

# Wheeler Middle School Academic Plan SY 2025-2026



2 Wheeler Army Airfield  
Wahiawa, HI 96786  
(808) 305-9000  
[www.wheelermiddle.com](http://www.wheelermiddle.com)

- ☒ Non-Title 1 School    ☐ Title 1 School    ☐ Kaiapuni School (Self Contained)    ☐ Kaiapuni School (Shared School Site)

Submitted by Principal: Kristin Walje	
<i>Kristin L. Walje, EdD</i>	4/1/2025

Approved by Complex Area Superintendent: Ernest Muh	
<i>Ernest Muh</i> <small>Ernest Muh (Apr 9, 2025 13:44 HST)</small>	Apr 9, 2025

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

## 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	<a href="#">English Language Arts</a>	<a href="#">Mathematics</a>	Science	Social Studies
6th	Other: ▾ Engage NY, NewsELA, iReady Teacher Toolbox	Other: ▾ Maneuvering the Middle, Delta Math, Ready Math		
7th	Other: ▾ Engage NY, NewsELA, iReady Teacher Toolbox	Other: ▾ Maneuvering the Middle, Delta Math, Ready Math		
8th	Other: ▾ Engage NY, NewsELA, iReady Teacher Toolbox	Other: ▾ Maneuvering the Middle, Delta Math, Ready Math		

**Please list all supplementary instructional materials used to enrich or 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

## 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:

1

## 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
6th Grade	I-Ready ▾	I-Ready ▾
7th Grade	I-Ready ▾	I-Ready ▾
8th Grade	I-Ready ▾	I-Ready ▾

## 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 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) Report: Schoolwide Growth Area for Continuous Improvement

Year of Last Visit: [2022]

Type of Last Visit: Full Self-Study -

Year of Next Action: [2028]

Type of Next Action: Full Self-Study -

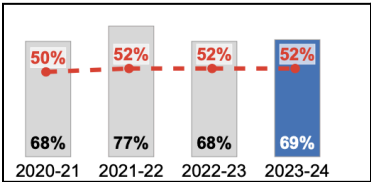
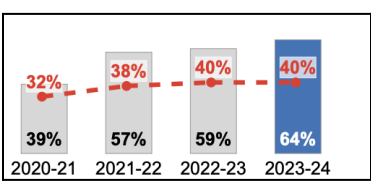
Year of Next Self-Study:

[2028]

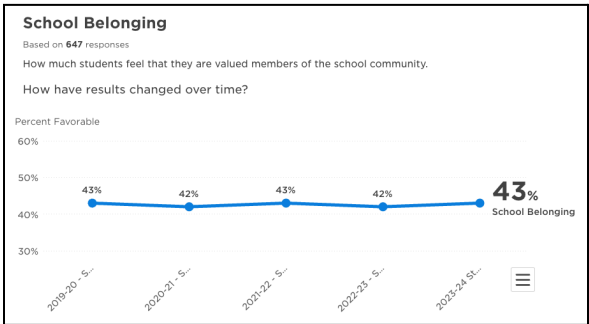
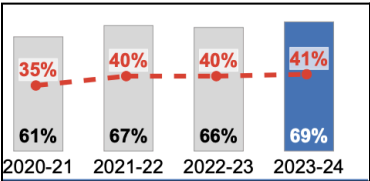
**Please identify critical student learning needs and the root/contributing cause why these needs have been prioritized.**

*"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	<p><b>Student Need:</b> Increase ELA Proficiency</p> <p>In Language Arts, proficiency rates fluctuate, with a slight decline in 2022-23 followed by a slight increase in 2023-24. The most recent year, 2023-24, saw 59.7% of 6th graders, 74% of 7th graders, and 78% of 8th graders proficient in Language Arts, resulting in an overall proficiency rate of 69.4% for all grades.</p> <p><b>Root/Contributing Cause:</b> Military Impacted Community (High student and staff transiency)</p> <p><b>WASC Critical Area for Follow Up #4:</b> 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 expectations of rigorous instructional strategies in every classroom utilizing a system to monitor fidelity.</p>	 <table><tr><th>Year</th><th>2020-21</th><th>2021-22</th><th>2022-23</th><th>2023-24</th></tr><tr><td>6th Graders</td><td>50%</td><td>52%</td><td>52%</td><td>59.7%</td></tr><tr><td>7th Graders</td><td>68%</td><td>77%</td><td>68%</td><td>74%</td></tr><tr><td>8th Graders</td><td></td><td></td><td></td><td>78%</td></tr><tr><td><b>Overall</b></td><td></td><td></td><td></td><td><b>69.4%</b></td></tr></table>	Year	2020-21	2021-22	2022-23	2023-24	6th Graders	50%	52%	52%	59.7%	7th Graders	68%	77%	68%	74%	8th Graders				78%	<b>Overall</b>				<b>69.4%</b>
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2	<p><b>Student Need:</b> Increase Math Proficiency</p> <p>In Math, proficiency rates have steadily increased over the three years. In the most recent year, 2023-24, 59.9% of 6th graders, 65.9% of 7th graders, and 66.2% of 8th graders achieved proficiency, contributing to a total proficiency rate of 63.6% across all grades.</p> <p><b>Root/Contributing Cause:</b> Military Impacted Community (High student and staff transiency)</p>	 <table><tr><th>Year</th><th>2020-21</th><th>2021-22</th><th>2022-23</th><th>2023-24</th></tr><tr><td>6th Graders</td><td>32%</td><td>38%</td><td>40%</td><td>59.9%</td></tr><tr><td>7th Graders</td><td>39%</td><td>57%</td><td>59%</td><td>65.9%</td></tr><tr><td>8th Graders</td><td></td><td></td><td></td><td>66.2%</td></tr><tr><td><b>Overall</b></td><td></td><td></td><td></td><td><b>63.6%</b></td></tr></table>	Year	2020-21	2021-22	2022-23	2023-24	6th Graders	32%	38%	40%	59.9%	7th Graders	39%	57%	59%	65.9%	8th Graders				66.2%	<b>Overall</b>				<b>63.6%</b>
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8th Graders				66.2%																							
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	<p><b>WASC Critical Area for Follow Up #4:</b> 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 expectations of rigorous instructional strategies in every classroom utilizing a system to monitor fidelity.</p>
3	<p><b>Student Need:</b> Increase Science Proficiency</p> <p>Science proficiency rates have shown consistent improvement, with 68.9% of 8th graders proficient in the most recent year. This marks a significant improvement from the previous year, indicating a positive trend in Science proficiency.</p> <p><b>Root/Contributing Cause:</b> Military Impacted Community (High student and staff transiency)</p> <p><b>WASC Critical Area for Follow Up #4:</b> 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 expectations of rigorous instructional strategies in every classroom utilizing a system to monitor fidelity.</p>
4	<p><b>Student Need:</b> Increase Students' Sense of Belonging</p> <p><b>Root/Contributing Cause:</b> Military Impacted Community (high student transiency); approximately 250-300 new students enroll after the start of the school year and only about a third of students who begin as 6th graders will finish their 8th grade year at WMS. Military transiency impacts students' sense of belonging and connectedness to their school community.</p> <p><b>WASC Critical Area for Follow Up #2:</b> 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.</p> <p><b>WASC Critical Area for Follow Up #3:</b> The administration, teachers, staff, and community partners build students' sense of belonging to the school, their community, and Hawaii, in order to promote academic and social emotional well-being.</p>

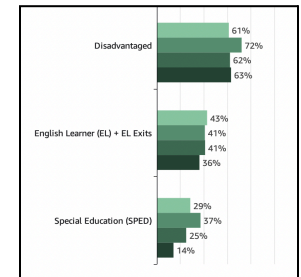
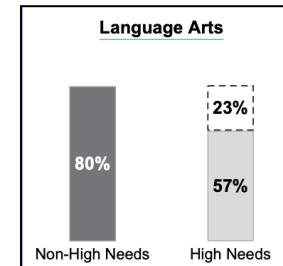


In order to address student subgroup(s) achievement gaps, please list the targeted subgroup(s) and their identified need(s). Enabling activities should address identified subgroup(s) and their needs.

**1** **Targeted Subgroup:** LA Achievement Gap, Tier 3, SpEd, EL

**Identified Student Need(s):** The achievement gap in Language Arts in 2023-24 is 22.5%, a significant increase compared to the previous year. The proficiency rate for special education students significantly decreased to 14.2%. The proficiency rate for English Learners decreased to 36%%.

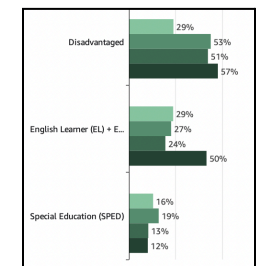
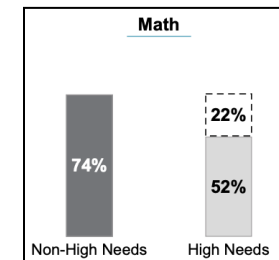
**WASC Critical Area for Follow Up #1:** Teachers, with the support of coaching staff and administration, commit to consistently refining and solidifying systematic collection, disaggregation, analysis, and reporting of observational, anecdotal, and formal data in order to fully assess and increase the 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:** Math Achievement Gap, Tier 3, SpEd, EL

**Identified Student Need(s):** In Math, the achievement gap reached 21.9% in 2023-24, highlighting the continuing disparity in performance between high-needs and non-high needs students.

**WASC Critical Area for Follow Up #1:** 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.





## 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.

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities and Name of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
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<p><b>Reading Proficiency</b> 1.1.2. All students read proficiently by the end of eighth grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.</p>	<p>69% of students in grades 6-8 were at Level 3 or above in English Language Arts on the Smarter Balanced Assessment in SY 23-24.</p> <p>WASC #4</p>	<p><b>STPT:</b> Grade-level subject area teams will continue to meet weekly with coaches and administrators to: 1) preview curriculum 2) align common explicit instructional strategies 3) analyze student work and assessment data and 4) design interventions.</p> <p><b>Data Chats:</b> Students, teachers, coaches, and administrators regularly collaborate to interpret assessment results so that: 1) teachers can make data-informed instructional decisions and 2) students can set their own learning goals and monitor progress and growth.</p> <p><b>Provide ongoing professional development support and coaching and feedback:</b> Teachers, coaches, and administrators work collaboratively to identify areas to identify, design, and provide professional development through: 1) model teaching and coaching 2) walkthrough feedback 3) peer observations 4) department-specific PD</p> <p><b>Accountable Lead(s):</b> Admin, ACs</p>	<ul style="list-style-type: none"> <li>• 50% of students will be on grade level at the winter benchmark period as measured by universal screener</li> <li>• 75% of students will be on grade level at the spring benchmark period as measured by universal screener</li> <li>• 80% of students will meet or exceed proficiency on grade level common assessments in ELA</li> <li>• 72% of all students in grades 6-8 will be at Level 3 or above in on the Smarter Balanced Assessment</li> </ul>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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<p><b>Mathematics Proficiency</b></p> <p>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.</p>	<p>64% of students in grades 6-8 were at Level 3 or above in mathematics on the Smarter Balanced Assessment in SY 23-24.</p> <p>WASC #4</p>	<p><b>STPT:</b> Grade-level subject area teams will continue to meet weekly with coaches and administrators to: 1) preview curriculum 2) align common explicit instructional strategies 3) analyze student work and assessment data and 4) design interventions.</p> <p><b>Data Chats:</b> Students, teachers, coaches, and administrators regularly collaborate to interpret assessment results so that: 1) teachers can make data-informed instructional decisions and 2) students can set their own learning goals and monitor progress and growth.</p> <p><b>Provide ongoing professional development support and coaching and feedback:</b> Teachers, coaches, and administrators work collaboratively to identify areas to identify, design, and provide professional development through: 1) model teaching and coaching 2) walkthrough feedback 3) peer observations 4) department specific PD.</p> <p><b>Accountable Lead(s):</b> Admin, ACs</p>	<ul style="list-style-type: none"> <li>• 50% of students will be on grade level at the winter benchmark period as measured by universal screener</li> <li>• 75% of students will be on grade level at the spring benchmark period as measured by universal screener</li> <li>• 80% of students will meet or exceed proficiency on grade level common assessments in mathematics</li> <li>• 67% of all students in grades 6-8 will be at Level 3 or above in Mathematics on the Smarter Balanced Assessment</li> </ul>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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<p><b>Science Proficiency</b> 8th grade students will be proficient in Science on the Hawaii State Assessment</p>	<p>69% of 8th grade students were proficient in Science on the Hawaii State Assessment in SY 23-24.</p> <p>WASC #4</p>	<p><b>STPT:</b> Grade-level subject area teams will continue to meet weekly with coaches and administrators to: 1) preview curriculum 2) align common explicit instructional strategies 3) analyze student work and assessment data and 4) design interventions.</p> <p><b>Data Chats:</b> Students, teachers, coaches, and administrators regularly collaborate to interpret assessment results so that: 1) teachers can make data-informed instructional decisions and 2) students can set their own learning goals and monitor progress and growth.</p> <p><b>Provide ongoing professional development support and coaching and feedback:</b> Teachers, coaches, administrators work collaboratively to identify areas to identify, design, and provide professional development through: 1) model teaching and coaching 2) walkthrough feedback 3) peer observations 4) department specific PD.</p> <p><b>Accountable Lead(s):</b> Admin, ACs</p>	<ul style="list-style-type: none"> <li>• 70% of students will meet or exceed proficiency on grade level common assessments in science</li> <li>• 71% of all students in grades 6-8 will be at Level 3 or above in Science on the Hawaii State Assessment</li> </ul>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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<p><b>Achievement Gap</b> 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>ELA: * GAP: 23% * F/R: 63% * EL: 36% * SPED: 14%</p> <p>WASC #1</p>	<p><b>Learning Lab:</b> Learning Lab coordinators, coaches, and administrators will: 1) analyze student data to determine program entrance/exit criteria for tier III/SPED/ELs 2) utilize data to design and implement student interventions 3) provide model teaching, coaching and professional development for Learning Lab staff, Educational Assistants, and teachers in order to support the success of Tier 3, SpEd, and ELs.</p> <p><b>Special Education:</b> Grade-level teaching teams, with the support of an Educational Assistant/SPED teacher, will focus on providing targeted assistance to small groups of students with IEPs.</p> <p><b>English Learners:</b> The EL Coordinator will 1) enroll new ELs in the English Language Development Newcomer class 2) utilize WIDA Can-Do descriptors to develop individualized plans for EL students based on areas of language domain need.</p> <p><b>Accountable Lead(s):</b> Administrators, Academic Coaches, Learning Lab Coordinators, SPED Dept Chair, and English Learner Coordinator</p>	<ul style="list-style-type: none"> <li>• 20% of students will be on grade level at the winter benchmark period as measured by universal screener</li> <li>• 35% of students will be on grade level at the spring benchmark period as measured by universal screener</li> <li>• 3% Decrease in gap rate on the Smarter Balanced Assessment in SY 25-26</li> </ul>	<p><input checked="" type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input checked="" type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:__, \$  <input type="checkbox"/> Other:__, \$</p>
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	<p>Math:</p> <ul style="list-style-type: none"> <li>* GAP: 22%</li> <li>* F/R: 57%</li> <li>* EL: 50%</li> <li>* SPED: 12%</li> </ul> <p>WASC #1</p>	<p><b>Learning Lab:</b> Learning Lab coordinators, coaches, and administrators will: 1) analyze student data to determine program entrance/exit criteria for tier III/SPED/ELs 2) utilize data to design and implement students interventions 3) provide model teaching, coaching and professional development for Learning Lab staff, Educational Assistants, and teachers in order to support the success of Tier 3, SpEd, and ELs.</p> <p><b>Special Education:</b> Grade-level teaching teams, with the support of an Educational Assistant/SPED Teacher, will focus on providing targeted assistance to a smaller group of students with IEPs.</p> <p><b>English Learners:</b> The EL Coordinator will 1) enroll new ELs in the English Language Development Newcomer class 2) utilize WIDA Can-Do descriptors to develop individualized plans for EL students based on areas of language domain need.</p> <p><b>Accountable Lead(s):</b> Administrators, Academic Coaches, Learning Lab Coordinators, SPED Dept Chair, and English Learner Coordinator</p>	<ul style="list-style-type: none"> <li>• 20% of students will be on grade level at the winter benchmark period as measured by universal screener</li> <li>• 35% of students will be on grade level at the spring benchmark period as measured by universal screener</li> <li>• 3% Decrease in gap rate on the Smarter Balanced Assessment in SY 25-26</li> </ul>	
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<p><b>Transition</b> 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>Military family transiency creates critical points of transition throughout the school year.</p>	<p><b>Transition Center:</b> WMS Transition center supports newly arriving and departing families to ensure successful student transitions. The transition center has student-led transition services provided by Aloha Ambassador student leaders, supports parents in addressing educational transition challenges, and has effective parent, community, and military partnerships and programs.</p> <p><b>Transition Meetings:</b> Administrators, teachers, and parents participate in transition meetings for students transitioning from 5th to 6th and from grade 8 to high school.</p> <p><b>Transition Opportunities:</b> Students participate in cross-school collaborations to ensure a successful transition from elementary to middle school and middle to high school through orientations and field trips.</p> <p><b>Accountable Lead(s):</b> Transitions Coordinator, SPED/504 Coordinator, Student Activities Coordinator</p>	<ul style="list-style-type: none"> <li>• Increase in favorable responses on WMS Transition Center Survey</li> <li>• Increase in favorable responses on Student and Faculty transition activities surveys</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>
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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?" Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.</i>
1.2.1. All students desire to and attend school regularly.  <i>Required for all schools.</i>	90% of students with regular attendance in SY 23-24.  WASC #2 and #3	<b>CARE:</b> CARE meetings ensure a school-wide continuum of integrated support organized into a three tiered framework to provide equitable access to academic, social, emotional, and behavior resources for all students. CARE team members (administrators, student success advisors, academic coaches, and teachers) meet bi-monthly to identify students who are not attending school regularly or are in need of social, emotional, behavioral, and academic support. During CARE, teams create and monitor intervention plans in Panorama Student Success connecting identified students to timely and appropriate supports and services.  <b>Communication:</b> Student Success Advisors and/or Teachers will: 1) communicate student learning weekly, 2) provide at least three ways to communicate with families, and 3) develop systems to have students regularly share their learning with families.	<ul style="list-style-type: none"> <li>92% of students will attend school regularly each quarter as shown in Panorama</li> </ul>	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

		<b>Accountable Lead(s):</b> Admin, Academic Coaches, Student Success Advisors, and Teachers		
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<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>58% of students with a favorable response on the school safety measure on the School Quality Survey (SQS) in SY 24-25.</p> <p>WASC #2 &amp; #3</p>	<p><b>CARE:</b> CARE meetings ensure a school-wide continuum of integrated support organized into a three tiered framework to provide equitable access to social, emotional, and behavior resources for all students. CARE team members (administrators, student success advisors, academic coaches, and teachers) meet bi-monthly to identify students who are not attending school regularly or are in need of social, emotional, behavioral, and academic support. During CARE, teams create and monitor intervention plans in Panorama Student Success connecting identified students to timely and appropriate supports and services.</p> <p><b>Social Emotional Learning:</b></p> <ul style="list-style-type: none"> <li>Advisory Ambassadors, Grade Level Mentors, and Student Success Advisors provide training and support for teachers on Character Strong resources and materials to strengthen Tier I SEL supports and implementation;</li> </ul>	<ul style="list-style-type: none"> <li>40% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period</li> <li>60% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the spring screening period</li> <li>63% of students with a favorable response on the school safety measure on the School Quality Survey (SQS) in SY 25-26.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF, \$</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>
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		<ul style="list-style-type: none"> <li>Using data collected from Panorama student surveys and from the Panorama behavior incidents tracker, as well as observation data from classes/grade levels, Student Success Advisors will carry out/partner with MFLC, ASACS, and Tripler counselors to provide small group (Tier II) and/or individualized (Tier III) supports to students with identified behavioral or SEL skill gaps.</li> </ul> <p><b>Respect Campaign (PBIS):</b> All faculty and staff implement PBIS system, including the Respect Campaign and school-wide behavioral protocols, to foster a positive school climate, establish clear expectations, and promote a safe, respectful environment throughout the school.</p> <p><b>Accountable Lead(s):</b> Administration, SSAs, Teachers (GLMs &amp; Advisory Ambassadors)</p>		
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<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>59% of students with a favorable response in the areas of school belonging and valuing of school on the fall Panorama Survey in SY 24-25.</p> <p>WASC #2 &amp; #3</p>	<p><b>CARE:</b> CARE meetings ensure a school-wide continuum of integrated support organized into a three tiered framework to provide equitable access to social, emotional, and behavior resources for all students. CARE team members (administrators, student success advisors, academic coaches, and teachers) meet bi-monthly to identify students who are not attending school regularly or are in need of social, emotional, behavioral, and academic support. During CARE, teams create and monitor intervention plans in Panorama Student Success connecting identified students to timely and appropriate supports and services.</p> <p>Students at WMS have opportunities to strengthen their sense of: belonging, responsibility, excellence, aloha, total well-being, and Hawai'i via:</p> <ul style="list-style-type: none"> <li>• <b>Whole Child Education &amp; Extended Learning Opportunities:</b> The school creates opportunities to encourage whole child development and college/career readiness for all students. These opportunities can include but are not limited to: Project/Place Based Learning, Student Leadership, Wheel/Elective Offerings: PE, Health, Interactive Science, Engineering, Ag Tech, Innovations, Band, Art, Family &amp; Consumer Science, Hula, Athletics, and Robotics.</li> </ul>	<ul style="list-style-type: none"> <li>• 40% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period</li> <li>• 60% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the spring screening period</li> <li>• 63% of students will have a favorable response in the areas of school belonging and valuing of school on the fall Panorama Survey in SY 25-26</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input checked="" type="checkbox"/> Grant: Hawaii Aloha, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>
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		<ul style="list-style-type: none"> <li>• <b>Family &amp; Community Engagement:</b> Create opportunities for families and community partners to: 1) deepen their connections to their child(ren)'s education; 2) build college/career awareness; 3) promote total well being; 4) strengthen sense of belonging to our school community and the culture of Hawaii.</li> </ul> <p><b>Accountable Lead(s):</b> Admin, SSAs, &amp; Teachers</p>		
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<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>100% of students participating in career, community, and civic opportunities in SY 24-25</p>	<p><b>Durable Skills Acquisition:</b> Provide all learners the opportunity to investigate, communicate, collaborate, and create so they can effectively engage with our community and positively impact society.</p> <ul style="list-style-type: none"> <li>Core Subject curriculum plans will incorporate/include learning opportunities in which students investigate, communicate, collaborate, and create.</li> <li>The school creates opportunities to encourage whole child development and college/career readiness for all students. These opportunities include but are not limited to: Project/Place Based Learning, Student Leadership, Wheel/Elective Offerings: PE, Health, Interactive Science, Engineering, Ag Tech, Innovations, Band, Art, Family &amp; Consumer Science, Hula, Athletics, and Robotics.</li> </ul> <p><b>Accountable Lead(s):</b> Admin, Fine Arts Teachers</p>	<p>100% of students participating in career, community, and civic opportunities in SY 25-26</p>	<p> <input checked="" type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:__, \$  <input type="checkbox"/> Other:__, \$         </p>



## 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> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <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 to execute the enabling activity.</i>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>	Not identified need area	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Continue to provide monthly opportunities for stakeholders to have a voice in school operations and student success</li> </ul> <p><b>Enabling Activity:</b></p> <ul style="list-style-type: none"> <li><b>School Community Council:</b> WMS will provide opportunities for shared decision making amongst all stakeholders via its school community council. The SCC will have full membership, meet regularly, and engage with their principal regarding school operations, academic and financial plans, family and</li> </ul>	SCC Minutes	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>

		community engagement, and student well-being, growth, and achievement.  <b>Accountable Lead(s):</b> Administration		
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>Family &amp; Community Engagement</p>	<p>59% of students with a favorable response in the areas of school belonging and valuing of school on the fall Panorama Survey in SY 24-25.</p>	<p><b>Family &amp; Community Engagement:</b> Create opportunities for families and community partners to: 1) deepen their connections to their child(ren)'s education; 2) build college/career awareness; 3) promote total well being; 4) strengthen sense of belonging to our school community and the culture of Hawaii.</p> <p><b>Accountable Lead(s):</b> Administration, Teachers</p>	<p>40% of students with a favorable response on the sense of belonging measure on the Winter Panorama SEL survey</p> <p>60% of students with a favorable response on the sense of belonging measure on the Spring Panorama SEL survey</p> <p>63% of students will have a favorable response in the areas of school belonging and valuing of school on the fall Panorama Survey in SY 25-26</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input checked="" type="checkbox"/> Grant: Hawaii Aloha, \$</p> <p><input type="checkbox"/> Other: __, \$</p>

## APPENDIX A: SCHOOL 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.**

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 hours per year** (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)

**[1120]**

**Did your school submit a SCC Waiver Request Form? Please explain.**

**[No, N/A]**





**Wheeler Middle School  
2024-2025  
Bell Schedule**



Grade 6		
Times		Subject
7:40	7:55	Homeroom <small>(7:45 doors close, student need skip pass)</small>
7:58	8:39	Period 1
8:42	9:23	Period 2
9:23	9:38	6th Grade Recess
9:42	10:23	Period 3
10:26	11:07	Period 4
11:10	11:51	Period 5
11:51	12:26	6th Grade Lunch / Walking Down Time
12:30	1:11	Period 6
1:14	1:55	Period 7
1:58	2:40	Period 8

Grade 7		
Times		Subject
7:40	7:55	Homeroom <small>(7:45 doors close, student need skip pass)</small>
7:58	8:39	Period 1
8:39	8:54	7th Grade Recess
8:58	9:39	Period 2
9:42	10:23	Period 3
10:26	11:07	Period 4
11:07	11:42	7th Grade Lunch / Walking Down Time
11:46	12:27	Period 5
12:30	1:11	Period 6
1:14	1:55	Period 7
1:58	2:40	Period 8

Grade 8		
Times		Subject
7:40	7:55	Homeroom <small>(7:45 doors close, student need skip pass)</small>
7:58	8:39	Period 1
8:42	9:23	Period 2
9:26	10:07	Period 3
10:07	10:22	8th Grade Recess
10:26	11:07	Period 4
11:10	11:51	Period 5
11:54	12:35	Period 6
12:35	1:10	8th Grade Lunch / Walking Down Time
1:14	1:55	Period 7
1:58	2:40	Period 8

Electives		
Times		Subject
7:40	7:55	Homeroom
7:58	8:39	Period 1
8:42	9:23	Period 2
9:26	10:07	Period 3
10:07	10:22	8th Grade Recess
10:26	11:07	Period 4
11:07	11:42	7th Grade Lunch
11:46	12:27	Period 5
12:30	1:11	Period 6
1:14	1:55	Period 7
1:58	2:40	Period 8

Wednesday		
Times		Subject
7:40	7:55	Homeroom <small>(7:45 doors close, student need skip pass)</small>
7:58	8:56	Period 1/2
8:59	9:57	Period 3/4
10:00	10:58	Period 5/6
11:01	11:50	6th Grade Advisory
11:50	12:25	6th Grade Lunch / Recess
12:29	1:27	Period 7/8

**RESPECT**

Wednesday		
Times		Subject
7:40	7:55	Homeroom <small>(7:45 doors close, student need skip pass)</small>
7:58	8:56	Period 1/2
8:59	9:57	Period 3/4
9:57	10:32	7th Grade Lunch / Recess
10:36	11:34	Period 5/6
11:37	12:26	7th Grade Advisory
12:29	1:27	Period 7/8

**giveit**

Wednesday		
Times		Subject
7:40	7:55	Homeroom <small>(7:45 doors close, student need skip pass)</small>
7:58	8:56	Period 1/2
8:59	9:57	Period 3/4
10:00	10:49	8th Grade Advisory
10:49	11:24	8th Grade Lunch / Recess
11:28	12:26	Period 5/6
12:29	1:27	Period 7/8

**GETit**

Wednesday		
Times		Subject
7:40	7:55	Homeroom
7:58	8:56	Period 1/2
8:59	9:57	Period 3/4
9:57	10:32	6th Grade Lunch
10:36	11:34	Period 5/6
11:37	12:26	School Event Prep
12:29	1:27	Period 7/8

**LIVEit**

**Bell Schedule:**