



Major Sheldon Wheeler Middle Academic Plan SY 2026-2027

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- ☐ Title I School
☒ Non-Title I School

Submitted by Principal: Kristin Walje	
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Approved by Complex Area Superintendent: Ernest Muh	
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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
6th	Other: ▾ Engage NY, NewsELA, iReady Teacher Toolbox	Other: ▾ Maneuvering the Middle, Delta Math, Ready Math	Generation Genius Gizmos	C3 Inquiry Units
7th	Other: ▾ Engage NY, NewsELA, iReady Teacher Toolbox	Other: ▾ Maneuvering the Middle, Delta Math, Ready Math	Generation Genius Gizmos	C3 Inquiry Units
8th	Other: ▾ Engage NY, NewsELA, iReady Teacher Toolbox	Other: ▾ Maneuvering the Middle, Delta Math, Ready Math	Generation Genius Gizmos	C3 Inquiry Units

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

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: [2023]

Type of Last Visit: Full Self-Study ▾

Year of Next Action: [SY 2027-2028]

Type of Next Action: Full Self-Study ▾

Year of Next Self-Study:

[SY 2027-2028]

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.

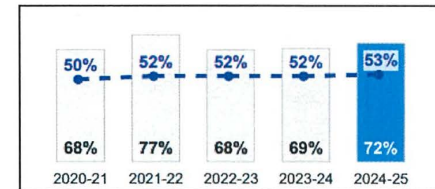
1

Student Need: Increase ELA Proficiency

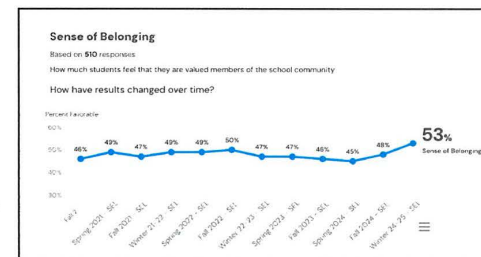
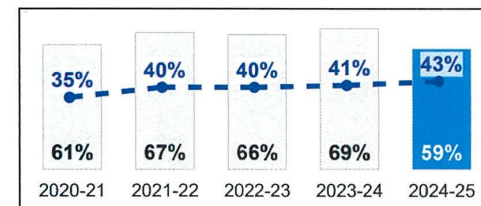
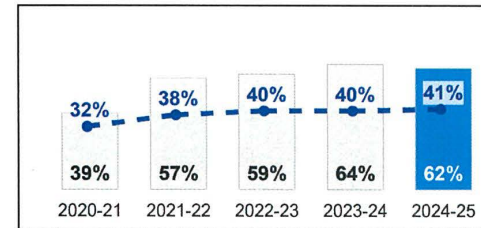
In Language Arts, proficiency rates are slightly increasing since a decline in 2022-23. School year 2023-24, saw an overall proficiency rate of 69% for all grades. In the school year 2024-25, 71% of 6th graders, 72% of 7th graders, and 72% of 8th graders achieved proficiency, with an overall proficiency rate of 72%.

Root/Contributing Cause: Variability in quality of rigorous tier 1 and 2 instructional strategies; Inconsistent implementation of data-informed small group instruction to address specific needs of all learners; Military Impacted Community (High student and staff transiency)

WASC Critical Area for Follow Up #4: 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.



2	Student Need: Increase Math Proficiency In Math, overall proficiency has shown steady growth over the past five years. After rising steadily to 64% in 2023–2024, proficiency decreased to 62% in 2024–2025. In the school year 2024-2025, 64% of 6th graders, 61% of 7th graders, and 61% of 8th graders achieved proficiency, contributing to a total proficiency rate of 62% across all grades. Root/Contributing Cause: Variability in quality of rigorous tier 1 and 2 instructional strategies; Inconsistent implementation of data-informed small group instruction to address specific needs of all learners; Military Impacted Community (High student and staff transiency) WASC Critical Area for Follow Up #2: 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.
3	Student Need: Increase Science Proficiency While science proficiency rates have shown consistent improvement in the past five years, proficiency declined significantly in the most recent year. After reaching 69% proficiency in 2023–24, science proficiency decreased by 10% to 59% in 2024–2025. Root/Contributing Cause: Inconsistent use of a rigorous tier 1 common curriculum, variability in quality of effective tier 1 and 2 instructional strategies; inconsistent implementation of data-informed small group instruction to address specific needs of all learners; Military Impacted Community (High student and staff transiency) WASC Critical Area for Follow Up #3: 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.
4	Student Need: Increase Students' Sense of Belonging While Sense of Belonging has experienced slight increases and decreases over the past several years, results improved significantly in the most recent year. After dipping to 45% in the SY 2023-2024, Sense of Belonging increased by 8%, rising to 53% 2024–2025. Root/Contributing Cause: Inconsistent use of a rigorous tier 1 common SEL curriculum, variability in quality of effective tier 1 and 2 instructional strategies to support SEL skills; Variability in peer-to-peer respect and positive interactions; Military Impacted Community (High student and staff transiency)



	<u>WASC Critical Area for Follow Up #2:</u> 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. <u>WASC Critical Area for Follow Up #3:</u> 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.
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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: ELA Achievement Gap, Tier 3, SpEd, EL Identified Student Need(s): The achievement gap in Language Arts in 2024-25 is 23%, which is the same percentage as the previous year. The proficiency rate for students who receive special education increased from 14% in 2023-24 to 28%. The proficiency rate for English Learners increased from 36% to 48%. The proficiency rate for disadvantaged students increased from 63% to 64%. 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): The achievement gap in Math in 2024-25 is 18%, which is decreased from 22% in 2023-24. The proficiency rate for students who receive special education increased from 12% in 2023-24 to 25%. The proficiency rate for English Learners increased from 50% to 54%. The proficiency rate for disadvantaged students decreased from 57% to 56%. 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.

Middle Level School Profile Essential Elements

DEPARTMENT ACTION ITEM 1.1.5.2:

Develop a profile of a school that implements research-based characteristics of effective middle school design in grades 6-8. Incorporate middle schools' self-assessment and plans to redesign middle school into school academic plans.

PURPOSE:

To ensure all schools consider the Hawaii DOE Middle School Profile (MLSP) and its Essential Elements in their continuous school improvement process.

MLSP MARK	MLSP ELEMENT AND DESCRIPTION
MLSP #1 - Know	A knowledgeable faculty and staff respect and value young adolescents and are prepared and committed to middle-level learners' intellectual and developmental needs and characteristics;
MLSP #2 - Org	An organization designed around teaming and advisory supports academic excellence where students take responsibility for their own learning and personal growth through smaller learning communities, promotes belonging, and provides an adult advocate for all students
MLSP #3 - CIA	Curriculum, instruction, and assessments (CIA) are appropriate to the needs and characteristics of young adolescents and foster a relevant, collaborative, and motivating learning atmosphere that is purposeful, challenging, exploratory, integrated, diverse, and advances learning for every member of the school community.
MLSP #4 - Schedule	A schedule that allows for flexibility in blocking and other regrouping formats ; sufficient meeting time for both teams and departments/Professional Learning Communities (PLC); sufficient time for advisories; and accounts for the needs of combination schools
MLSP #5 - Lead	Courageous and collaborative educational leaders are knowledgeable of young adolescent learner needs and possess the leadership skills to encourage, facilitate, and sustain stakeholder involvement, participation, and partnerships
MLSP #6 - Support	A network of academic and personal student support provides socially just and equitable learning opportunities and transitions to meet the needs of all learners
MLSP #7 - PL	Professional learning for all staff is relevant (purposeful and collaboratively developed), long term (planned and ongoing), and job-embedded
MLSP #8 - Facilities	Facilities designed for the needs of adolescent learners with adequate, open, and thoughtful spaces; and with furnishings that facilitate learning by allowing for student movement and gatherings to encourage positive interaction



PRIORITY 1: High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	72% of students in grades 6-8 were at Level 3 or above in English Language Arts on the Smarter Balanced Assessment in SY24-25. WASC #4 MLSP #4 - Schedule MLSP #3 - CIA	STPT: 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. Data Chats: 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. Provide ongoing professional development support and coaching and feedback: 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 5)SpartanEDU Accountable Lead(s): Admin, ACs	50% of students will be on grade level at the winter benchmark period as measured by universal screener 75% of students will be on grade level at the spring benchmark period as measured by universal screener 80% of students will meet or exceed proficiency on grade level common assessments in ELA 74% of students (2% increase) will be proficient in reading on the Smarter Balanced Assessment	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	62% of students in grades 6-8 were at Level 3 or above in mathematics on the Smarter Balanced Assessment in SY24-25. WASC #4 MLSP #4 - Schedule MLSP #3 - CIA	STPT: 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. Data Chats: 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. Provide ongoing professional development support and coaching and feedback: 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. 5)SpartanEDU Accountable Lead(s): Admin, ACs	• 50% of students will be on grade level at the winter benchmark period as measured by universal screener • 75% of students will be on grade level at the spring benchmark period as measured by universal screener • 80% of students will meet or exceed proficiency on grade level common assessments in mathematics • 64% of students (2% increase) will be proficient in math on the Smarter Balanced Assessment	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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Achievement Gap 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>	ELA: * GAP: 23% * F/R: 64% * EL: 48% * SPED: 28% WASC #1 MLSP #4 - Schedule MLSP #3 - CIA	Learning Lab: Learning Lab coordinators, academic 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 EL students. Special Education: 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. English Learners: 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. Accountable Lead(s): Administrators, Academic Coaches, Learning Lab Coordinators, SPED Dept Chair, and English Learner Coordinator	• 20% of students will be on grade level at the winter benchmark period as measured by universal screener • 35% of students will be on grade level at the spring benchmark period as measured by universal screener • 3% Decrease in gap rate on the Smarter Balanced Assessment in SY26-27	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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	Math: * GAP: 18% * F/R: 56% * EL: 54% * SPED: 25% WASC #1 MLSP #4 - Schedule MLSP #3 - CIA	Learning Lab: Learning Lab coordinators, academic coaches, and administrators will: 1) analyze student data to determine program entrance/exit criteria for tier II/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 EL students. Special Education: 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. English Learners: 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. Accountable Lead(s): Administrators, Academic Coaches, Learning Lab Coordinators, SPED Dept Chair, and English Learner Coordinator	• 20% of students will be on grade level at the winter benchmark period as measured by universal screener • 35% of students will be on grade level at the spring benchmark period as measured by universal screener • 3% Decrease in gap rate on the Smarter Balanced Assessment in SY26-27	
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Transition 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>	Military family transiency creates critical points of transition throughout the school year. MLSP #6 - Support	Transition Center: 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 executes effective parent, community, and military partnerships and programs. Transition Meetings: Administrators, teachers, and parents participate in transition meetings for students transitioning from 5th to 6th and from grade 8 to high school. Transition Opportunities: 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. Accountable Lead(s): Transitions Coordinator, SPED/504 Coordinator, Student Activities Coordinator	• Increase in favorable responses on WMS Transition Center Survey	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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Science Proficiency 1.1.7 All students are proficient in Science on the Hawaii State Assessment by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	59% of 8th grade students were proficient in Science on the Hawaii State Assessment in SY24-25. WASC #4 MLSP #4 - Schedule MLSP #3 - CIA	STPT: 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. Data Chats: 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. Provide ongoing professional development support and coaching and feedback: 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. 5)SpartanEDU Accountable Lead(s): Admin, ACs	• 70% of students will meet or exceed proficiency on grade level common assessments in science • 61% of students (2% increase) will be proficient in science on the Hawaii State Assessment	☒ 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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	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?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	90% of students with regular attendance in SY24-25. WASC #2 and #3 MLSP #4 - Schedule MLSP #2 - Org	CARE: 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. Communication: 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. Accountable Lead(s): Admin, Academic Coaches, Student Success Advisors, and Teachers	2% Increase in students will attend school regularly each quarter as shown in Panorama	☒ 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>	58% of students with a favorable response on the school safety measure on the School Quality Survey (SQS) in SY24-25. WASC #2 & #3 MLSP #4 - Schedule MLSP #2 - Org	CARE: 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. Social Emotional Learning: • Tier I: 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; • Tier II & III Community Circles: 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. Respect Campaign (PBIS): 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. Accountable Lead(s): Administration, SSAs, Teachers (GLMs & Advisory Ambassadors)	• 40% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period • 60% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the spring screening period • 2% Increase in students with a favorable response on the school safety measure on the School Quality Survey (SQS) in SY26-27.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	53% of students with a favorable response in the area of school belonging on the fall Panorama Survey in SY24-25. 59% of students with a favorable response in the area of valuing of school on the fall Panorama Survey in SY24-25. WASC #2 & #3 MLSP #3 - CIA MLSP #2 - Org	CARE: 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. Students at WMS have opportunities to strengthen their sense of: belonging, responsibility, excellence, aloha, total well-being, and Hawai'i via: • Whole Child Education & Extended Learning Opportunities: 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 & Consumer Science, Hula, Athletics, and Robotics. • Family & Community Engagement: 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. Accountable Lead(s): Admin, SSAs, & Teachers	• 40% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period • 2% Increase in students with a favorable response in the areas of sense of belonging and valuing of school on the fall Panorama Survey in SY26-27	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: Hawaii Aloha, \$ ☐ Other:___, \$
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★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Estimate the additional amount needed for enabling activities.
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>	100% of students participating in career, community, and civic opportunities in SY24-25 MLSP #3 - CIA MLSP #2 - Org	Durable Skills Acquisition: Provide all learners the opportunity to investigate, communicate, collaborate, and create so they can effectively engage with our community and positively impact society. - Core Subject curriculum plans will incorporate/include learning opportunities in which students investigate, communicate, collaborate, and create. - 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 & Consumer Science, Hula, Athletics, and Robotics. Accountable Lead(s): Admin, Fine Arts Teachers	100% of students participating in career, community, and civic opportunities in SY26-27	☒ 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>
2.1.2 All teachers are effective or receive the necessary support to become effective. <i>(To add additional desired outcomes, duplicate this row)</i>	61% of teachers strongly agree or agree that they are satisfied with the professional development opportunities the school provides on the School Quality Survey (SQS) in the SY24-25.	All teachers participate in STPT, CARE, peer observations, walkthrough feedback, department meetings, and SpartanEDU. Provide ongoing professional development coaching, and feedback: Teachers, coaches, and administrators work collaboratively to design and provide professional development on the following topics: Explicit Instruction: • I Do: Teacher Modeling & Think Alouds (Qtr.1) • We Do: Student Talk Strategies, Teacher Questioning (Qtr 2) • You Do: Students Show Thinking, Teacher Feedback (Qtr 2) • Data Informed Small Group Interventions (Qtr 3)	• 2% Increase of teachers that strongly agree or agree that they are satisfied with the professional development opportunities the school provides on the School Quality Survey (SQS) in the SY26-27.	☐ 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

		Accountable Leads: Admin, Academic Coaches, Student Success Advisors		
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PRIORITY 3: Effective and Efficient Operations At All Levels

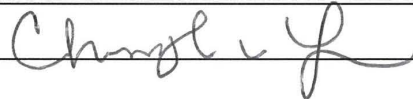
★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
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>	Not identified need area MLSP #5 - Lead	Objective: - Continue to provide monthly opportunities for stakeholders to have a voice in school operations and student success Enabling Activity: School Community Council: 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 community engagement, and student well-being, growth, and achievement. Accountable Lead(s): Administration	SCC Minutes	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Major Sheldon Wheeler Middle** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Jan 27, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Feb 24, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): *Monthly FOL Meetings, STPT meetings, Grade Level and Department Meetings, StuCo Meetings with Principal*
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: **Apr 14, 2026**

Attested:

Major Sheldon Wheeler Middle Principal	Signature	Date
Kristin Walje		Apr 14, 2026
SCC Chairperson	Signature	Date
Cheryl Lee		Apr 14, 2026

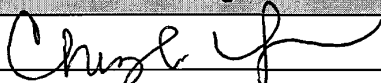
SCC Recommendations to the Academic Plan and Financial Plan:

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:
N/A		

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

Attested:

SCC Chairperson	Signature	Date
Cheryl Lee		Apr 14, 2026

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.

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>	1120
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Major Sheldon Wheeler Middle Bell Schedule: WMS SY2025-2026 Bell Schedule	