



H.P. Baldwin High School

Academic Plan

SY 2025-2026

1650 Ka'ahumanu Ave
Wailuku, HI 96793
808-727-3200
www.baldwin.k12.hi.us

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

Submitted by Principal Keoni Wilhelm	
Keoni Wilhelm	4/1/2025

Approved by Complex Area Superintendent Lori Yatsushiro	
	4/11/25

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	English Language Arts	Mathematics	Science	Social Studies
9-12	'21 SpringBoard - /Edge	enVision A/G/A -	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).
9-12		Other: - Stats Medic		
9-12		Other - AP Statistics: Course Exam and Description Guide for AP Stats		

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
9-12	EssayPop	Mathspace	Penda Science	Gale Educational Resources
9-12	Gale Educational Resources			

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:

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
9-12	Other: ▾ Reading Plus	Mathspace ▾
	Select One ▾	Select One ▾
	Select One ▾	Select One ▾

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)
- ☐ Other current assessment/self-study report: [Insert text]
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2025

Type of Last Visit: Full Self-Study -

Year of Next Action: [Insert year]

Type of Next Action: Select One -

Year of Next Self-Study:

[Insert year]

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

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

Please number the student need and root/contributing cause for ease of cross-referencing.

1

SW1
SW3

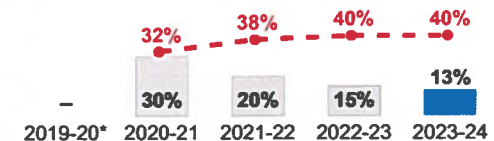
Student Need: Improved Proficiency in Core Subject Areas

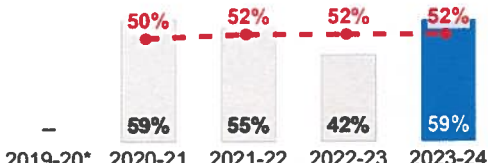
[Math Achievement] Smarter Balanced Assessment (SBA) data reveals that 86% of students fall below proficiency in Mathematics. The data highlights a critical need for strengthening foundational skill sets to bridge the gap towards achieving grade-level standards. Key areas requiring reinforcement include 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.

Root/Contributing Cause: 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 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.

Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



	<p>[English Language Arts] The analysis of current data unveils a trend: a significant portion of eleventh-grade students, constituting 40%, still need to achieve proficiency levels in the SBA during the academic year 2023-2024. 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 and independently in written form, and the capacity for self-reflection and monitoring personal academic progress.</p> <div data-bbox="465 429 1133 810"> <p>Language Arts Proficiency Percent of students demonstrating proficiency on statewide language arts assessments.</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Proficiency (%)</th> </tr> </thead> <tbody> <tr> <td>2019-20*</td> <td>—</td> </tr> <tr> <td>2020-21</td> <td>59%</td> </tr> <tr> <td>2021-22</td> <td>55%</td> </tr> <tr> <td>2022-23</td> <td>42%</td> </tr> <tr> <td>2023-24</td> <td>59%</td> </tr> </tbody> </table> </div> <p>Root/Contributing Cause: The lack of proficiency in English Language Arts among eleventh-grade students, as evidenced by the 40% who did not meet Smarter Balanced Assessment (SBA) standards in 2023-2024, 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 50% and 90%, respectively.</p>	Year	Proficiency (%)	2019-20*	—	2020-21	59%	2021-22	55%	2022-23	42%	2023-24	59%
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2019-20*	—												
2020-21	59%												
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2023-24	59%												
<p>2</p> <p>SW6</p>	<p><u>Student Need:</u> Enhanced School Culture and Climate Inconsistencies in implementing policies and behaviors to systematically address student behavior and consequences and clear communication are a continued area of focus. The school is committed to building a more cohesive school culture to refine practices, improve communication, and a greater sense of belonging for all.</p> <p><u>Root/Contributing Cause:</u> Data from the Winter Panorama SEL Survey suggested that over 50% of students surveyed had a low overall rating, with self-efficacy and sense of belonging being the most concerning. These challenges stem from various factors, including lack of motivation, poor organization, and difficulty maintaining positive relationships.</p>												
<p>3</p> <p>SW5</p> <p>SW6</p>	<p><u>Student Need:</u> Equitable Access to Support Services Ensuring equitable access and addressing the diverse needs of all learners required continued focus. This includes the review of existing programs, advocating for additional resources, and strengthening.</p> <p><u>Root/Contributing Cause:</u></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	<p><u>Targeted Subgroup:</u> [Students receiving IDEA services, English Learners (EL), Advanced Learning Program Supports (ALPS), at-risk populations]</p> <p><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.</p>
2	<p><u>Targeted Subgroup:</u> [Native Hawaiian population]</p> <p><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.</p>
3	<p><u>Targeted Subgroup:</u> [Low Socio-economic Students]</p> <p><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.</p>



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 (Initial & Intermediate Outcomes)	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to</i>
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	<i>Reference the Identified School Needs section.</i>		<i>"How will we know progress is being made?"</i>	<i>execute the enabling activity.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.		Not applicable to high school		
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.		(Please note, while Desired Outcome 1.1.2 specifically targets third grade reading proficiency and 1.1.3 targets eighth grade mathematics proficiency, schools have the option to include any reading or mathematics-related desired outcome under 1.1.2 or 1.1.3 respectively.)		
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.		Not applicable to high school		

<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p> <p>Possible Addition: Focus on vertical alignment of curriculum, particularly with new curricula.</p> <p>Possible Addition: Reinforce teachers' data analysis skills to inform differentiated instruction and personalized learning.</p>	<p>Deficits noted in math (1), ELA (2), IDEA (targeted sub-group 1) student, and Native Hawaiian population (targeted subgroup 2)</p>	<ol style="list-style-type: none"> 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. The leadership team, teachers, and staff will provide curriculum, training, and resources to support Tier II and Tier III interventions for all core subject areas. Students will access diverse online resources for research, supplemented by educational subscriptions to bolster academic content and offer MTSS support. 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) The leadership team, teachers, and staff will examine current student placement practices and refine the process based on data, research, and teacher input. 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. 	<p>Increase of 3% growth per year in ELA, Math, EOC, and NGSS according to the HI state assessment</p> <p>Review and align pacing guides during Academy and Department meetings</p> <p>Online resources such as Penda Science, Reading Plus, (Mathspace) etc.</p> <p>SW1 SW5 SW6</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" 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>g. Students will have extended learning opportunities (ELO) offered beyond regular school hours, encompassing both academic enrichment and social-emotional learning support.</p> <p>h. A PTT for program planning will be used to manage programs like HA, SV, and Title 1 (budgeting). These programs have fiscal deadlines and monitoring that need attention.</p> <p>i. ELO (Educational Learning Opportunities) - Students to participate in field trips that utilizes all modalities of learning and experiencing Bishop Museum, Iolani Palace, Pearl Harbor for WWII, Secondary Student Conference, for classes including PID/MHH and Leadership or any HA related lessons.</p> <p>[Administration, Department Heads, SPED staff, Administration, AVID leads]</p>		
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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p> <p>Possible Addition: Writing Proficiency: All students write Narrative, informational, and argumentative brief responses and multi-text passages proficiently. Possible Addition: Increase reading and math scores by 3% as evidenced by Smarter Balanced Assessment (SBA).</p>	<p>Deficits noted in math (1), ELA (2), and all targeted subgroups</p>	<p>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.</p> <p>b. Staff will enhance transition support by improving communication and coordination between the feeder school, and lao, incorporating articulation meetings, IEP transition protocols, and math transition data.</p> <p>c. Staff will increase collaboration with lao to facilitate smoother grade transitions to ninth grade, incorporating initiatives such as career academies and placement programs.</p> <p>d. 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.</p> <p>[CTE Department, Sped Department, Math Department]</p>	<p>Increase of 3% growth per year in ELA, Math, EOC, and NGSS according to the HI state assessment.</p> <p>Monitor Attendance, IEP Progress reports for transitions, Personal Transition Plan (PTP) completion rate, post-high school placements</p> <p>SW2 SW6</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" 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>
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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.
- c. Student body will use GiveThx to write gratitude messages for peers, teachers and staff.

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: __, \$

[Leadership team, Department Heads, Academic Coach, Senior Project Team Lead]

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.)

Increase of 3% growth per year in ELA, Math, EOC, and NGSS according to the HI state assessment.

**SW1
SW6**

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

[H.E.R.E trainers, Academic Coach, Department Heads, Leadership Team, Math and ELA Department, SPED and EL Departments and programs]

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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 (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?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i></p> <p>Possible Addition: Integrate cultures in all disciplines.</p> <p>Possible Addition: Strengthening culture and the arts - Music, Dance, Drama, Languages.</p> <p>Possible Addition: Implement strategies to improve transparency and ensure all staff voices are heard.</p> <p>Possible Addition:</p>	<p>Root Cause 3: Deficiency in students' sense of belonging and fitting in.</p>	<p>a. BHS will provide professional development, implementation, and maintenance of the Pocket Tracker System. To improve efficiency and safety for staff and students.</p> <p>b. BHS will use systems such as Perfect Pass to support the efficiency and safety of student identification and regular attendance.</p> <p>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, GiveThx, SV Podcast, video broadcasts, creative drama reflections).</p> <p>[Office staff, Security, Teachers, Administration, Custodians, Cafeteria, SV Leads, HĀ Team]</p>	<p>Attendance will improve by 3%.</p> <p>SELdata will improve by 3% according to either the Panorama Survey or the other Student Surveys.</p> <p>SW1 SW5 SW6</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input checked="" type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input checked="" type="checkbox"/> Title IV-A, \$</p> <p><input checked="" 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>

Improve ADA compliance.				
1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	Root Cause 3: Deficiency in students' sense of belonging and fitting in	<ul style="list-style-type: none"> 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 RTI/learningsupport identified students to learn and practice positive behaviors needed to meet behavior expectations (Tier II and Tier III behavior MTSS). <p>[Security, Teachers, Administration, Department heads, Educational Assistants, SV Aspirations, and H&A Teams]</p>	<p>Attendance will improve by 3%.</p> <p>Reduction of behavioral referrals by 3%</p> <p>SELdata will improve by 3% according to either the Panorama Survey or the Quaglia Student Survey.</p> <p>SW5 SW6</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

<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>Root Cause 3: Deficiency in students' sense of belonging and fitting in</p>	<p>a. Teacher Training: Providing professional development for teachers to deepen their understanding of the Hawaiian culture and integrate HĀ into their teaching practices.</p> <p>b. Curriculum Integration: Devise a plan for weaving HĀ values into all academies or subject areas.</p> <p>c. Protocols like 'oli into classrooms</p> <p>d. 'Olelo in classrooms and Hawaiiana duo credit course in conjunction with UHMC</p>	<p>Attendance will improve by 3%.</p> <p>Reduction of behavioral referrals by 3%</p> <p>SELdata will improve by 3% according to either the Panorama Survey or other Student Surveys.</p> <p>SW1 SW5 SW6</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input checked="" type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input checked="" type="checkbox"/> Title IV-A, \$</p> <p><input checked="" 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>
<p>[Insert school specific desired outcome]</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i></p>	<p>[If applicable, reference the root/contributing cause from the Identified School Needs section]</p>	<p>[Include specific enabling activities or strategic actions being taken to achieve your desired outcome];</p> <p>[Reference name of accountable lead(s) here]</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p>	<p><input 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>

★ **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> <i>Reference the Identified School Needs section.</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 (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?"</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>Possible Addition: More service learning, with students doing internships in the community and specific CBI community jobs.</p> <p>Possible Addition: Freshman Wheel Class</p>	<p>Root Cause 3: Deficiency in students' sense of belonging and fitting in</p>	<p>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).</p> <p>b. BHS will hold a Culture Fair to encourage students and families to share their culture and participate as members of the BHS community.</p> <p>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, and secondary student conferences (example, Principal Ambassador Proposals and Homeroom Ambassadors, CTE Internships, and externships, Capstone projects, Science Fair Project, Science Olympiad, Debate, Block Party, Band Recitals, Plays, Academy Nights, PBL, Model United Nations Conferences, etc.)</p> <p>d. Staff will hold Title I parent and engagement events virtually or in person to showcase student work (for example, Open House, PBL student performances and showcases, BHS Block Party,</p>	<p>Increased student participation in internships, externships, Capstone projects, Industry Recognized Credentials (IRC)</p> <p>SW5 SW6</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input checked="" type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input checked="" type="checkbox"/> Title IV-A, \$</p> <p><input checked="" type="checkbox"/> Title IV-B, \$</p> <p><input checked="" type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: Whole Kids Foundation, HI Public Health Institute Farm to School Hui \$</p> <p><input type="checkbox"/> Other: Perkins, CTE State Funds \$</p>

		<p>PALC plays, band performances, math/science/STEM events)</p> <ul style="list-style-type: none"> e. Students will be able to receive the Secondary Conference experience as a part of leadership or participation in democracy classes. f. Academy Leads and other teachers will attend NCAC conference on Oahu and other related trainings. g. Students will be able to participate once, in-person, at historical locations across the state (such as, Bishop Museum, Iolani Palace, Pearl Harbor, etc.) <p>[CTE department, Student Activities Coordinator, Social Studies Department, Academy leads, counselors, administration]</p>		
<p>K-12 Alignment</p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>	<p>3: Deficiency in students' sense of belonging and fitting in</p>	<ul style="list-style-type: none"> 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. <p>[CTE department, Academy leads, counselors, administration]</p>	<p>Attendance will improve by 3%.</p> <p>Reduction of behavioral referrals by 3%</p> <p>SELdata will improve by 3% according to either the Panorama Survey or the Quaglia Student Survey.</p> <p>SW5 SW6</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input checked="" type="checkbox"/> Title IV-A, \$ <input checked="" type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

1.3.3. All students graduate high school with a personal plan for their future.	3: Deficiency in students' sense of belonging and fitting in	<p>a. Students on the certificate track will continue learning in the Work-Based Learning Program and Community-Based Instrutrums.</p> <p>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)</p> <p>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.</p> <p>[CTE department, Academy leads, counselors, administration]</p>	<p>Increased student participation in internships, externships, Capstone projects, entering a college or university, Industry Recognized Credentials (IRC)</p> <p>SW5 SW6</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input checked="" type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input checked="" type="checkbox"/> Title IV-A, \$</p> <p><input checked="" type="checkbox"/> Title IV-B, \$</p> <p><input checked="" 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>
<p>[Insert school specific desired outcome]</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i></p>	<p>[If applicable, reference the root/contributing cause from the Identified School Needs section]</p>	<p>[Include specific enabling activities or strategic actions being taken to achieve your desired outcome];</p> <p>[Reference name of accountable lead(s) here]</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p>	<p><input 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>



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> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
<p>2.1.1 All teachers are effective or receive the necessary support to become effective</p> <p>Possible Addition: Leadership Training for better facilitation of protocols and goal setting</p> <p>Possible Addition: Provided PD specifically for differentiated instruction and data</p>	<p>Deficits noted in math (1), ELA (2), and all targeted subgroups</p>	<p>a. Teachers will receive PD that is data-driven, relevant to teacher needs, and demonstrably impactful on student learning</p> <p>a. New teachers are assigned mentors through the district's Induction and Mentoring program through their probationary years.</p> <p>b. The schedule will allow for dedicated collaboration time to address the need for academies/departments to discuss student data, curriculum alignment, and share best practices</p> <p>[Academy leads, Academic Coach, Department heads, Administration]</p>	<p>EES, Self-reflection, IDPD, Panorama Data, SBA scores, contact logs saved in I&M dashboard</p> <p>SW6</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input checked="" type="checkbox"/> Title II, \$</p> <p><input checked="" type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input checked="" 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>

teams and refining bell-to-bell teaching

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

- Teachers engage in walk-throughs and reflective goal-setting.
- 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 will improve the quality and frequency of descriptive feedback provided to students.
- Strengthen the curriculum review and planning process with a more structured approach

Increase of 3% growth per year in ELA, Math, EOC, and NGSS according to the HI state assessment.

SW6

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

[Teachers, Educational Assistants, Department Heads, Academy Leads, Counselors]

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.

- BHS will utilize surveys, department head feedback, walkthrough data, and WASC Growth areas to create a menu of differentiated professional development topics.
- 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 .
- 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.
- Staff will have enhanced AVID understanding, shared best practices, strategize continued

SBA, NOSP, Student Voice Survey, Panorama, HĀ Wheel

SW6

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

		implementation, and foster collegial support in the AVID program.		
		e. Training will be provided for Academy and Teacher Leaders for effective transition to the academy model to improve facilitation of protocols and goal setting		
		[Administration, Academy Leads, Department Heads, HĀ Leads, AVID Coordinator, Teachers, Classified Staff]		
2.1.4 School teams use data analysis to make informed decisions, improving school operations and fostering student academic and social-emotional growth.	<p>Deficits noted in math (1), ELA (2), and all targeted subgroups</p> <p>Root Cause 3: Deficiency in students' sense of belonging and fitting in.</p>	<p>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.</p> <p>b. School leadership teams, teachers, and staff will conduct quarterly reviews of the academic plan and progress on school initiatives.</p> <p>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.</p> <p>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):</p> <ol style="list-style-type: none"> 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?) 	<p>Universal Screeners, SBA, NOSP, Student Voice Survey, Panorama, HĀ Wheel</p> <p>SW1 SW3 SW5 SW6</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input checked="" type="checkbox"/> Title II, \$</p> <p><input checked="" type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input checked="" 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:____, \$see</p>

- 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.
- f. BHS will clearly document and communicate data-informed decisions and their impact on school improvement efforts in the areas of student achievement, staff and leadership data-analysis skills, processes, and data-driven decision-making
- g. BHS will address gaps in vertical alignment (clearly communicate goals) particularly with the adoption of new curricula
- h. Admin will address staff shortages, clarify job descriptions for support staff roles, and ensure consistent implementation of school-wide expectations and procedures

[Leadership team, Department Heads, Academic Coach, Administration]



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> 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 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>	<p>To foster inclusive decision-making, promote transparency, and empower the entire school community for student success.</p>	<p>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.</p> <p>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.</p> <p>[Administration, SCC Members: SCC Teacher/Staff/Parent representatives]</p>	<p>SCC Monthly Agenda and Minutes</p> <p>SW2 SW4</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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>

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
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.	<ul style="list-style-type: none"> 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). c. Enhance communication with parents regarding behavioral expectations and collaborating with them to reinforce positive behavior at home 	Attendance, Website hits, SQS survey, Principal Reflection Survey, SCC Self-Reflection Survey SW2 SW4	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input checked="" type="checkbox"/> Title IV-A, \$ <input checked="" 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:____, \$
[All Stakeholders of the school]				

★ Other Systems of Support				
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> 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 to execute the enabling activity.</i>
Consistent enforcement of school policies and procedures across all staff members and departments <i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i>	[If applicable, reference the root/contributing cause from the Identified School Needs section]	a. Clearer guidelines and professional development opportunities for staff to address student behavioral issues effectively and consistently [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here] SW2 SW4 SW5	<input 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: __, \$

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 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 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)

[1740 hours?]

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

Yes, to facilitate safety and security via Blueline, Frosh Academy Orientation and BHS Complex Symposium.

Bell Schedule: [BHS SY24-25 Bell Schedule](#)

Signature: 
Keoni Wilhelm (Apr 1, 2025 10:55 HST)

Email: Keoni.Wilhelm@k12.hi.us