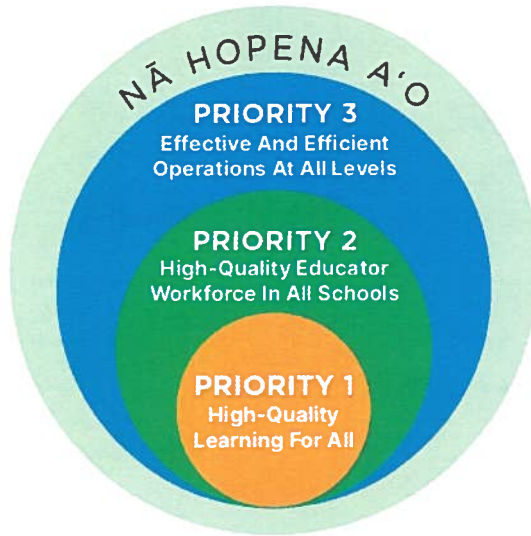




H.P. Baldwin High School

Academic Plan

SY 2026-2027

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

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Keoni Wilhelm	
	Date 4/9/26

Approved by Complex Area Superintendent Lori Yatsushiro	
	4/9/26

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
Grades 9-12		Stats Medic	Lessons based on NGSS	Lessons based on HCSSS/C3 Framework
		AP Statistics		
	Other: ▾ TBD April 2026	EnVision		

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
Grades 9-12	IXL ELA	IXL Math	iXL Science	

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	IXL Real-Time Diagnostic	IXL Real-Time Diagnostic
10-12	IAB ▾	IAB ▾

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:

Targeted Subgroup: Native Hawaiian and Pacific Islander Students

- **Identified Student Need(s):** Intensive math intervention to bridge the 87.5% grade-level gap; current proficiency sits at ~4.4%. Needs include personalized iXL skill-plans and culturally responsive "Thinking Tasks."

Targeted Subgroup: Students with Disabilities (IDEA)

- **Identified Student Need(s):** Increased access to Tier 1 core instruction via effective differentiation and co-teaching. Needs include the **21-hour review** process to identify specific SEL and academic barriers to inclusion

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: [WASC VC Report](#)
- ☒ 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: [2028]

Type of Next Action: Mid-Cycle Report & Visit -

Year of Next Self-Study:

[2031]

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) Academic Proficiency	<u>Student Need:</u> Increased mastery of foundational concepts and evidence-based reasoning, specifically in Mathematics (18% proficiency) and Science (23.4% achievement gap). Students need to move from passive consumption of information to active articulation of their thinking. <u>Root/Contributing Cause:</u> Under-refined monitoring systems for personalized instruction and a lack of consistent proximity during instruction, and structured, collaborative "Thinking Tasks" when students demonstrate learning. Historically, instructional time has been lost to digital distractions (cell phones), poor attendance, or lack of training in differentiation methods.
2) Student Engagement & Agency	<u>Student Need:</u> Improved self-efficacy (currently 43.4%) and classroom engagement (currently 43.0%). Students need to feel safe, empowered, and capable of solving complex problems without over-reliance on digital devices or direct teacher prompting.

	<u>Root/Contributing Cause:</u> Longer instructional blocks, combined with social-emotional and cultural factors, creates a "systemic" challenge for maintaining student accountability and desired behaviors (Systemic factors—including the 90-minute block structure and a lack of culturally grounded "Sense of Place"—create a disconnect for NH/PI students. When the environment doesn't reflect their identity (HĀ), accountability and engagement decrease, leading to the "massive gap" between their performance and state averages.)
3) Equity for High-Needs Subgroups	<u>Student Need:</u> Targeted academic and SEL support for Native Hawaiian (4.3% Math proficiency) and Pacific Islander (4.5% Math proficiency) subgroups. These students require personalized intervention paths to bridge the massive gap between their current performance and state averages. <u>Root/Contributing Cause:</u> The current 4% proficiency gap in Mathematics for NH/PI subgroups is a result of instructional variability and environmental barriers that have historically prioritized passive delivery over personalized, culturally grounded intervention.

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: Native Hawaiian and Pacific Islander Students Identified Student Need(s): Dramatic increase in foundational Math and Science proficiency. Current data shows Math proficiency at approximately 4.3% for Native Hawaiian students and 4.5% for Pacific Islander students. There is a critical need for culturally responsive, high-engagement instruction (BTC/Fundamental 5) and personalized academic monitoring via iXL to bridge the 87.5% gap in grade-level readiness.
2	Targeted Subgroup: Students with Disabilities (IDEA) Identified Student Need(s): Improved access to Tier 1 core instruction through effective co-teaching and "Power Zone" proximity. With a 47.8% inclusion rate, these students need consistent "thin-slicing" of data and individualized "Check Your Understanding" tasks to move toward the state proficiency average. The primary need is for structured collaboration between GenEd and SPED teachers to conduct the 21-hour file reviews and align iXL skill plans.
3	Targeted Subgroup: English Learners (EL) Identified Student Need(s): Academic vocabulary development and oral language practice. EL students (comprising 8.3% of enrollment) need frequent opportunities for peer-to-peer discourse to build linguistic confidence. This need is addressed through teaching strategies such as FSGPT (Small Group Purposeful Talk) and Building Thinking Classrooms protocols, which prioritize oral delivery of tasks and collaborative problem-solving over silent, device-dependent work.



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. (All students are prepared for life after high school.)**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.1.1. All students achieve academic proficiency By the end of SY 26-27, 50% of the targeted 4% Math subgroup will meet their personalized iXL growth targets, and school-wide Science proficiency will increase by 5% through improved instructional monitoring.	Monitoring systems have not been sufficiently examining specific data to provide real-time, culturally responsive interventions.	1. Implementation of iXL Diagnostic Benchmarking and Science Skill Plans to address the 18% Math and 23.4% Science gaps Leads: Academic Coach / Dept Heads 2. Waiver Day to be designated for Gr. 11 SBA Math and ELA testing Leads: ELA and Math Department Heads	iXL Real-Time Diagnostic Snapshots: Every 4-6 weeks, (DH) will pull "Diagnostic Tier" reports to track the movement of the 4% Math subgroup. (We look for a decrease in the percentage of students labeled "2+ years below grade level.")	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☒ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	Monitoring systems have not been sufficiently examining specific data to provide real-time, culturally responsive interventions.	Administer Real-Time Diagnostics in iXL - ELA to establish "Snapshot" growth targets and Science and Social Studies "Skill Plans" Accountable Leads: Academic Coach, DHs	Skill Plan Audits: Monthly review of focused ELA proficiency levels by (ELA Lead) Quarterly check of Science iXL "Skill Plans" to ensure they align with the upcoming NGSS units in the pacing guide.	☒ 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.	Monitoring systems have not been sufficiently examining specific data to provide real-time, culturally responsive interventions.	Administer Real-Time Diagnostics in iXL - Math to establish "Snapshot" growth targets Accountable Leads: Math Coach, Math DH	Diagnostic Growth Reports: Monthly review of focused Math proficiency levels by (Math Lead) to track the percentage of students moving up one or more levels.	☒ 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. <i>Required for all schools.</i>	Monitoring systems have not been sufficiently examining specific data to provide real-time, culturally responsive interventions.	A) A) The BAGS Review and bi-weekly HMTSS data check-ins form of “trouble spots” to adjust interventions for the 4% Math subgroup (Native Hawaiian/Pacific Islander) <i>Leads: SSC/Data Manager/Academic Coach</i> B) B) Conduct 21 hours of dedicated reviews for high-needs students to align IEP/504 goals with Tier 1 instruction. <i>Leads: SSC, Academy Counselors, Academy Lead Teachers, Academic Coach</i> C) Establish an AP Equity and Access initiative by funding Advanced Placement (AP) exam fees for high-needs students (45.2% FRL) to remove financial barriers to rigorous, college-level coursework in English and Science. <i>Lead: Admin/Registrar</i> D) Implement state-approved AI-driven differentiation tools (e.g., WayGround, Nearpod) to provide real-time scaffolds and translations for ELL and IEP students during Tier 1 instruction. <i>Leads: Technology Coordinator, Academic Coach</i>	Completion Tracker: A shared dashboard maintained by (SSC) showing the percentage of high-needs files reviewed vs. the total caseload. Intervention Fidelity: A "Pre/Post" review of student schedules or accommodations to ensure the file review actually resulted in a change to the student's Tier 1 support. Quarterly audit of student enrollment in AP courses by subgroup Comparison of pre- and post-test data from AI software to track growth in literacy and primary source analysis	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$ Source of Funds: Title IV-A, ~\$19,000.
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i> To provide an equitable, high-engagement learning environment that connects postsecondary aspirations to rigorous academic achievement.	<u>NSOP Alignment:</u> Defined and Communicated Mission and Goals. Raising student aspirations for the NH/PI subgroups (currently at 4% proficiency) through visible success paths.	Summer Bridge Teachers to facilitate a 1–2 week orientation for incoming freshmen in order to provide early engagement and orientation to the campus and Academy pathways <i>Leads: CTE Coordinator</i>	Students that complete the program will participate in a follow-up survey during the first 3 weeks of Q1.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
1.1.6: Writing Proficiency (Evidence-Based Software)	Monitoring systems have not been sufficiently examining specific data to provide real-time, culturally responsive interventions.	Enhance student capacity for primary and secondary source analysis by integrating interactive literacy platforms (e.g., Students of History, Gimkit, Kahoot) that mirror high-stakes testing formats and provide immediate diagnostic feedback. <i>Leads: Social Studies Department</i>	Increase in proficiency scores on unit writing assessments; 100% participation rates in interactive review sessions	Source of Funds: Title IV-A, ~\$2,000

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. (All students are engaged and experience growth.) <i>Required for all schools.</i>	Inconsistent implementation of high-engagement pedagogical frameworks (like the Fundamental 5) and a school culture that has allowed cell phones to replace peer-to-peer academic talk and interactions.	Implement an "Off and Away" no-cell phone policy to maximize instructional time and comply with state initiatives. <i>Lead: Admin / Academy Leads</i> ELO opportunities that involve job training, internships, and cultural exposure <i>Lead: CTE Teachers, HÅ Lead, Wåwae Lead Teachers, At-Promise Teacher (such as ALPS)</i>	Academies to implement a no-cell phone policy by the first day of the school year, with data collection and reporting policies in place.	☒ 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>	Inconsistent implementation of high-engagement pedagogical frameworks (like the Fundamental 5) and a school culture that has allowed cell phones to replace peer-to-peer academic talk and interactions.	Voluntary BTC Learning Lab and "Off and Away" Student Campaign to raise self-efficacy from 43.4% <i>Lead: SAC / Academic Coach</i>	Incentive or recognition program for "Off and Away" policy to be established and monitored quarterly by student-led campaign. Data to be submitted to admin monthly with the goal to increase favorable data each time.	☒ WSF, \$500 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	Inconsistent implementation of high-engagement pedagogical frameworks (like the Fundamental 5) and a school culture that has allowed cell phones to replace peer-to-peer academic talk and interactions.	A) Pae 'Āina Learning: Student involvement in the naming and formalization of the use of the "Hula Mound" and surrounding native flora as outdoor instructional spaces for integrated Hawaiian Studies and Academy-themed projects. <i>Leads: Cultural Lead / Academy Leads</i> B) HĀ Community Workdays: Organize quarterly student-led "mālama" (stewardship) sessions to maintain the Hula Mound and native plantings, fostering a sense of Responsibility (R) and Belonging (B). (NSOP 3: Host Community and High School) <i>Leads: Cultural Lead / Student Government / Academy Leads / Community Partners</i>	Aug 2026 – May 2027 Schedule a timeline to be shared with stakeholders and report and celebrate quarterly milestones	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$ ☒ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
1.2.4 Safe and Healthy Learning Environments (Fine Arts)	Need for updated sanitation and storage facilities and procedures	Maintain a safe and responsive learning environment through the systematic repair and deep-cleaning of musical instruments to remove mildew and grime, and the replacement of broken/uneven activity tables to ensure an equitable physical workspace for all students <i>Leads: Fine Arts Department</i>	Maintain inventory of fully functional and sanitized equipment; reduction in classroom safety hazards identified during walkthroughs	Source of Funds: Title IV-A, ~\$15,000

★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>By procuring industrial-grade equipment and certification opportunities, the CTE department fulfills the "Academy Promise" to connect postsecondary aspirations to rigorous academic achievement</i> Required for all schools.	Under-refined monitoring systems for personalized instruction and a lack of consistent proximity during instruction, and structured, collaborative "Thinking Tasks" when students demonstrate learning.	Expand work-based learning and industry-recognized credentialing (IRC) by providing ASE certification exams for automotive students, procuring industrial-grade manufacturing equipment (Hotronix Heat Press/Adobe Creative Cloud), and funding AVID college exploration trips to provide students with a 'reality check' of post-secondary pathways. Leads: CTE Department	Increase in the number of students earning industry credentials; 100% completion of senior 'Launch Portfolios' including a 12-month budget and post-secondary plan.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$33k ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

K-12 Alignment 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.	Under-refined monitoring systems for personalized instruction	1) Participate in AVID college exploration trips- 9th graders- UHMC, 11th graders- mainland colleges (based off student interest), 12th graders- Oahu (UH Manoa, HPU, Chaminade). The funds will allow students to explore these schools and will help them to see what a college is across the US. The funds will cover airfare, hotel, and transportation. Lead: AVID Coordinator	Immediately following the trip Knowledge Acquisition: Pre- and post-trip surveys measuring students' understanding of college admissions requirements, financial aid (FAFSA/scholarships), and available campus support services. Aspiration Shift: Percentage of students who report an increased "sense of belonging" or an increased interest in attending a four-year university after the visit. WICOR Application: Quality of student "Inquiry" (the level and depth of questions asked during campus panels) as assessed by AVID elective teachers.	☒ WSF, \$20K ☐ 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. Every senior will complete a "Launch Portfolio" that includes a post-secondary acceptance (college, trade, or military), a 12-month budget, and a resume.	Under-refined monitoring systems for personalized instruction	A) Every senior will complete a "Launch Portfolio" that includes a post-secondary acceptance (college, trade, or military), a 12-month budget, and a resume. B) Students present their personal plan to a panel of Academy Advisory Board members (NSOP 8) to receive feedback on their professional trajectory. Leads: PTP Coordinator/Academy Counselors / Senior English Teachers/ CTE Teachers	Progress data to be submitted to PTP Coordinator 2x a quarter	☒ 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>
2.1.1 All teachers utilize high-leverage instructional strategies <i>100% of teachers will implement the Fundamental 5 Lesson Frame (We will/I will) to eliminate digital downtime and manage a phone-free "Off and Away" environment.</i>	Standard VII (Teaching & Learning): Curriculum focuses on career themes while meeting college entrance requirements.	A) School-wide implementation of Fundamental 5 Lesson Framing and Power Zone proximity training as a tool for both safety (27/1000 incident rate) and engagement. Lead: Academic Coach, Admin, Leadership, SAC B) Curriculum focuses on career themes while meeting college entrance requirements. (Standard VII - Teaching & Learning) Lead: Academy Leads, Counselors C) Staff will utilize the 2026 NCAC Annual Conference (Oct 19-21) to refine these high-engagement strategies. (Standard V - Professional Development) Lead: Academy Director, CTE Coordinator	F5 Pulse Checks: Weekly non-evaluative walkthrough data (5 mins/class) by Leaders to tally the presence of visible "I will" frames and Power Zone positioning. Engagement Surveys: Short, 3-question student-facilitated surveys once a quarter asking if they understood the day's "I will" task and if they received help Second Quarter PD to include the sharing of strategies through differentiated sessions during PLC (or 21-hours PD if data teams related topic)	☒ 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

2.1.2 Professional development is targeted and evidence-based		iXL Analytics PD and the BTC Pilot Cohort (WASC Recommendation #3) A) Voluntary BTC Learning Lab: Establish a cohort of early adopters to pilot "Building Thinking Classrooms" protocols to increase student self-efficacy. Leads: Academic Coach, BTC Cohort B) IXL Implementation PD: Training for staff on utilizing iXL Analytics to inform the "Filling" of their framed lessons. Leads: Tech Coord, Data Coach, Academic Coach C) Academy Leaders attend NCAC Annual Conference and will collect comparative data from "Model Academy" sessions to evaluate Baldwin's 9th-grade momentum and subgroup proficiency rates. Lead: Academy Director, CTE Coordinator D) Facilitate horizontal and vertical alignment sessions (via teacher substitutes) for the ELA department to scaffold research skills and create unified pacing guides for the Senior Capstone requirement. E) Provide training on industry-standard software (Adobe) to ensure teachers can deliver high-quality, relevant CTE instruction. Leads: Academy Director, Academy Lead Teachers	Observation Logs: Peer-observation notes from the BTC cohort focusing on the "Student Talk Ratio" vs. "Teacher Talk Ratio" during thinking tasks. (Option for self-observation/reflection) Self-Efficacy Growth: Comparing the Panorama SEL scores of students in BTC pilot classrooms against the school-wide average for "Self-Efficacy." NSOP 10 (Sustainability): Findings will be presented to the SCC and Faculty in November 2026 to adjust the "Academy Intervention Tier" for Semester 2. Published vertical pacing guides for research skills; peer-observation logs focusing on the integration of technical tools into core curriculum.	Source of Funds (B): Title IV-A, WSF \$30,000 Source of Funds (D & E): Title IV-A, ~\$10,500
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PRIORITY 2: High-Quality Educator Workforce In All Schools

Goal 2.2		A. Academy Leads will create and implement a Plan, Do, Check, Act system of monitoring the implementation of state-wide initiatives (for example, HÄ, English Learner strategies, ELA/Math Proficiency, General Learner Outcomes) in addition to monitoring the departmental or academy data team processes. Leads: Academy Director, Academy Lead Teachers	Assignments for Leads will be determined at the start of the school year and quarterly data with next steps will be submitted to the Academy Director and Academic Coach.	
Goal 2.3: Comprehensive Teacher Induction and Support Systems Target: 100% of beginning teachers (official) receive structured instructional coaching, and 100% of all teachers have access to structured support.	Nearly 15% of our staff consists of long-term substitutes or teachers new to the profession who don't qualify for state mentors. SEL Indicators: Sense of Belonging (45.5%) and Self-Efficacy (43.4%) remain low 27.	A) Induction Accountability Cycle: Implementation of the 180-minute monthly interaction requirement for the (#) official mentors. Mentors must submit monthly Interaction Logs and use Collaborative Assessment Logs (CALs) to document growth, via the Kiano platform. Lead: Academic Coach B) "Baldwin Bridge" Instructional Support for All Teachers: Monthly "Just-in-Time" optional PD sessions for the teachers not in formal induction (subs/out-of-state/want support). Modeling of Fundamental 5 (Framing/Power Zone) and other instructional basics to provide foundational training while engaging in thinking and problem-solving activities. Leads: Academic Coach, Math Coach, Tech Coordinator	Sign in sheets and feedback forms with a goal to increase teacher engagement and satisfaction will collect data Photos of finished products for documentation \$500 for activities/supplies	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.1.1 – Establish a cohesive school vision through the revision of Academy "Promises" and the formalization of co-teacher planning time	(WASC Rec #2 & #3) 2. School Leadership and staff need to develop a cohesive vision that values teamwork, group decisions, and shared values in order to support their work to improve student achievement. 3. School leadership and staff need to develop a clear process that connects the various professional development activities and monitors implementation to effectively support teachers and student learning	A) Updating vision/mission benchmarks to include GLO measurement and shared instructional values, and to align mission/vision with the new phone-free culture (WASC Recommendation #2) Lead: Academy Director, Academy Leads B) Student-led initiative to promote the social-emotional benefits of a device-free campus. Lead: SAC, Student Government, Admin	Vision Alignment Rubric:(Academy Dir) will review Academy "Promises" documents to ensure they explicitly reference GLOs and the phone-free culture. Student Lead Reports: Monthly updates from Student Government to the SCC regarding the progress and reception of the "Off and Away" campaign. Wednesday Collaboration Audits: (Academy Dir) will review the minutes from Wednesday common planning time. Monitoring focus: Does the agenda reflect "Student File Analysis" (80% of the time) vs. "Logistical/Housekeeping" tasks (20% of the time)?	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

3.1.2 – Formalize collaboration and monitoring systems <i>Required for all schools.</i>	The current 4% proficiency gap in Mathematics for NH/PI subgroups is a result of instructional variability and environmental barriers that have historically prioritized passive delivery over personalized, culturally grounded intervention.	A) Co-Teacher Planning Audit to ensure 20-minute Wednesday blocks are utilized for data analysis and file reviews. At least 15 of the 20 minutes will be spent on student data/iXL, not logistics <i>Lead: Admin, SSC</i> B) GLO Assessment via "I will" Tasks: Embedding General Learner Outcome data collection into daily lesson closures. <i>Lead: Academic Coach, Librarian, SAC</i> C) Execute a systematic technology replacement cycle by procuring Chromebooks to maintain a 1-to-1 device ratio. This ensures continuity of instruction for students with broken personal devices and allows universal access to school-wide screening tools like iXL. <i>Lead: Technology Coordinator</i>	GLO Evidence Artifacts: (SAC) and (Librarian) will monitor progress by the number of "GLO Exemplars" submitted to the library or student government. Example: A collection of "I will" exit tickets where students self-assess their GLO #1 (Self-Directed Learner) progress. GLO Artifact Collection:(AcCoach) monitors a digital gallery of student "I will" closure tasks that serve as evidence for WASC Reduction in 'digital downtime' for students; 100% participation in school-wide iXL diagnostic snapshots	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$ ☒ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$ Source of Funds: Title IV-A, ~\$66,700
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. Baldwin will ensure the SCC is meaningfully engaged in		A) The SCC Data Portal: A regularly updated link to school data will provide the SCC with real-time access to iXL progress and HMTSS trends. <i>Lead: Admin, Responsive Capacity Building (RCB personnel), Data Manager</i> B) Quarterly Consults: Beyond providing the link, the Principal or Vice Principal will facilitate "Data Interpretation Sessions" at SCC		☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

decision-making through high-transparency data sharing. <i>Required for all schools.</i>		meetings. The council will review the link's contents and provide feedback on the 4% Subgroup Crisis and the "Off and Away" policy impact. (NSOP 8: Employer and Post-Secondary involvement through Academy Advisory Boards.) Lead: Admin, RCB, Data Manager, Academic Coach		☐ Other: __, \$
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

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>
A reduction of digital conflict and a measurable decrease in behavioral incidents related to electronic devices. Full integration of industry-standard digital tools within Academy pathways, ensuring that 100% of CTE students engage in high-rigor, relevant learning tasks that mirror professional environments		1) "Off and Away" Parent Orientation Conduct community workshops (led by RCB and Admin) to explain the correlation between the 27/1,000 incident rate and digital distractions, ensuring parent buy-in for the phone policy. Lead: Admin, SAC and RCB. 2) Adobe Creative Cloud Subscription: Providing industry-standard software aligns with the goal of ensuring teachers can apply effective instructional practices that engage students in relevant, modern learning tasks Lead: CTE Department	Attendance logs from SCC meetings and Parent Night "Engagement" feedback surveys.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☒ Title IV-B, \$ (\$2,500) ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

★ Other Systems of Support				
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>
	The current 4% proficiency gap in Mathematics for NH/PI subgroups is a result of instructional variability and environmental barriers that have historically prioritized passive delivery over personalized, culturally grounded intervention.	<u>Instructional Technology Infrastructure</u> Systematic maintenance of 1-to-1 device ratios to ensure the iXL and universal screening tools are accessible school-wide. Lead: Tech Coordinator <u>Literacy and Research Support</u> Maintaining library hours during recess or before/after school to provide a safe "Thinking Space" for students to complete iXL skill plans and research. Lead: Librarian		☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

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

The **H.P. Baldwin High School** 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 ☐ **Date** to share the school data and gather input on student priorities.
 - ☐ A School Community Meeting was conducted on ☐ **Date** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Meet with SCC members on a one-to-one basis to discuss and solicit feedback
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: ☐ **Date**

Attested:

H.P. Baldwin High School Principal	Signature	Date
Keoni Wilhelm		☐ Date 4/13/26
SCC Chairperson	Signature	Date
Dennis Sasai		☐ Date 4/13/26

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:
The School Community Council formally recommends the procurement and placement of a dedicated, full-time Hawaiian Studies educator to lead a formalized course of study in Hawaiian History, Language, and Culture. This position will serve as the academic anchor for the instructional initiatives.	Rationale: Currently, our Native Hawaiian (NH) subgroup faces a critical achievement crisis, with Math proficiency at 4.3% and a notable gap in classroom engagement perception. To fulfill the Nā Hopena A'o (HĀ) mandate and NSOP Standard I (Equity & Aspirations), the school must move beyond "integrated" cultural lessons and provide a structured, credit-bearing academic home for cultural expertise. A dedicated Hawaiian Studies course will: • Accelerate Strategic Readiness: Placing a specialist now ensures that the Hula Mound transition from a "physical space" to an "instructional space" happens immediately in SY 26-27. • Foster Belonging (B): Increase student self-efficacy and engagement by reflecting the community's identity in the master schedule through a consistent faculty presence. • Support Academic Recovery: Serve as a culturally responsive "intervention home" for high-needs NH/PI students who require non-traditional, place-based instructional environments to re-engage with core academic	I want to thank the SCC for this formal recommendation. It aligns perfectly with our CNA data and our HĀ goals for the Hula Mound project. I can assure the council that I am already moving forward with the necessary 'Establishment of Position' paperwork. While I cannot discuss specific personnel matters or potential candidates publicly at this stage of the recruitment process, please know that identifying a qualified lead for this program is a top priority for my administration for the coming school year.

	concepts. • Environmental Stewardship: Provide the instructional leadership necessary to maintain and utilize the ethnobotanical pathway as a "Thinking Classroom."	
The SCC recommends the restructuring of the traditional in-school suspension room into a supportive Academy Learning & Professional Support (ALPS) center. This program would move away from punitive isolation and toward a structured "re-entry" model for students struggling with chronic absenteeism or "roaming" behaviors	Our current data indicates that students who avoid class often do so due to a "confidence gap" or academic anxiety, rather than simple defiance. By replacing a punitive suspension room with an ALPS model, the school can provide a safe "Power Zone" for these students to: • Rebuild Academic Confidence: Provide a bridge back to the classroom through targeted iXL catch-up work and SEL support in a low-pressure environment. • Decrease Campus Roaming: Offer a productive alternative for students who lack the immediate self-efficacy to enter a standard 90-minute block, ensuring they remain supervised and academically active. • Support HMTSS Goals: Directly address the social-emotional triggers that lead to behavioral incidents (currently 27 per 1,000) by focusing on root-cause intervention rather than temporary removal.	We recognize that traditional 'exclusionary' discipline often exacerbates the absenteeism cycle for our most vulnerable students. The administration is committed to exploring the ALPS or re-create our ISS model as a 'Tier 2' support system. By rebranding this space as a professional learning center rather than a holding cell, we aim to bridge the self-efficacy gap that leads to campus roaming while maintaining clear expectations for attendance.
The SCC recommends the expansion of Applied STEM pathways, specifically	To bridge the 87.5% Math gap and improve graduation outcomes, Baldwin must offer	The administration welcomes the SCC's advocacy for diversified STEM funding. We will

through the implementation of Project Lead The Way (PLTW), to provide high-rigor technical options for students who are not pursuing traditional four-year college paths but seek high-skill career entry.	diverse "Success Paths" that capitalize on HIDOE grant opportunities and community fundraising. This expansion will: • Incentivize Applied Literacy: Provide a "hands-on" context for Math and Science concepts that often feel abstract in traditional settings, directly supporting our high-needs subgroups. • Leverage Fiscal Partnerships: Utilize available DOE grants and SCC-led community fundraising to minimize the impact on the school's general fund while modernizing our CTE equipment. • Diversify Post-Secondary Validation: Ensure the "Baldwin Launch" portfolio includes recognized industry credentials for students entering the workforce immediately after graduation.	actively pursue HIDOE grant cycles for PLTW implementation and invite the SCC to lead a community partnership committee to explore private funding and equipment donations to ensure these pathways are sustainable and state-of-the-art.
The SCC recommends the utilization of professional Risk & Reward Analysis for all major fiscal and time-based allocations. This includes reimagining non-instructional days (e.g., waiver days or testing windows) to provide inclusive, high-engagement learning activities for the entire student body rather than isolated cohorts.	To ensure that school funds and instructional minutes generate the highest return on student engagement, the SCC suggests a shift in how resources are deployed. A more analytical approach to financials and scheduling will allow for: • Inclusive Engagement: Reimagining "down-days" (such as Junior testing days in April) as school-wide "Enrichment Days" where all students participate in fun, high-impact learning labs or Academy-sponsored workshops. • Optimization of Waiver Days: Evaluating whether current orientation/testing schedules maximize	The administration appreciates the SCC's focus on fiscal efficacy. While _____, waiver days are contractually designated for staff development, we see an opportunity for a 'hybrid' model in the second semester. We will explore using days for student-led 'Academy Spark' events, where students demonstrate their skills as a form of authentic assessment while staff engage in peer-observation and instructional coaching. This turns a non-instructional day into a professional growth lab for both students and staff. Note: As waiver days involve contractual time for HSTA members, this suggestion will require a formal presentation and a majority vote from

	student belonging or if those funds/time could be better allocated to "whole-school" cultural or academic experiences. ● Fiscal Accountability: Ensuring every dollar spent is tied to a "high-reward" outcome for the broadest number of students possible, minimizing waste in stagnant programming.	the school staff to proceed.
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SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

Attested:

SCC Chairperson	Signature	Date
Dennis Sasai		☐ Date 4/13/26

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>	1,074
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☒ No ☐ N/A, we meet the requirement
H.P. Baldwin High School Bell Schedule	



H.P. BALDWIN HIGH SCHOOL

BELL SCHEDULE



	Monday		Tuesday		Wednesday		Thursday		Friday	
Opening	7:55 - 8:00 (5)		7:55 - 8:00 (5)		7:55 - 8:00 (5)		7:55 - 8:00 (5)		7:55 - 8:00 (5)	
Periods	1	8:00 - 8:40 (40)	1	8:00 - 9:15 (75)	2	8:00 - 9:15 (75)	1	8:00 - 9:10 (70)	2	8:00 - 9:10 (70)
	2	8:45 - 9:20 (35)								
Recess	R	9:20 - 9:40 (20)	R	9:15 - 9:35 (20)	R	9:15 - 9:35 (20)	R	9:10 - 9:30 (20)	R	9:10 - 9:30 (20)
Study Hall					SH	9:40 - 10:05 (25)			SH	9:35 - 10:00 (25)
Homeroom									HR	10:00 - 10:20 (20)
Periods	3	9:45 - 10:20 (35)	3	9:40 - 10:50 (70)	4	10:10 - 11:20 (70)	3	9:35 - 10:40 (65)	4	10:25 - 11:30 (65)
	4	10:25 - 11:00 (35)	5	10:55 - 12:05 (70)			5	10:45 - 11:50 (65)		
	5	11:05 - 11:40 (35)								
Lunch	L	11:40 - 12:20 (40)	L	12:05 - 12:45 (40)	L	11:20 - 12:00 (40)	L	11:50 - 12:30 (40)	L	11:30 - 12:10 (40)
Activity Period	A	12:20 - 12:40 (20)							A	12:10 - 12:30 (20)
Periods	6	12:45 - 1:20 (35)	7	12:50 - 2:00 (70)	6	12:05 - 1:15 (70)	7	12:35-1:40 (65)	6	12:35 - 1:40 (65)
	7	1:25 - 2:00 (35)								
Closing	2:00 - 2:10 (10)		2:00 - 2:10 (10)		1:15 - 1:25 (10)		1:40 - 1:50 (10)		1:40 - 1:50 (10)	
Staff/Dept Meeting					1:25 - 2:10 (45)		1:50 - 2:10 (20)			
Teacher Prep	2:10 - 2:55 (45)		2:10 - 2:55 (45)		2:10 - 2:55 (45)		2:10 - 2:55 (45)		1:50 - 2:55 (65)	
5 Day Week	ALL		ODD		EVEN		ODD		EVEN	

Schedule is subject to change based on the number of instructional days per week