



Wheeler Elementary School (WE) Academic Plan SY 2026-2027

1 Wheeler Army Airfield
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- ☐ Title I School
☐ Non-Title 1 School

Submitted by Principal Kendrick Kakazu	
 Kendrick Kakazu (Apr 9, 2026 07:29:43 HST)	04/09/2026

Approved by Complex Area Superintendent Ernest Muh	
	04/09/2026

Apr 8, 2026

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

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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
K - 5	'23 Wonders ▾	enVision Mathematics Common Core ▾	Amplify Science	
	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
K - 5	I-Ready ▾	I-Ready ▾
Kindergarten	KEA ▾	Select One ▾
	DIBELS ▾	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:

[Insert year]

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> Students continue to show needs in consistent and effective tier 1 instruction using the state viable curriculum and research based student engagement strategies. Students need tier 2 research based interventions to address gaps in their learning sequences. <u>Root/Contributing Cause:</u> More special education students are being sent to Hawaii by the Army. Within the last 3 years, it has increased by 1%.
2	<u>Student Need:</u> Students need consistent implementation of our school wide SEL and PBIS programs. Students need clear communication and clarity in disciplinary processes and procedures. <u>Root/Contributing Cause:</u> Pedagogy and Student Relationship is in the bottom 25 percentile in the nation. Relationships can be difficult for our students to build. Military families do not feel invested in our school because they usually stay for only 3 years.
3	<u>Student Need:</u> The percentage of proficient students in science decreased dramatically. Less than half of our students are meeting proficiency.

Root/Contributing Cause: School wide Science curriculum is not consistently used. Common Formative Assessments are not in place to measure how students are responding to instructional approaches. Science SBA scores have gone up and have shown a dramatic decrease in the last 3 years.

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> Special Education <u>Identified Student Need(s):</u> 17% of special education students meet proficiency in ELA SBA and 22% in Math SBA
2	<u>Targeted Subgroup:</u> EL <u>Identified Student Need(s):</u> 50% of EL students meet proficiency in ELA SBA and 40% in Math SBA
3	<u>Targeted Subgroup:</u> High Needs <u>Identified Student Need(s):</u> There is an 18% achievement gap in ELA and 13% achievement gap in Math SBA.



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>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	Incoming Kindergarten students have needed support transitioning to Kindergarten. Many(%) do not have the necessary social and emotional skills to participate effectively in the learning environment..	1. Students will be tested using the state mandated KEA within 30 days of enrollment. (Kindergarten Teachers, Coordinators)	100% of our Kindergarten students will take the KEA within 30 days of their enrollment. Winter SEL Survey will show 5% increase in all domains. Spring SEL Survey will show a 5% increase in all domains.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$

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.	Our diverse population (Military impacted students) transition in and out of our school throughout the year. Instructional practice varies widely, the students may come with gaps in their learning.	1. Wheeler Elementary (WE) teachers will implement Wonders 2023 and embed total participation engagement strategies to boost motivation and deepen learning. • Think-ink-pair-share • Whiteboard hold-ups 1a. WE Kindergarten through 2nd grade teachers will use a structured literacy approach aligned to the Science of Reading (ECRI) (Teachers, Coordinators) 2. After school tutoring or study hall will be offered to 2nd - 5th grade students that have been identified by iReady and SBA scores as not on grade level or not proficient. (Teachers, Coordinators)	70% of our students will meet proficiency on our Common Formative Assessments (CFAs) Our 3rd graders will grow 3% in proficiency from the previous year's ELA SBA scores. ELA SBA proficiency will increase by 3% from the previous year's score. 45% of our students will achieve their typical growth targets by iReady Winter Diagnostics. 70% of the students will achieve their typical growth targets by iReady Spring Diagnostic.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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.	Our diverse population (Military impacted students) transition in and out of our school throughout the year. Instructional practice varies widely, the students may come gaps in their learning.	1. Wheeler Elementary (WE) teachers will implement Envisions 2024 and embed total participation engagement strategies to boost motivation and deepen learning. • Think-ink-pair-share • Whiteboard hold-ups (Teachers, Coordinators) 2. After school tutoring will be provided to 2nd - 5th grade students that have been identified by iReady and SBA scores as not on grade level or not proficient. (Teachers, Coordinators)	70% of our students will meet proficiency on our Common Formative Assessments (CFAs) Math SBA proficiency will increase by 3% from the previous year's score. 45% of our students will achieve their typical growth targets by iReady Winter Diagnostics. 70% of the students will achieve their typical growth targets by iReady Spring Diagnostic.	☒ 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>	Grade levels teams regularly analyze common formative data from the curriculum during PLCs. Strategies and lessons are discussed and shared to make adjustments. However lessons are not closing learning gaps or accelerating progress and strategies may not be chosen with the evidence and data in mind.	1. WE Teachers will use data-informed strategies to lead all students to better targeting and results. • CFAs (K-5) • IABs (3-5) - To start in the second quarter 2. Teachers will implement engaging and rigorous sheltered instructional strategies in the curriculum for our ELL, Special Education, and High Needs students. 3. WE teachers will create Class Growth Plans for all students using the universal screener and CFAs to develop small group differentiated instruction during growth blocks and create an Individual Academic Intervention Plan (IAIP) for students scoring one or more grade levels below at the mid term diagnostic. 3a. WE teachers will use the universal screener (iReady) and progress monitor at least once per quarter to measure student academic gains. • Progress monitoring twice per quarter for students who are in yellow and red (iReady Universal Screener) (Teachers, Coordinators) 4. Students receiving special education services will follow a modified - specially designed curriculum to match their general education peers using Wonders and EnVisions viable curriculum. (Admin, SSC)	Proficiency in CFAs will show a 3-5% growth per quarter. By the end of the first quarter 100% of the teachers will have completed their class growth plans. As evidenced by learning walk data, 70% of the students will be receiving small interventions. 45% of our students will achieve their typical growth targets by iReady Winter Diagnostics. 70% of the students will achieve their typical growth targets by iReady Spring Diagnostic.	☒ 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>	Due to military duty assignments, there are a number of transitions that occur throughout the school year.	1. WE will create Transition Plans and host activities for the following identified critical points: a. Pre-K to Kindergarten b. Non traditional entry and exit times during the school year. c. Fifth grade to Sixth grade (Administration, Transition Center Coordinator, PCNC, Counselors)	90% of all Kindergarten families will participate in orientation activities. 100% of students entering school at a non-traditional time will participate in the transition center's orientation with the Aloha Ambassadors. 90% of our 5th graders will participate in the middle school orientation.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

Science Proficiency All students will be proficient in science by the end of the 5th grade, and those who do not read proficiently receive necessary and timely support to become proficient.	Science Resource classes for K-5 do not provide sufficient time during the PLC rotations. Instruction varies widely and is not consistently aligned to standards. The Science rotation does not provide enough science for our upper grade students as the 5th graders are tested on 3-5 science content.	1. WE teachers will revisit their Science pacing guides and align standards, curriculum, and instruction using the science curriculum and other resources. 1a. Teachers will use common formative assessments from the science curriculum to measure and track student achievement. 1b. 5th grade teachers will begin implementing IABs in the 2nd quarter of the school year. IAB data will be used during data team discussions to adjust learning activities to students needs. 2. WE grade levels will participate in at least one agricultural, ag-tech, activity or field trip. 2a. WE classrooms will have some form of agriculture or ag tech to promote the health lifestyle initiative. (Teachers)	70% of our students will meet proficiency on our Common Formative Assessments (CFAs) Classrooms will show two percent gains per formative until 70% proficiency is reached. Science SBA proficiency will increase 3% from the previous year's HSA Science score 95% of students will participate in a post field trip survey for all field trips. Each quarter at least one classroom per grade level will participate in the initiative.	☒ 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>	Due to the transiency of the student population, families are uncertain about school expectations and focus.	1. Classrooms will track progress visibly and celebrate growth in: a. (teachers, counselors) 2. WE will provide high interest after school programs 3. School will communicate academic, social and behavioral expectations and focus on a regular basis. - Monthly School Wide newsletters. - One Grade Level, department newsletters per quarter. (teachers, counselors, administrators)	96% attendance rate by the end of the school year. Panorama SEL data will increase 2% from baseline each survey. 65% of students will participate in school extra-curricular activities 90% WE faculty and staff will distribute the newsletters.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	Students feel disconnected, anxious, as seen in SEL survey results.	1. All WE teachers and staff will use the WE Positive Behavior Intervention System and Rewards. 2. WE teachers will use the Second Step Curriculum with fidelity. (Teachers, counselors) 3. WE teachers will embed SEL instruction into daily routines (morning meetings, transitions between activities) and academic tasks.	1. Behavior referrals for class A and B will reduce by 10% every quarter. 2. Winter SEL Survey will show 5% increase in all domains. 2. Spring SEL Survey will show a 5% increase in all domains.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	Military impacted students	1. All WE students will receive a WE Aloha school shirt. 2. All WE grade levels will plan at least one field trip that is based upon one of the elements of Na Hopena A'o. 3. All WE students will participate in an Aina based Hawaiian Culture class. 4. WE will create a C3 Social Studies unit that incorporates the values of Na Hopena A'o and relevant NGSS standards.	95% of students will participate in a post field trip survey for all field trips. By the end of the first semester 1 unit per grade level will be created to be implemented during the semester 2.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

★ 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>		1. The WE Student Government will coordinate service learning and community service projects each quarter. 2. All WE grade levels will engage in at least one learning opportunity that exposes them to career or community experiences. (Teachers, SAC)	Panorama measure of Sense of Belonging and Growth Mindset will increase by 2% each survey.	☒ 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

- ★ 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>
All WE teachers will use instructional strategies that develop the durable skills of IC3, increase engagement, and provide sheltered instruction.	Student Perception data shows 41% of the students do not feel engaged in their classrooms.	WE teachers will attend professional development and learning (internal or external) in the following areas: - Sheltered Instructional Practices - Total Participation Engagement Strategies - Durable Skills: Investigate, Collaborate, Communicate, Create - Implementation of school selected or state viable curriculum.	At the end of each quarter, 80% of all faculty learning will address a, b, and c. 90% of teachers and educational assistants will participate in faculty learning each quarter.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



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>		1. Starting in September, WE SCC will hold monthly meetings. 2. In April, WE SCC will hold new elections as needed to fill vacancies. (Administration, SCC Chair)	1. 100% of the meeting's minutes and agenda will be posted online. 2. WE SSC will maintain full membership	☒ 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>
All grade levels will provide at least 1 parent activity that is focused on improving student academic achievement and school performance.	Increase a Sense of Belonging Only K families have a literacy building activity run by the librarian and administration.	Grade levels will plan and hold at least one parent activity focusing on improving their child' s academic achievement.	By the end of the 3rd quarter, 80% of the grade levels will have held one parent activity. By the end of the school year, 100% of the grade levels will have held one parent activity.	☒ 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 **Wheeler Elementary** 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 **Jan 27, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 10, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): School Leadership Team
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: **Mar 10, 2026**

Attested:

Wheeler Elementary Principal	Signature	Date
Kendrick Kakazu	 Kendrick Kakazu (Apr 9, 2026 07:29:43 HST)	04/08/2026
SCC Chairperson	Signature	Date
Shannon Sato	 Shannon Sato (Apr 8, 2026 18:13:37 HST)	04/08/2026

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:
Focus family activities linked to academics. Create positive connections with families, where students show growth, quarterly school shout outs.	There is a need to build a stronger community focused on student learning and the positive activities and achievements occurring at Wheeler.	Wheeler is learning a new Family Engagement framework that will enable us to develop meaningful activities for our families. We are being trained this year.
Promote the Wheeler APP, monthly or quarterly newsletters by the different role groups, and increase the use of surveys to hear from different parts of the community.	There is a need to build effective communication with students, families and staff that center around growth and two way communication.	Barriers from using the Wheeler APP are being removed and role group newsletters will become a part of our communication plan. Administration will commit to Monthly Newsletters.

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

None at this time.

Attested:

SCC Chairperson	Signature	Date
Shannon Sato	 Shannon Sato (Apr 8, 2026 18:13:37 HST)	04/08/2026

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>	1095
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Wheeler Elementary Bell Schedule: Wheeler Elementary Bell Schedule	