24 |
| 2 | Faculty teams will use quantitative and qualitative | 1. All MHS academies will use data to identify areas where students are underperforming, and | MHS will purposely use data, (formative and summative, qualitative and quantitative) to | WSF Title I | A. Incorporate teacher training in data collection, analysis, and use of data to inform/adjustment instruction for | Principal/ Data/ Academy Team | 8/1/23 | 5/30/24 |

[Molokai High School], [Version 1], [4.16.23]
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<tr>
<th>Data to assess and share the effectiveness of their work.</th>
<th>Collaborate to decrease the number of Tier 2 students by 5%.</th>
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<tbody>
<tr>
<td><strong>2.</strong> MHS faculty will use data to identify strengths and areas of improvement in instructional teaching practices to improve Panorama measures by 5% in the following areas:</td>
<td>Monitor and measure the impact of programs and instructional practices on student achievement and growth, and as a tool for improvement and reflection.</td>
</tr>
<tr>
<td>1. Belonging</td>
<td><strong>Student success, instruction.</strong></td>
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<tr>
<td>2. Relationships</td>
<td><strong>B.</strong> Review teaming structures to clarify the purpose and data teams process (SWAT/IDT/Academies)</td>
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<tr>
<td>3. Engagement</td>
<td><strong>C.</strong> Train all teachers for data collection, analysis, dissemination and protocols to take action individually and in team structures.</td>
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<tr>
<td>4. Safety</td>
<td><strong>D.</strong> Provide time during faculty meetings to reflect on and give feedback on data (e.g. Looking at Student Work - LASW) protocols, developing rubrics.</td>
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<td>5. SQS Safety</td>
<td><strong>E.</strong> Academies focus on ways to incorporate Nā Hōpua Aʻo within student body activities and possibly teacher-focused lessons.</td>
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<td><strong>F.</strong> Complete all AVID activities including parent communication, 10-year plan (KidTalk) and SEL/Na Hōpua Aʻo Curriculum</td>
<td><strong>G.</strong> Training and implementation of PBIS</td>
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[Molokai High School], [Version 1], [4.16.23]
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<tr>
<th>System s</th>
<th>Objective</th>
<th>Measurable Outcome</th>
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<tbody>
<tr>
<td>#</td>
<td>Goal</td>
<td>Objective</td>
<td>Explain the Goal/Objective</td>
<td>Support</td>
<td>How will we address it?</td>
<td>Who?</td>
<td>When?</td>
<td>Till?</td>
</tr>
</tbody>
</table>
| 1        | **Consider opportunities for students to participate in real-world experiences through integrating hands-on application.** | 1. Improve Project-Based Learning by 95% of teachers implementing at least 1 Gold-Standard Interdisciplinary Project per year | MHS recognizes the need to create a more relevant and engaging curriculum. We continue to seek ways to increase and improve curriculum, facilities, and networking to ensure more real world experiences are available to our students. | WSF Title | A. Make changes to the School Bell Schedule to accommodate for these opportunities  
B. Look at industry standards and facilities needed in order to integrate appropriately and effectively  
C. Continue to integrate more project-based curriculum (i.e. interdisciplinary units, academies, internships)  
D. Introduce test prep, tests for trade, apprenticeships and opportunities for industry/professional certifications.  
E. Develop a process and plan of action to improve facilities for real-world experiences  
F. Determine alternative career options for students, including but not limited to those beyond our academy pathways i.e. County Fire and Police, Parks & Rec., Road Crew  
G. Develop capstone for all academy seniors  
H. WIN period to be utilized for additional enrichment and career exploration opportunities | Principal/ Data/ Academy Team | 8/1/23 | 5/30/24 |
| 2        | **Consider ways to creatively utilize Advisory (CCR) for intervention** | By the end of the year, 100% of teachers will be implementing AVID strategies. | MHS continues to support student intervention and enrichment through a redesigned Advisory period and newly implemented W.I.N. period, | WSF Title | A. Implement AVID schoolwide program as a means for quality instruction, provide training and continue with fidelity  
B. Provide HMTSS training for Tier 1 and Tier 2 | Principal/ Data/ Academy Team | 8/1/23 | 5/30/24 |

[Molokai High School], [Version 1], [4.16.23]
and enrichment.

<table>
<thead>
<tr>
<th></th>
<th>School Climate: Increase emphasis of HĀ and Profile of Molokai Graduate Indicators.</th>
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| 3 | 1. 5% decrease student discipline data  
   a. 🍁75 incidents or less  
   2. 5% improve SQS positive responses  
   3. 🍁By the end of the school year, MHS’ attendance rate will be 88% or better  
   4. Improve Panorama measures by 5% in the following areas:  
      6. Belonging  
      7. Relationships  
      8. Engagement  
      9. Safety  
     10. SQS Safety | MHS recognizes the importance of building a stronger sense of school community to support our Profile of a High School graduate indicators. MHS is working to improve indicators in school climate by utilizing HĀ components more directly schoolwide. |
|   | WSF Title I/ESER/Title IV | A. Refine and finalize Profile of Molokai Graduate Indicators  
B. Continue efforts with emphasis on addressing the low sense of belonging and increasing student voice in school classes and systems  
C. Explore ways to integrate more Hawaiian Language and Culture (e.g. schoolwide piko, increase ‘Aha ‘Ōpio submissions) opportunities/experiences on campus  
D. Provide HMTSS training for Tier 1 and 2 strategies and interventions (behavior)  
E. Expand Behavior Standards Plan to include comprehensive, systematized process to proactively address behavior (e.g. PBIS, SEL, HMTSS)  
F. Increase our parent SQS response rate | Principal/Data/Academy Team | 8/1/23 | 5/30/24 |

[Molokai High School], [Version 1], [4.16.23]