



Wheeler Middle School Academic Plan SY 2024 - 2025



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Submitted by Principal Brenda Vierra-Chun	
<u>Brenda Vierra-Chun</u> Brenda Vierra-Chun (Apr 12, 2024 17:17 EDT)	Apr 12, 2024

Approved by Complex Area Superintendent Robert Davis	
<u>Robert Davis</u> Robert Davis (Apr 12, 2024 10:48 HST)	Apr 12, 2024



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
6th	iReady: Lessons, Teacher Toolbox Engage NY Newsela	Maneuvering the Middle Delta Math Ready Math		
7th	iReady: Lessons, Teacher Toolbox Engage NY Newsela	Maneuvering the Middle Delta Math Ready Math		
8th	iReady: Lessons, Teacher Toolbox Engage NY Newsela	Maneuvering the Middle Delta Math Ready Math		
ELL	SRA Language & Learning	Ready Math Delta Math Intervention Standards Based Skill Acquisition Lessons (RTI Coach created)		
RTI	SONDAY RISE RISE UP	iReady Delta Math Intervention Standards Based Skill Acquisition Lessons (RTI Coach created)		



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
6th	iReady	iReady
7th	iReady	iReady
8th	iReady	iReady



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 2022, Next Full Self-Study: 2028
- 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.

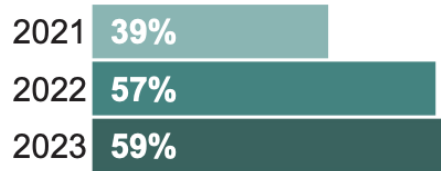
<p>1</p> <p><u>Student Need:</u></p> <p>Language Arts</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Proficiency</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>68%</td> </tr> <tr> <td>2022</td> <td>77%</td> </tr> <tr> <td>2023</td> <td>68%</td> </tr> </tbody> </table>	Year	Proficiency	2021	68%	2022	77%	2023	68%	<ul style="list-style-type: none"> • ELA proficiency is historically the highest at Wheeler Middle School; however, 2023 SBA results dropped from 77% to 68% • 8th grade had the highest ELA proficiency at 77%, 6th grade had the lowest ELA proficiency at 57% • 8th-grade ELA proficiency increased by 4%. • ELA proficiency in 6th and 7th grades decreased by more than 10% compared to the academic year 2021-2022.
Year	Proficiency								
2021	68%								
2022	77%								
2023	68%								
<p><u>Root/Contributing cause(s):</u></p> <p>#4 Critical Area For Follow Up; WASC, 2022</p> <p>In order to increase proficiency and active student engagement, as well as ensure that specific needs of all learners are addressed, leadership and faculty continue to work towards clear expectations of rigorous instructional strategies in every classroom utilizing a system to monitor fidelity and effectiveness.</p>									



2

Student Need:

Math



- Math proficiency showed a 2% gain from 57% to 59%
- 8th grade had the highest math proficiency at 64%, 6th grade had the lowest math proficiency at 56%
- 7th grade math proficiency increased by 12% while 8th grade saw a 2% increase.
- 6th grade experienced a 1% decrease in Math proficiency.

Root/Contributing cause(s):

#4 Critical Area For Follow Up; WASC, 2022

In order to increase proficiency and active student engagement, as well as ensure that specific needs of all learners are addressed, leadership and faculty continue to work towards clear expectations of rigorous instructional strategies in every classroom utilizing a system to monitor fidelity and effectiveness.

3

Student Need:

Sense of Belonging



One-Year Academic Plan SY 2024-2025

	SY 2021-22	SY 2022-23	SY 2023-24
Belonging: Overall, how much do you feel like you belong at your school?	47% Responded Favorably	47% Responded Favorably	47% Responded Favorably
Safety: How much respect do students at your school show you?	44% Responded Favorably	41% Responded Favorably	40% Responded Favorably
Faculty How confident are you that you can help your school's most challenging students to learn?	54%	46%	
Staff Belonging: How connected do you feel to other adults at your school?	48%	52%	

Root/Contributing cause(s):

#2 Critical Area For Follow Up; WASC, 2022

The leadership and staff move forward in strengthening the school's relationship with educational partners in order to support learning. In addition, focus on strengthening "family literacy", culturally based education and family understanding of student progress.

#3 Critical Area For Follow Up; WASC, 2022

The administration, teachers, staff, and community partners build students' sense of belonging to the school, their community, and Hawai'i in order to promote academic and social emotional well-being.



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.

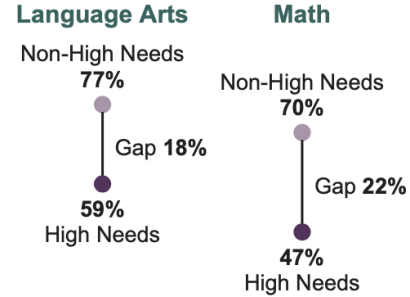
To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

1 Targeted Subgroup:

HIGH NEEDS AND NON-HIGH NEEDS PROFICIENCY

- High Needs: English Learner, Economically Disadvantaged, and Special Education students.
- Non-High Needs: All other students.

Achievement Gap: Difference in proficiency rates for Non-High Needs and High Needs.



What are the differences in outcomes of specific student groups?

- Achievement gap for both ELA and Math increased significantly
- Language Arts achievement gap was at 17 points and increased to 18 in 2023
- Math achievement gap was 16 points and increased to 22 points

Identified Student Need(s):

#1 Critical Area For Follow up; WASC, 2022

Teachers, with the support of coaching staff and administration, commit to consistently refining and solidifying systematic collection, disaggregation, analysis, and reporting of observational, anecdotal, and formal data in order to fully assess and increase the rigor of curriculum, instruction and engagement practices and procedures in place to increase growth and proficiency for all students and to support learning for those who are in need of intervention.



2

Targeted Subgroup:

**ENGLISH LANGUAGE
PROFICIENCY**

— of English Learner students
are on-track to English
Language Proficiency.

Identified Student Need(s):

Did not monitor/track

- Not enough students to get proficiency rate on Strive HI
- No EL Coordinator
- No EL Teacher

SA 4: EL-Progress toward English Language Proficiency

**-- Denotes 0%

“when a result may compromise student privacy, e.g., 0% proficiency, such results are suppressed and also denoted by a double hyphen.”

3

Targeted Subgroup:

Computer Science Implementation: All WMS students



	SY 2021-22	SY 2022-23	SY 2023-24
Number of Sections	6	20	24
Number of Students	146	309	483

SY 2021-22 Computer Science Elective (Semester) for all grades.

SY 2022-23 Grade 6 - Computer Science Exploratory Wheel classes (Quarter)
Grade 7 - Computer Science Exploratory Wheel classes (Quarter)
Grade 8 - Computer Science Elective classes (Semester)

SY 2023-24 Grade 6 - Computer Science Exploratory Wheel classes (Quarter)
Ag Tech Exploratory Wheel classes (Quarter)
Grade 7 - Ag Tech Exploratory Wheel classes (Quarter)
Grade 8 - Computer Science / Engineering, Technology & IA classes (Year)

Identified Student Need(s):

With the rapid technological changes in computer science, there is an urgency for all students to have opportunities in foundational computer science knowledge and skills to thrive in our increasingly digital world (2021 Act 158).



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.

<p>Desired Outcomes “What do we plan to accomplish?”</p>	<p>Root/ Contributing Cause “Why are we doing this?”</p>	<p>Enabling Activities “How will we achieve the desired outcome?” and Name of Accountable Lead(s) “Who is responsible to oversee and monitor implementation and progress?”</p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) “How will we know progress is being made?”</p>	<p>Anticipated Source of Funds “What funding source(s) should be utilized?” Please estimate the additional amount needed to execute the enabling activity.</p>
<p>1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.</p>		<p>N/A</p>		<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>



<p>Reading Proficiency</p> <p>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>SA 1: SBA Proficiency</p> <p>In order to increase proficiency and active student engagement, as well as ensure that specific needs of all learners are addressed, leadership and faculty continue to work towards clear expectations of rigorous instructional strategies in every classroom utilizing a system to monitor fidelity and effectiveness (WASC, 2022).</p>	<p>Objective: 3% Increase in proficiency</p> <p>Strategies</p> <ul style="list-style-type: none"> • Reduce total number of students in Tier 2 (one grade level below) • Extend learning opportunities for Tier 1 (on or above grade level students) <p>Enabling Activities</p> <ul style="list-style-type: none"> • Curriculum Planning: Collaborative planning with teachers to deliver explicit instruction, common formative and summative assessments, and corrective instruction for each ELA grade-level standard. • Data Chats: Collaborative interpretation of assessment results and making data-informed instructional decisions. • Model Teaching: Showcase effective teaching strategies and provide opportunities for cycles of peer-to-peer observation. • Ongoing support and coaching: Provide opportunities for feedback on teaching strategies and support self-reflection. <p>Accountable Lead: Academic Coach (Kawano)</p>	<p>As measured by iReady diagnostics, End of unit assessments and SBA</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
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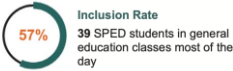


<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>SA 1: SBA Proficiency</p> <p>In order to increase proficiency and active student engagement, as well as ensure that specific needs of all learners are addressed, leadership and faculty continue to work towards clear expectations of rigorous instructional strategies in every classroom utilizing a system to monitor fidelity and effectiveness (WASC, 2022).</p>	<p>Objective: 3% Increase in proficiency</p> <p>Strategies</p> <ul style="list-style-type: none"> • Reduce total number of students in Tier 2 (one grade level below) • Extend learning opportunities for students in Tier 1 (on or above grade level students) <p>Enabling Activities</p> <ul style="list-style-type: none"> • Weekly Spirals: each grade level will participate in weekly structured spiraling activities in order to continue to move towards proficiency of grade level standards in Math. • Data Chats: grade levels will participate in data chats twice a week to discuss progress towards proficiency of grade level standards in Math and Science. • Model Teaching: observation of teachers who use research-based instructional strategies and provide opportunity for cycles of observation. • Checks for Understanding: Small formative checks to monitor students progress toward proficiency of grade level standards in both Math and Science. • iReady: students will pass one iReady lesson per week to help close the learning gap. <p>Accountable Lead: Academic Coach (Burnham)</p>	<p>As measured by iReady diagnostics, End of unit assessments and SBA</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
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<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>SA 2: Gap</p> <p>Teachers, with the support of coaching staff and administration, commit to consistently refining and solidifying systematic collection, disaggregation, analysis, and reporting of observational, anecdotal, and formal data in order to fully assess and increase the rigor of curriculum, instruction and engagement practices and procedures in place to increase growth and proficiency for all students and to support learning for those who are in need of intervention (WASC, 2022).</p>	<p>Objective: Student Achievement- Equity in Student Learning</p> <p>Reduce ELA Achievement Gap by 2%</p> <p>Reduce Math Achievement Gap by 2%</p> <p>Strategies</p> <ul style="list-style-type: none"> • Instructional teams meet regularly to review student data from screening, progress monitoring, and assessments to identify next steps for instruction <p>Enabling Activities</p> <ul style="list-style-type: none"> • PTTs and PPTs provide small group instruction in the Learning Lab • Provide “push in” support to students who exit the Learning Lab <p>Accountable Lead: RTI Coach (Tadaki)</p>	<p>As measured by iReady diagnostics, Progress Monitoring, and Strive HI Report</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
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<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>MTSS 5: Inclusion Rate</p> 	<p>Objective: Increase the number/percent of SPED students in general education classes most of the day.</p> <p>Strategies</p> <ul style="list-style-type: none"> • Instructional teams use student learning data and instructional strategies to design fluid instructional groupings that respond to student needs in the least restrictive environment. <p>Enabling Activities</p> <ul style="list-style-type: none"> • Advocate for students during transition meetings with feeder schools. • Monitor students' progress to ensure they have access to rigorous curriculum and assessments • Provide Professional Development to ensure teachers include accommodations and/or modifications in their lessons so that all students have access to quality curriculum, instruction, and assessments. <p>Accountable Lead: EL & Sped Lead VP (De Leon)</p>	<p>Measured on eCSSS Documented on STRIVE HI Report</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
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<p>EL-Progress toward English Language Proficiency</p>	<p>SA 4: EL Progress</p> <p>Did not monitor/track</p> <ul style="list-style-type: none"> ● Not enough students to get proficiency rate on Strive HI ● No EL Coordinator ● No EL Teacher 	<p>Objective: 3% increase in students meeting ELP growth to target</p> <p>Strategies</p> <ul style="list-style-type: none"> ● Instructional teams utilize student data and instructional strategies to design fluid instructional groupings that respond to student language development needs. <p>Enabling Activities</p> <ul style="list-style-type: none"> ● Design and implement an English Language Development Newcomer Class on the master schedule ● Train staff <ul style="list-style-type: none"> ❖ Who are my ELL learners? ❖ How are ACCESS Growth targets calculated? ❖ To utilize evidence-based instructional practices to support ELL student success in Learning ● Design English Language Development Goals <ul style="list-style-type: none"> ❖ Develop individualized plans for ELL students based on areas of need (language domain) using state standards and WIDA Can-Do descriptors <p>Accountable Lead: EL Coord/ VP (De leon)</p>	<p>As measured by ACCESS for ELLs and Strive HI</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

<p>Desired Outcomes “What do we plan to accomplish?”</p>	<p>Root/Contributing Cause “Why are we doing this?”</p>	<p>Enabling Activities “How will we achieve the desired outcome?” and Name of Accountable Lead(s) “Who is responsible to oversee and monitor implementation and progress?”</p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) “How will we know progress is being made?”</p>	<p>Anticipated Source of Funds “What funding source(s) should be utilized?” Please estimate the additional amount needed to execute the enabling activity.</p>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>MTSS 4: Sense of Belonging-Family and Community Engagement</p> <p>The leadership and staff move forward in strengthening the school’s relationship with educational partners in order to support learning. In addition, focus on strengthening “family literacy”, culturally based education and family understanding of student progress (WASC, 2022)</p>	<p>Objective: 95% Daily Average Attendance</p> <p>Strategies</p> <ul style="list-style-type: none"> Facilitate communication among school personnel, students, and students’ families to work together to advocate for student learning Regularly communicate with families about its expectations of them and the importance of what families can do at home to support their children’s learning <p>Enabling Activities</p> <ul style="list-style-type: none"> All teachers communicate student learning weekly Develop system for students to share their learning with families Have at least three communication mechanisms for families <p>Accountable Lead: Tech Coordinator, ART Member (C. Lee)</p>	<p>Measured by Strive HI Panorama Documented on School Website</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>

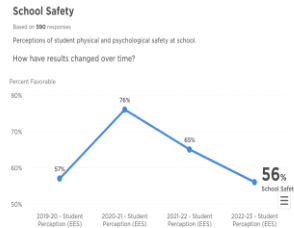


1.2.2. All students demonstrate positive behaviors at school.

Required for all schools.

MTSS 6: Student Discipline

2020-21 - Student Perception (SES)
Student School Survey (2022-23) - Grades 6-12



How did students respond to each question?
Sort by: Sample size -> Frequency

QUESTION	Response Frequency	Count
How often are people disrespectful to others at your school?	22%	13
If a student is bullied in school, how difficult is it for him/her to get help from an adult?	54%	13
How likely is it that someone from your school will bully you again?	68%	4
How often do you worry about violence at your school?	58%	4
In your school, how likely do the adults treat the students?	68%	11
How often do students get into physical fights at your school?	66%	8

Objective: Increase classroom climate by 3%

Strategies

- Teach and reinforce social/emotional competencies: positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions
- Strengthen a positive school climate via the Respect Campaign

Enabling Activities

- **Clear Expectations & PBIS:** Design a schoolwide procedure and implement a Positive Behavior Intervention System
- **Panorama Behavior System:** Reduce the number of behavior infractions (referrals) and chapter 19 offenses. Utilize Panorama to track, monitor, and communicate progress.
- **Data Chats:** Analyze behavioral and school climate survey data with the ART team, SSA, and teachers to pinpoint action items for improvement.
- **Intentional Advisory Program:** Utilize data to create personalized advisory lessons in collaboration with the Advisory Ambassador, GLM, and SSA.
- **CARE, Teacher Mentor Program, & Classroom Walkthrough:** Individualized teacher support and feedback on instructional strategies is provided through CARE, mentor program, and classroom walkthroughs.

Accountable Lead: Grade Level VPs (DeLeon, Minehira, Waltz)

As documented in Panorama and CARE Measured by SEL Panorama School Safety Survey

WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$



One-Year Academic Plan SY 2024-2025

<p>1.2.3. All students experience a Nā Hopena A‘o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>MTSS 4: Sense of Belonging</p> <p>The administration, teachers, staff, and community partners build students’ sense of belonging to the school, their community, and Hawai‘i in order to promote academic and social emotional well-being (WASC, 2022)</p>	<p>Objective: 3% increase in favorable response by students</p> <p>Strategies</p> <ul style="list-style-type: none"> Support students with their physical and social emotional well-being through effective systems, practices, and strategies <p>Enabling Activities</p> <ul style="list-style-type: none"> Develop, implement, and monitor Student Intervention Plans during regularly scheduled CARE meetings Analyze attendance, grades, and behavioral data via Panorama Student Success Platform Use student feedback and voice to inform decisions around safety, culture and belonging <p>Accountable Lead: Student Support Advisors (Chun, Minehira, Vierra)</p>	<p>Measured by Strive HI Panorama Student SEL Survey</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ 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

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Root/Contributing Cause "Why are we doing this?"</p>	<p>Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"</p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>CAI 1: Computer Science</p>	<p>Objective: Build a culture where learners investigate, communicate, collaborate and create in order to develop foundational computer science knowledge and skills to become future problem solvers and thrive in our increasingly digital world</p> <p style="text-align: center;"><i>IC³</i></p> <p>Strategies</p> <ul style="list-style-type: none"> All students will have the opportunity to participate in an agricultural technology course Integrate basic fundamental skills in innovative agricultural practices and STEM related fieldwork <p>Enabling Activities</p> <ul style="list-style-type: none"> Increase the number of exploratory electives offered Deliberate Durable Skills acquisition <ul style="list-style-type: none"> ❖ Introduce, teach, model, reinforce, celebrate Integrate at least one element of ATIP through their classes yearly and market/showcase their learning <p>Accountable Lead: Registrar, Tech. Coord., ART Members</p>	<p>As measured by Agriculture Technology Integration Project (ATIP) report</p> <p>Documented on the Master Schedule</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>



One-Year Academic Plan SY 2024-2025

<p>K-12 Alignment</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>SA 6: Algebra Credit</p>	<p>Continue to increase the number of students earning high school credits in the middle school</p> <table border="1" data-bbox="592 337 1465 727"> <thead> <tr> <th></th> <th>SY 2021-22</th> <th>SY 2022-23</th> <th>SY 2023-24</th> </tr> </thead> <tbody> <tr> <td>Number of students earning credit in Algebra 1</td> <td>89</td> <td>108</td> <td></td> </tr> <tr> <td>Number of students earning credit in Geometry</td> <td>4</td> <td>2</td> <td></td> </tr> </tbody> </table>		SY 2021-22	SY 2022-23	SY 2023-24	Number of students earning credit in Algebra 1	89	108		Number of students earning credit in Geometry	4	2		<p>EOC Pass Rate</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
	SY 2021-22	SY 2022-23	SY 2023-24													
Number of students earning credit in Algebra 1	89	108														
Number of students earning credit in Geometry	4	2														
<p>1.3.3. All students graduate high school with a personal plan for their future.</p>		<p>N/A</p>		<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>												



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>															
All positions are filled with qualified hires	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #f2f2f2;"> <th style="padding: 5px;">Total # of Teachers</th> <th style="padding: 5px;">SY 2022-23</th> <th style="padding: 5px;">SY 2023-24</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Licensed</td> <td style="text-align: center; padding: 5px;">46</td> <td style="text-align: center; padding: 5px;">42</td> </tr> <tr> <td style="padding: 5px;">Years of Experience</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">5+ Years at School</td> <td style="text-align: center; padding: 5px;">28</td> <td style="text-align: center; padding: 5px;">22</td> </tr> <tr> <td style="padding: 5px;">New Hires</td> <td style="text-align: center; padding: 5px;">27</td> <td style="text-align: center; padding: 5px;">12</td> </tr> </tbody> </table> WMS is located on Wheeler Army Airfield serving predominantly military families (97%) from Wheeler Army Airfield and Schofield Barracks.	Total # of Teachers	SY 2022-23	SY 2023-24	Licensed	46	42	Years of Experience			5+ Years at School	28	22	New Hires	27	12	Objective: All students are taught by teachers who are prepared and trained in the subject matter of the assignment Strategies <ul style="list-style-type: none"> Continue to partner with programs to increase the number of candidates Aggressively recruit using school website and social media 	As measured by percent of positions filled by the start of the new school year Documented on the Master Schedule	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: ____, \$ Other: ____, \$
Total # of Teachers	SY 2022-23	SY 2023-24																	
Licensed	46	42																	
Years of Experience																			
5+ Years at School	28	22																	
New Hires	27	12																	



	<ul style="list-style-type: none">● WMS has a high student transiency rate due to short-term military duty assignments.● only 30% of current 6th graders will be at WMS for their 8th grade year● Less than 50% of faculty have more than five years of teaching● Most teachers are military spouses and/or Teach For America Corp members● Hired 24 new teachers this past school year	<p>Enabling Activities</p> <ul style="list-style-type: none">● Attend job fairs● Participate in TFA recruitment process● Advertise, advertise, advertise<ul style="list-style-type: none">❖ School website❖ Facebook❖ Military onboarding site <p>Accountable Lead: Principal (Vierra-Chun)</p>		
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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.

<p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p>	<p>Root/Contributing Cause <i>“Why are we doing this?”</i></p>	<p>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></p>	<p>Monitoring of Progress <i>“How will we know progress is being made?”</i></p>	<p>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>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p>	<p>Not identified need area</p>	<p>Objective: Continue to provide mechanism whereby stakeholders can have a voice</p> <p>Strategies</p> <ul style="list-style-type: none"> • Provide opportunities for shared decision-making among administration, teachers, support staff, parents, students and community members <p>Enabling Activities</p> <ul style="list-style-type: none"> • Encourage and facilitate increased participation and input by parents, students, community members, and the school staff in the affairs WMS via monthly SCC meeting <p>Accountable Lead: Principal (Vierra-Chun)</p>	<p>As measured my SCC agenda and minutes Documented on school website</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: ____, \$ Other: ____, \$</p>



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

<p>Desired Outcomes “What do we plan to accomplish?”</p>	<p>Root/ Contributing Cause “Why are we doing this?”</p>	<p>Enabling Activities “How will we achieve the desired outcome?” and Name of Accountable Lead(s) “Who is responsible to oversee and monitor implementation and progress?”</p>	<p>Monitoring of Progress “How will we know progress is being made?”</p>	<p>Anticipated Source of Funds “What funding source(s) should be utilized?” Please estimate the additional amount needed to execute the enabling activity.</p>
<p>Family and Community Engagement</p>	<p>DC 1: Sense of Belonging-Family and Community Engagement via Literacy Grant</p> <p>The leadership and staff move forward in strengthening the school’s relationship with educational partners in order to support learning. In addition, focus on strengthening “family literacy”, culturally based education and family understanding of student progress (WASC, 2022)</p>	<p>Objective: Provide meaningful family literacy events to promote the importance of reading, literacy strategies, and deepen families and community partners’ connection to their child(ren) education, school community, and culture of Hawaii.</p> <p>Strategies</p> <ul style="list-style-type: none"> Partner with families, military and community partners, to promote the importance of reading through after-school literacy events. Facilitate communication among school personnel, students, and students’ families to work together to advocate for student learning Regularly communicate with families about its expectations of them and the importance of what families can do at home to support their children’s learning <p>Enabling Activities</p> <ul style="list-style-type: none"> Integrate cultural/community activities in ELA/SS and Math/Science 	<p>Conduct regular progress check ins to facilitate quarterly reporting, reflection, and program evaluation.</p> <p>Quarterly meetings to monitor, reflect, evaluate the program’s implementation and effectiveness.</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: ____, \$ Other: ____, \$</p>



One-Year Academic Plan SY 2024-2025

		<ul style="list-style-type: none">● Implement cultural literacy events each quarter to develop students' cultural literacy and storytelling techniques● Quarterly meetings to provide opportunities to collaborate and support the implementation of new family engagement practices. <p>Accountable Lead: Vice Principal (De Leon)</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 Wheeler 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 <u>hours per year</u> <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1120
Did your school submit a SCC Waiver Request Form? Please explain.	No
Bell Schedule: WMS 23-24 Bell Schedule	