NĀ HOPENA AʻO

PRIORITY 3
Effective Efficient Operations

PRIORITY 2
Staff Success

PRIORITY 1
Student Success

H. P. Baldwin High School Academic Plan SY 2024-2025

**1650 Kaahumanu Avenue
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Baldwin Website**

Directions for completing the School Academic Plan template can be found in the **Academic Plan Template Guidance** document.

Submitted by Principal Keoni Wilhelm	
Keoni Wilhelm	[Insert date] 4/4/2024

Approved by Complex Area Superintendent Desiree Sides	
[Insert signature]	[Insert date] 4/15/2024

VIABLE QUALITY CURRICULUM

This section highlights the school's comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the <u>comprehensive instructional program(s)</u> used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades 9–12	Springboard/Edge	Algebra I, Algebra II, Geometry: *Envision*	Lessons are based on Next Generation Science Standards (NGSS). The EOC is used to show competency in the Science Standards (in Biology).	Lessons are based on Hawaii Core Standards for Social Studies (HCSSS).
Grades 9–12		Statistics: *Stats Medic*		
Grades 9–12		AP Statistics: Course Exam and Description Guide for AP Stats		

SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the <u>universal screener(s)</u> used for English Language Arts and Mathematics and specify the grade level or course name. If "Other" is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level /	English Language Arts	Mathematics

Course Name		
Grades 9-12	**ReadingPlus** ˅	**Mathspace** ˅

IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause(s) for those needs and gaps, as identified in one or more of the following:

- ☐ Current Comprehensive Needs Assessment (CNA)
- ☑ Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
  Last Full Self-Study: 2019, Next Full Self-Study: March 3-6, 2025
- ☐ Other current accreditation self-study

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause(s)</u> why these needs have been prioritized.
"*What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?***"**

To identify additional critical student needs, please insert a new row and duplicate the "Student Need" and "Root/Contributing cause(s)" text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

1	<u>**Student Need:**</u> [Math Achievement] Smarter Balanced Assessment (SBA) data reveals that 85% of students fall below proficiency in Mathematics. The data highlights a critical need for strengthening foundational skill sets to bridge the gap towards achieving grade-level standards. Key areas requiring reinforcement include fluency in multiplication and division operations, comprehension of the order of operations, proficiency in operations involving fractions, enhancement of reading comprehension, and sharpening critical thinking skills essential for understanding and solving real-world problems. <u>**Root/Contributing cause(s):**</u> Students need help understanding basic math concepts and have yet to achieve mastery of earlier benchmarks and standards essential for grade-level readiness. Students must recognize the real-world relevance of mathematical principles to enhance their engagement and comprehension. Additionally, many students need help articulating their problem-solving strategies, hampering their ability to demonstrate understanding. Introducing more advanced mathematical concepts can often overwhelm students, making it difficult for them to process tasks effectively and impeding their overall progress.
2	<u>**Student Need:**</u> [English Language Arts] The analysis of current data unveils a trend: a significant portion of eleventh-grade students, constituting 57%, still need to achieve proficiency levels in the SBA during the academic year 2022-2023. This statistic underscores the need to fortify fundamental skills for academic success in English Language Arts. Specifically, students exhibit deficiencies in crucial areas such as reading fluency, mastery of content vocabulary, adept utilization of reading strategies for comprehension, and the ability to extract and utilize textual evidence to support analytical thinking. Additionally, students require supplemental support in various critical

aspects. Among these are deficiencies in grammatical accuracy, proficiency in critical thinking strategies, proficiency in expressing analytical thoughts coherently in written form, and the capacity for self-reflection and monitoring personal academic progress.

Root/Contributing cause(s): The lack of proficiency in English Language Arts among eleventh-grade students, as evidenced by the 57% who did not meet Smarter Balanced Assessment (SBA) standards in 2022-2023, can be attributed to deficiencies in foundational skills such as reading fluency, content vocabulary, comprehension strategies, and textual analysis. Moreover, inadequacies in grammar usage, critical thinking abilities, writing expression, and self-assessment further contribute to this issue. Furthermore, there is a disproportionate representation of low socioeconomic status (SES) and Individuals with Disabilities Education Act (IDEA) students among those failing to meet proficiency levels, with 68% and 95%, respectively.

3

Student Need: [Social Emotional Learning] Students require comprehensive support to develop the knowledge, attitudes, and skills necessary for emotional understanding, goal setting, empathy, relationship building, and responsible decision-making. This includes fostering motivation, enhancing organizational skills, cultivating positive relationships, effectively processing feedback, expressing needs appropriately, and setting achievable goals.

Root/Contributing cause(s): Data from the Quaglia Student Voice Survey indicates 61% of students struggle in the sense of belonging to fit in at school, with 36% feeling overlooked as leaders and 36% remaining undecided. These challenges stem from various factors, including lack of motivation, poor organization, and difficulty maintaining positive relationships. Additionally, experiences of trauma, poverty, and housing instability contribute to student struggles. Consistent messaging and routines positively impact learning and are essential for creating a supportive learning environment.

In order to address student equity, please list the <u>targeted subgroup(s)</u> and their <u>identified needs</u>. Enabling activities should address identified subgroup(s) and their needs.

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

1	**<u>Targeted Subgroup:</u>** [Students receiving IDEA services, English Learners (EL), Advanced Learning Program Supports (ALPS), at-risk populations] **<u>Identified Student Need(s):</u>** Students require personalized instruction and comprehensive support services to actively engage with the grade-level curriculum and effectively address their individualized learning needs. This includes but is not limited to access to extended learning opportunities beyond the regular school day.
2	**<u>Targeted Subgroup:</u>** [Native Hawaiian population] **<u>Identified Student Need(s):</u>** Students need targeting instruction aligned with their cultural context to bridge the gap and ensure equitable opportunities for their academic success and personal growth.
3	**<u>Targeted Subgroup:</u>** [Low Socio-economic Students] **<u>Identified Student Need(s):</u>** Students require comprehensive support to overcome barriers to academic success, including access to resources, interventions, and opportunities that address their challenges. This includes but is not limited to access to extended learning opportunities beyond the regular school day.

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 Outcomes *"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 (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.		Not applicable to high school		☐ 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 receive necessary and timely support to become proficient.		Not applicable to high school		☐ 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 receive necessary and timely support to become proficient.		Not applicable to high school		☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

Required for all schools. | Deficits noted in math (1), ELA (2), IDEA (targeted sub-group 1) student, and Native Hawaiian population (targeted subgroup 2) | a. Teachers will employ a unified curriculum, align pacing guides vertically, assess student work, and adapt resources and teaching methods as necessary for effective Tier I instruction across grade levels, incorporating embedded Tier II supports/differentiation to enhance curriculum strength.
b. Leadership Team will provide curriculum, training, and resources to support Tier II and Tier III reading interventions.
c. Staff will utilize aligned pacing, uniform math curriculum, and effective instructional practices to provide successful Tier I instruction across the math department.
d. The leadership team, teachers, and staff will provide curriculum, training, and resources to support Tier II and Tier III math interventions.
e. Students will access diverse online resources for research, supplemented by educational subscriptions to bolster academic content and offer MTSS support.
f. Staff will hold parent and engagement events virtually or in person to showcase student work (for example, PBL student performances and showcases)
g. Staff will create and implement a Plan, Do, Check, Act system of monitoring the implementation of school-wide initiatives (for example, PBL, Student Voice HĀ, English Learner strategies, Eight Mathematical Practices)
h. The leadership team, teachers, and staff will examine current student placement practices and refine the process based on data, research, and teacher input. | Increase of 3% growth per year in ELA, Math, EOC, and NGSS according to the HI state assessment | ☑ WSF, $
☑ Title I, $
☑ Title II, $
☑ Title III, $
☑ Title IV-A, $
☐ Title IV-B, $
☑ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

		i. The leadership team will integrate the use of waiver days, 21-hour time slots, and PLCs to review and reflect on student data and instructional practices, provide professional development, and support the planning of lessons integrating HĀ, Student Voice, AVID, IEP goals, and objectives, WIDA Language Development standards, to ensure all students have access to grade-level curriculum and instruction. j. Students will have extended learning opportunities (ELO) offered beyond regular school hours, encompassing both academic enrichment and social-emotional learning support. [Administration, Department Heads, SPED staff, Administration, AVID leads]		

| 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.

Required for all schools. | Deficits noted in math (1), ELA (2), and all targeted subgroups | a. The leadership team and staff will conduct continuous Hawaii Multi-Tiered System of Support (HMTSS) training to equip staff with skills for collaborative data analysis and LEI Kūlia usage.
b. Staff will review credit recovery practices and ensure opportunities to complete coursework as needed to ensure graduation.
c. Staff will enhance transition support by improving communication and coordination between the feeder school, and Iao, incorporating articulation meetings, IEP transition protocols, and math transition data.
d. Staff will increase collaboration with Iao to facilitate smoother grade transitions to ninth grade, incorporating initiatives such as career academies and placement programs.
e. Students will engage in instructional activities aimed at cultivating essential 21st-century skills, with dedicated one-to-one computer access and comprehensive technology support to enhance their learning experience.

[CTE Department, Sped Department, Math Department] | Increase of 3% growth per year in ELA, Math, EOC, and NGSS according to the HI state assessment.

Monitor Attendance, IEP Progress reports for transitions, Personal Transition Plan (PTP) completion rate, post-high school placements | ☑ WSF, $
☑ Title I, $
☑ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☑ IDEA, $
☑ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| **Writing Proficiency:** 1.1.6 All students write Narrative, informational, and argumentative brief responses and multi-text passages proficiently. | Deficits noted in math (1), ELA (2), and all targeted subgroups | a. The leadership and staff will implement a data team process to analyze student writing samples. This analysis will involve collaboration across core departments and interdisciplinary teams to inform the integration of tailored supports to enhance student writing skills. Additionally, Essay Pop will continue to be used by departments such as ELA and SPED. At the same time, MIWrite will serve as the Response to Intervention (RTI) Program curriculum for Tier II and Tier III Students.
 b. Seniors will participate in the Senior Project or the CTE Boards project.

 [Leadership team, Department Heads, Academic Coach, Senior Project Team Lead] | Increase of 3% growth per year in ELA, Math, EOC, and NGSS according to the HI state assessment | ☑ WSF, $
 ☑ Title I, $
 ☑ Title II, $
 ☑ Title III, $
 ☐ Title IV-A, $
 ☐ Title IV-B, $
 ☑ IDEA, $
 ☐ SPPA, $
 ☐ Homeless, $
 ☐ Grant:__, $
 ☐ Other:__, $ |
| 1.1.7 BHS will increase our reading and math scores by 3% as evidenced by Smarter Balanced Assessment (SBA). | Deficits noted in math (1), ELA (2), and all targeted subgroups | a. Teachers will utilize viable and coherent curriculum (including Springboard for ELA and EnVision for Math), aligned pacing, and effective instructional practices (example: critical thinking in the math classroom, Building Thinking Classrooms, Bell-to-bell training) to provide successful Tier I instruction across the grade levels.
 b. The leadership Team and staff will provide curriculum, training, and resources to support Tier II and Tier III math interventions (ex. Mathspace check-ins, Reading Plus intervention component, Lexile Pics for students who take the alternate assessments.)

 [H.E.R.E trainers, Academic Coach, Department Heads, Leadership Team, Math and ELA Department, SPED and EL Departments and programs] | Increase of 3% growth per year in ELA, Math, EOC, and NGSS according to the HI state assessment. | ☑ WSF, $
 ☑ Title I, $
 ☑ Title II, $
 ☑ Title III, $
 ☑ Title IV-A, $
 ☑ Title IV-B, $
 ☑ IDEA, $
 ☑ SPPA, $
 ☐ Homeless, $
 ☐ Grant:__, $
 ☐ Other:__, $ |

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment				
Desired Outcomes *"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 (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
1.2.1. All students desire to and attend school regularly. *Required for all schools.*	Root Cause 3: Deficiency in students' sense of belonging and fitting in.	a. BHS will provide professional development, implementation, and maintenance of the Pocket Tracker System. To improve efficiency and safety for staff and students. b. BHS will use the Identification Printing system in conjunction with the Pocket Tracker System to support the efficiency and safety of student identification and regular attendance. c. Ensure consistent and inclusive SEL instruction by embedding strategies, HĀ components, and GLOs into daily classroom activities. Encourage self-reflection in all subjects through oral or written exercises (example, Project Learning, and field trip reflections). [Office staff, Security, Teachers, Administration, Custodians, Cafeteria, SV Aspirations Team, HĀ Team]	Attendance will improve by 3%. SELdata will improve by 3% according to either the Panorama Survey or the Quaglia Student Survey.	☑ 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. *Required for all schools.*	Root Cause 3: Deficiency in students' sense of belonging and fitting in	a. The leadership team will strengthen the use of common procedures quarterly and as needed by reviewing behavioral expectations, safety procedures, and team norms with all stakeholders (staff meetings, advisory, parent meetings, etc.) b. Teachers and staff will utilize data to design and implement consistent routines and tiered interventions (Behavior RTIlearningsupport identified students to learn and practice positive behaviors needed to meet behavior expectations (Tier II and Tier III behavior MTSS). [Security, Teachers, Administration, Department heads, Educational Assistants, SV Aspirations, and HĀ Teams]	Attendance will improve by 3%. Reduction of behavioral referrals by 3% SELdata will improve by 3% according to either the Panorama Survey or the Quaglia Student Survey.	☑ 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 Aʻo environment for learning. *Required for all schools.*	Root Cause 3: Deficiency in students' sense of belonging and fitting in	a. Students and teachers will collaboratively identify and create innovative ways to incorporate SEL strategies, HĀ, and GLOs in the classroom, school, and community while sharing their cultural identity through various processes and products (example field trips, extended learning opportunities) b. Under the guidance of staff members, students will continue to develop the Native Garden Project, rehabilitate the agricultural area, and create both a Hula Mound, a traditional Hale, or cultural craft making. c. Students will learn ʻÕlelo for our May Day program and cultural routine of asking permission (oli) to enter classrooms. [All staff]	Attendance will improve by 3%. Reduction of behavioral referrals by 3% SELdata will improve by 3% according to either the Panorama Survey or the Quaglia Student Survey.	☑ 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 Outcomes *"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 (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.*	Root Cause 3: Deficiency in students' sense of belonging and fitting in	a. Students will have an opportunity to receive mentoring from community members (e.g., Career & Technical Education (CTE) project, Senior Project, or invite community members to mentor students). b. BHS will hold a Culture Fair to encourage students and families to share their culture and participate as members of the BHS community. c. Staff and students will facilitate a Real-World Learning Showcase to empower students to integrate their voices, receive feedback, and reflect on their projects, fostering authentic engagement and skill development (example, Principal Ambassador Proposals and Homeroom Ambassadors, CTE Internships, and externships, Capstone projects,, Science Fair Project, Science Olympiad, Debate) d. Students will be able to receive the secondary conference experience as a part of leadership or participation in democracy classes. [CTE department, Social Studies Department, Academy leads, counselors, administration]	Increased student participation in internships, externships, Capstone projects, Industry Recognized Credentials (IRC)	☑ WSF, $ ☑ Title I, $ ☑ Title II, $ ☐ Title III, $ ☑ Title IV-A, $ ☑ Title IV-B, $ ☑ IDEA, $ ☑ SPPA, $ ☐ Homeless, $ ☑ Grant: Whole Kids Foundation, HI Public Health Institute Farm to School Hui $ ☑ Other: Perkins, CTE State Funds $

K-12 Alignment 1.3.2. All students have a voice in choosing their aligned career pathway and/or academy as a result of the transition from middle school to entering high school.	Root Cause 3: Deficiency in students' sense of belonging and fitting in	a. Teachers and counselors will collaborate with the middle school to inform students of the academy pathways. b. BHS will continue to develop wall-to-wall academies c. Students can choose an academy that aligns with their career choices post-high school. [CTE department, Academy leads, counselors, administration]	Attendance will improve by 3%. Reduction of behavioral referrals by 3% SELdata will improve by 3% according to either the Panorama Survey or the Quaglia Student Survey.	☑ WSF, $ ☑ Title I, $ ☑ Title II, $ ☐ Title III, $ ☑ Title IV-A, $ ☑ Title IV-B, $ ☑ IDEA, $ ☑ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
1.3.3. All students graduate high school with a personal plan for their future.	Root Cause 3: Deficiency in students' sense of belonging and fitting in.	a. Students on the certificate track will continue learning in the Work-Based Learning Program and Community-Based Instructrams. b. Students will be able to receive mentoring from community members (for example, CTE Honors Project or Senior Project, or invite community members to mentor students) c. Every student will have a Personal Transition Plan (PTP) completed by the conclusion of their junior year, ensuring tailored support for successful high school completion and preparation for post-graduation endeavors. [CTE department, Academy leads, counselors, administration]	Increased student participation in internships, externships, Capstone projects, entering a college or university, Industry Recognized Credentials (IRC)	☑ 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 Outcomes *"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?"* *Please estimate the additional amount needed to execute the enabling activity.*
2.1.1 All teachers are effective or receive the necessary support to become effective	Deficits noted in math (1), ELA (2), and all targeted subgroups	a. Teachers will receive professional development in bell-to-bell teaching. (example: H.E.R.E Training, Math Space PD, Reading Plus PD) b. Teachers will receive PD based on differentiated needs identified by departments, initiatives, or self-reflection processes [Academy leads, Department heads, Administration]	EES, Self-reflection, IDPD, Panorama Data, SBA scores	☑ WSF, $ ☑ Title I, $ ☑ Title II, $ ☑ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☑ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

| 2.1.2 All teachers apply effective instructional practices to engage students in relevant learning tasks aligned to state standards. | Deficits noted in math (1), ELA (2), and all targeted subgroups | a. Teachers engage in walk-throughs and reflective goal-setting.
b. Teachers review and prioritize standards quarterly, define success criteria, and collaborate on aligning courses. Teachers in data teams analyze student performance and adjust instructional strategies. This Plan-Do-Check-Act process builds coherence, improves teaching and learning, and enhances student outcomes.

[Teachers, Educational Assistants, Department Heads, Academy Leads, Counselors] | Increase of 3% growth per year in ELA, Math, EOC, and NGSS according to the HI state assessment. | ☑ WSF, $
☑ Title I, $
☑ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☑ IDEA, $
☑ SPPA, $
☐ Homeless, $
☐ Grant:___, $
☐ Other:___, $ |
| 2.1.3 Drive professional growth through targeted alignment of instructional practices with school initiatives such as the Academy Model transition, Math achievement, Student Voice, HĀ cultural responsiveness, AVID methodologies, and PBL integration. | Deficits noted in math (1), ELA (2), and all targeted subgroups

Root Cause 3: Deficiency in students' sense of belonging and fitting in. | a. BHS will utilize surveys, department head feedback, walkthrough data, and WASC Growth areas to create a menu of differentiated professional development topics.
b. BHS will recruit school staff, district personnel, and contracted service providers to plan, calendar, and present a series of differentiated professional development activities (e.g., PLCs, waiver days, 21 hours) addressing individual teachers' needs and school-wide initiatives.
c. BHS will continue its collaboration with Quaglia Institute in the Student Voice initiative.
d. BHS will continue to work with the National Career Academy Coalition and Hawai'i Academies at BHS, making its transition to a wall-to-wall academy school.
e. Staff will have enhanced AVID understanding, shared best practices, strategize continued implementation, and foster collegial support in the AVID program.

[Administration, Academy Leads, Department Heads, HĀ Leads, SV Aspiration Team, AVID Coordinator, Teachers, Classified Staff] | SBA, NOSP, Student Voice Survey, Panorama, HĀ Wheel | ☑ WSF, $
☑ Title I, $
☑ Title II, $
☐ Title III, $
☑ Title IV-A, $
☑ Title IV-B, $
☑ IDEA, $
☑ SPPA, $
☐ Homeless, $
☐ Grant:___, $
☐ Other:___, $ |

2.1.4 School teams use data analysis to make informed decisions, improving school operations and fostering student academic and social-emotional growth.	Deficits noted in math (1), ELA (2), and all targeted subgroups Root Cause 3: Deficiency in students' sense of belonging and fitting in.	a. School leadership teams will continuously analyze data with input from stakeholders, guiding resource allocation and reflecting on effectiveness to enhance school culture and academic growth for all students. b. School leadership teams, teachers, and staff will conduct quarterly reviews of the academic plan and progress on school initiatives. c. Students will receive a comprehensive curriculum, rigorous and tailored instruction, and assessment aligned with appropriate content standards across all classes. This approach will be used when analyzing data to identify achievement gaps and establish connections to student learning. d. Teachers and staff will continue to use DuFour's Four (PDCA) Critical Questions of a PLC to drive and participate in the Professional Learning Communities (PLCs): 1. Define lesson goals (What do students need to learn?) 2. Implement assessments (How will we know each student has learned it?) 3. Plan interventions/differentiation (How will we respond if the student does not learn?) 4. Plan enrichments (How will we respond if the student does learn?) e. Staff will facilitate the continued development of an HMTSS protocol by engaging leadership, teachers, and staff in collaborative efforts for data-informed decision-making. [Leadership team, Department Heads, Academic Coach, Administration]	Universal Screeners, SBA, NOSP, Student Voice Survey, Panorama, HĀ Wheel	☑ WSF, $ ☑ Title I, $ ☑ Title II, $ ☑ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☑ IDEA, $ ☑ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $se

Priority 3
Effective and Efficient Operations At All Levels

★ **GOAL 3.1 Families and staff are informed of and engaged in planning and decision-making processes.**

Desired Outcomes *"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?"* *Please estimate the additional amount needed to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.*	To foster inclusive decision-making, promote transparency, and empower the entire school community for student success.	a. BHS will recruit stakeholder representatives annually to be a part of the School Community Council (SCC), meet monthly, and publish the meeting calendar, agenda, and minutes on the school webpage. b. Members of the SCC council will solicit parent/community attendance to a minimum of two general SCC meetings per year to ensure all stakeholders have an opportunity to review school data and the academic/financial plan and provide input for revision as part of the school improvement process. [Administration, SCC Members: SCC Teacher/Staff/Parent representatives]	SCC Monthly Agenda and Minutes	☑ 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 Outcomes *"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?"* *Please estimate the additional amount needed to execute the enabling activity.*
3.3.2 The school aims to enhance academic support by fostering relationships with families and community members, facilitating learning in both home and real-world contexts.	To foster inclusive decision-making, promote transparency, and empower the entire school community for student success.	a. BHS will utilize various communication channels (planners, newsletters, websites, social media, flyers) to inform families and community members. b. BHS will host events fostering school-to-family connections, sharing academic and behavioral support, and showcasing student achievements aligned with state standards (example, Block Party, Culture Fair, Fine Arts displays and performances, Open House, Hoike). [All Stakeholders of the school]	Attendance, Website hits, SQS survey, Principal Reflection Survey, SCC Self-Reflection Survey	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☑ Title IV-A, $ ☑ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ Other Systems of Support

Desired Outcomes *"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?"* *Please estimate the additional amount needed to execute the enabling activity.*
[Insert school specific desired outcome] *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)*	[If applicable, reference the root / contributing cause here]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases H. P. Baldwin High School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional <u>hours per year</u> *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1740 hours
Did your school submit a SCC Waiver Request Form? Please explain.	The waiver form was submitted and approved.
Bell Schedule: [BHS SY24-25 Bell Schedule](#)	