

Baldwin High School
Academic Plan 2020-2021
Academic Plan & Supporting Documents

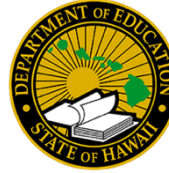
2020-2021 School Year

Principal: Keoni Wilhelm

Contact Information

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Plan Submitted by	<u>Keoni Wilhelm</u>	<u>5/26/2020</u>
	Principal	Date
Plan Approved by	<u>Kathleen Dennis</u>	<u>6/5/2020</u>
	Complex Area Superintendent	Date



2020 Academic Plan, School Year 2020-21

Henry Perrine Baldwin High School

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused 3-Year Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close the achievement gap; and, 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Study, Act (PDSA) cycles, and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

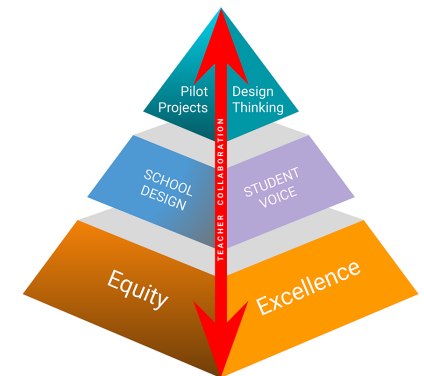
- The **Pipeline of Emerging Ideas** is linked to the HIDOE 2020-30 Strategic Plan (page 5).

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The 3-Year Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports

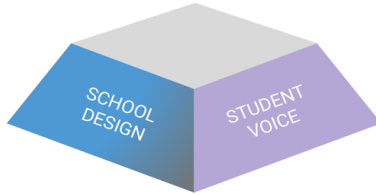
- The 3-Year Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity
#1: School Culture & Socio-emotional Learning		
<p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>#1: School Culture & Socio-emotional Learning WASC Schoolwide Critical Area for Follow-up #1 (Self Study 2019): <i>School leadership and staff need to develop and implement a system to ensure that the GLOs (and Nā Hopena A'o) are embedded in curriculum, instruction, and assessment in order to increase student achievement of the GLOs/HĀ.</i></p> <p>WASC Schoolwide Critical Area for Follow-up #2 (Self Study 2019): <i>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.</i></p>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>If a socio-emotional learning program that includes Nā Hopena A'o is implemented with integrity, then students will be able to build positive relationships, manage personal decision making, set and achieve goals, and understand and manage emotions in order to improve academic success.</p>	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <p>Student Success</p> <ol style="list-style-type: none"> 1. Students receive instruction in SEL strategies and HĀ components. 2. Students practice SEL strategies and HĀ components and engage in self reflection. 3. Students collaborate to identify innovative strategies to incorporate SEL strategies and HĀ components in the school/community. <p>Staff Success</p> <ol style="list-style-type: none"> 1. Provide professional development related to HĀ/Socio-emotional learning strategies. 2. Implement common HĀ/Socio-emotional learning strategies schoolwide. 3. Staff will collaborate to identify and implement common practices that connect to the school vision to improve student achievement.



Innovation in Support of the Core: School Design and Student Voice

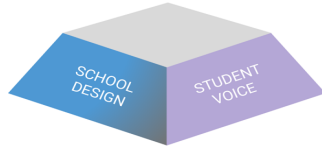
Describe here your complex/school contexts for School Design and Student Voice.

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

Describe here your Conditions for Success for School Design and Student Voice.

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
#1: School Culture & Socio-emotional Learning		
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ol style="list-style-type: none"> 1. All staff and students will receive professional development/training on SEL strategies and HĀ components 2. Common schoolwide SEL and HĀ practices are identified 3. Students develop innovative strategies to incorporate SEL strategies and HĀ components in the school/community. 4. Teachers and staff will collaborate in PLCs to share evidence of common SEL strategies and HĀ components implemented. 5. A common SEL/HĀ measurement tool is designed to gather evidence from the students, teachers, and community about SEL/HĀ strategies implemented 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ol style="list-style-type: none"> 1. Based on the measurement tool, 75% of staff are implementing SEL/HĀ strategies. 2. Strategies developed by students will be incorporated across the school/community. 3. Baseline data for staff and/or community is established using the SEL/HĀ measurement tool. 4. Teachers and staff will continue to collaborate in PLCs to share evidence of common SEL strategies and HĀ components implemented. 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ol style="list-style-type: none"> 1. Based on the measurement tool, 90% of staff are implementing SEL/HĀ strategies. 2. Strategies developed by students will continue to be incorporated across the school/community. 3. Data for the staff and/or community will show an increase in positive responses using the SEL/HĀ measurement tool. 4. Teachers and staff will continue to collaborate in PLCs to share evidence of common SEL strategies and HĀ components implemented.
<p><i>Why are you implementing them?</i> Based on WASC recommendations and in alignment with State mandates, the school needs to create a cohesive vision and design and implement an SEL program to improve student emotional and academic needs.</p>	<p><i>Why are you implementing them?</i> Based on SY 2020-21 data, the school will need to continue implementing strategies aligned to the vision and the SEL program to improve student emotional and academic needs.</p>	<p><i>Why are you implementing them?</i> Based on SY 2020-21 data, the school will need to continue implementing strategies aligned to the vision and the SEL program to improve student emotional and academic needs.</p>

<p><i>How will you know that they are causing an improvement?</i></p> <ol style="list-style-type: none"> 1. Discipline and referral rates will decrease. 2. Decrease in chronic absenteeism. 3. Decrease in the number of Ds and Fs. 4. Staff and student perceptual data will show an increase in positive responses. 	<p><i>How will you know that they are causing an improvement?</i></p> <ol style="list-style-type: none"> 1. Discipline and referral rates will decrease. 2. Decrease in chronic absenteeism. 3. Decrease in the number of Ds and Fs from SY 2020-21. 4. Staff and student perceptual data will show an increase in positive responses from SY 2020-21. 5. Panorama/SQS data will show an increase in positive responses from SY 2020-21. 	<p><i>How will you know that they are causing an improvement?</i></p> <ol style="list-style-type: none"> 1. Discipline and referral rates will decrease. 2. Decrease in chronic absenteeism. 3. Decrease in the number of Ds and Fs from SY 2021-22. 4. Staff and student perceptual data will show an increase in positive responses from SY 2021-22. 5. Panorama/SQS data will show an increase in positive responses from SY 2021-22.
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Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2020-21: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
#1: School Culture & Socio-emotional Learning		
<p><i>Add beginning of the year measurements here.</i></p> <ol style="list-style-type: none"> 1. A plan has been created for professional development/training for staff and students 2. A plan has been created for students to begin developing innovative strategies to incorporate SEL strategies and HĀ components in the school/community. 	<p><i>Add throughout the year measurements here.</i></p> <ol style="list-style-type: none"> 1. Common schoolwide practices are identified 2. Students have started developing innovative strategies to incorporate SEL strategies and HĀ components in the school/community. 	<p><i>Add end of year goals here.</i></p> <ol style="list-style-type: none"> 1. All staff and students have received professional development/training on SEL strategies and HĀ components. 2. Students have developed innovative strategies to incorporate SEL strategies and HĀ components in the school/community. 3. Teachers and staff have collaborated in PLCs to share evidence of common SEL strategies and HĀ components implemented. 4. A common SEL/HĀ measurement tool has been designed to gather evidence from the students, teachers, and community about SEL/HĀ strategies implemented

Student Outcomes (SY 2020-21)

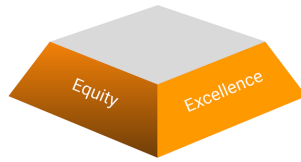
Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
1. All students will learn strategies related to SEL and HĀ components.	Identify priority SEL/HĀ strategies to implement school wide.	Fall		A-Team, Counseling Team, PDCA	Quarter	
	Provide instruction and support on using SEL/HĀ strategies. (SCHWA-Advisory/Leadership/Student	Spring		A-Team, Counseling Team, PEP, Student Gov't, PDCA, & other TBD	Quarter	

	Government/PEP)					
	Gather student & staff feedback regarding strategies learned.	Spring		Staff & Student Survey input, SAC/Student Gov't, CC	Annual	
2. Students develop innovative strategies to incorporate SEL strategies and HĀ components in the school/community.	Create a student forum to brainstorm innovative strategies to incorporate SEL/HĀ components in which student Socio-Emotional needs may be met. Gather feedback.	Fall		Student Forum, SAC, Counseling Team, A-Team	Quarter	
	Initiate SEL/HĀ student campaign to promote SEL/HĀ strategies throughout school and community (i.e. Media Clip Competition, Campaign, Poster Competition, Artistic Representation, Skit, Podcast, etc.).	Spring		A-Team, Counseling Team, PCNC, Student Forum, SAC/Student Gov't	Semester	
	Monitor progress on implementation using the PDCA cycle.	Yearlong		A-Team, PDCA	Annual	
3. A common SEL/HĀ measurement tool is designed to gather evidence from the students, teachers, and community about SEL/HĀ strategies implemented.	Design and implement Pre/Post Survey to determine knowledge of SEL/HA components from all stakeholders.	Fall		A-Team, Counseling Team, SAC/Student Gov't	Quarter 2 & Quarter 4	
	Analyze results to determine next steps.	Spring		A-Team, Counseling Team, SAC/Student Gov't	Semester 2	

Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
4. All staff will receive professional development on SEL strategies and HĀ components and identify common schoolwide practices.	Staff will receive Training on SEL/HA provided by state personnel	Fall		Minutes, Training Materials, Admin, CC	Quarterly	
	Based on the best practice, staff will identify & implement 3 to 5 agreed upon SEL/HA strategies.	Fall		Minutes, PDCA, A-Team, Counseling Team	Annual	

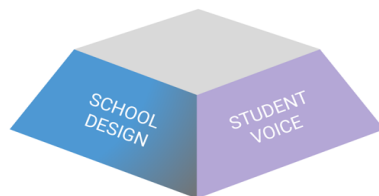
	Gather feedback from teachers regarding strategies learned to determine next steps.	Spring		A-Team, Counseling Team	Annual	
5. Teachers and staff will collaborate in PLCs to share evidence of common SEL strategies and H&A components implemented.	Incorporate peer sharing of strategies into PLC and other meeting times (faculty mtgs, waiver days etc).	Yearlong		CC, Department Chairs	Quarterly	
	Gather feedback from teachers regarding strategies learned to determine next steps.	Spring		A-Team, Counseling Team	Annual	



Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity																					
#2: Improve Student Literacy & Proficiency in All Content Areas																							
<p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>#2: Improve Student Literacy/Proficiency in All Content Areas</p> <table> <tr> <td></td><td>GOAL</td><td></td></tr> <tr> <td></td><td>SY18-19</td><td>SY20-21</td></tr> <tr> <td>ELA</td><td>48.3%</td><td>53.5%</td></tr> <tr> <td>Math.</td><td>19.8%.</td><td>24.8%</td></tr> <tr> <td>Science.</td><td>19.6%.</td><td>24.6%</td></tr> <tr> <td>EL.</td><td>7.0%.</td><td>10.0%</td></tr> <tr> <td>SpED.</td><td>--</td><td>3.0%</td></tr> </table> <p>WASC Schoolwide Critical Area for Follow-up #3 (Self Study 2019): <i>School leadership and staff need to develop clear processes that connect the various professional development activities and monitor implementation to effectively support teachers and student learning.</i></p> <p>WASC Schoolwide Critical Area for Follow-up #5 (Self Study 2019): <i>School Leadership and staff needs to increase student access to challenging and rigorous curriculum, (including the use of heterogeneous grouping and inclusion across the curriculum - see goal #3), to ensure all students have equal access to the curriculum.</i></p> <p>WASC Schoolwide Critical Area for Follow-up #6 (Self Study 2019): <i>Staff needs to continue to implement instructional practices that increase student proficiency in mathematics.</i></p>		GOAL			SY18-19	SY20-21	ELA	48.3%	53.5%	Math.	19.8%.	24.8%	Science.	19.6%.	24.6%	EL.	7.0%.	10.0%	SpED.	--	3.0%	<p><i>What is your Theory of Action (if-then) to improve (decrease) the achievement gap?</i></p> <p>If the Plan-Do-Check-Act (PDCA) cycle for continuous improvement process is implemented with fidelity as related to schoolwide initiatives, then student access to challenging and rigorous curriculum will increase literacy and proficiency in all areas.</p>	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <p>Student Success</p> <ol style="list-style-type: none"> Students will receive instruction that provides opportunity to develop 21st Century Skills Students will receive common curriculum, differentiated instruction, and assessment based on appropriate grade level content standards in all classes. <p>Staff Success</p> <ol style="list-style-type: none"> Leadership team will create and implement a PDCA system of monitoring the implementation of schoolwide initiatives (STAR, UDL, Vocabulary, PBL/Design Thinking, EL Strategies, Five Mathematical Practices, NGSS, C3, etc). Following the model of PDCA and a collaborative coaching process, teachers will design, implement, reflect, and revise lessons to reflect a rigorous curriculum using strategies from professional development.
	GOAL																						
	SY18-19	SY20-21																					
ELA	48.3%	53.5%																					
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Innovation in Support of the Core: School Design and Student Voice

Describe here your complex/school contexts for School Design and Student Voice.

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

Describe here your Conditions for Success for School Design and Student Voice.

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
#2: Improve Student Literacy in All Content Areas		
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ol style="list-style-type: none"> 1. Leadership team develops and implements the PDCA cycle for use in all content areas to monitor schoolwide initiatives. 2. All teachers will begin to implement the PDCA cycle in department PLCs to increase the use of common practices to improve student achievement. 3. Students will show growth in all tested areas as shown in SBA and universal screeners: (ELA 53.5%; Math 24.8%; SC 24.6%; EL 10%; SpEd 3% increase) 4. Staff have researched and created a draft of a model for a BHS “senior project” graduation/commencement component and a plan for implementation beginning with the %2025. 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ol style="list-style-type: none"> 1. As part of the ongoing PDCA cycle, the leadership team reviews data collected from department PLCs to monitor implementation effectiveness and determine next steps. 2. Based on PDCA Measurement Tool, 75% of teachers are following the process in department PLCs to improve teacher practice and student achievement; new teachers are trained. 3. Students will show growth in all tested areas as shown in SBA and universal screeners: (ELA 53.5%; Math 24.8%; SC 24.6%; EL 10%; SpEd 3% increase) 4. Staff have clearly defined a model for a BHS “senior project” graduation/commencement component and have created resources for support. 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ol style="list-style-type: none"> 1. As part of the ongoing PDCA cycle, the leadership team reviews data collected from department PLCs to monitor implementation effectiveness and determine next steps. 2. Based on PDCA Measurement Tool, 90% of teachers are following the process in department PLCs to improve teacher practice and student achievement; new teachers are trained. 3. Students will show growth in all tested areas as shown in SBA and universal screeners: (ELA 53.5%; Math 24.8%; SC 24.6%; EL 10%; SpEd 3% increase) 4. All %2025 will demonstrate progress towards their senior project based on BHS “senior project” plan as a requirement for graduation.
<p>Why are you are implementing them?</p> <ol style="list-style-type: none"> 1. Through the self study process, the staff recognized the need to develop a process to implement and monitor the use of professional development strategies in the classroom. 2. Based on the 2030 Promise Plan, there is a need for all students to have multiple learning opportunities and experiences to participate in project based learning. 3. Student achievement scores on the SBA for math, science, and ELA decreased in SY 2018-19 4. WASC recommendation from the 2019 Self Study 	<p>Why are you are implementing them?</p> <ol style="list-style-type: none"> 1. Through the self study process, the staff recognized the need to develop a process to implement and monitor the use of professional development strategies in the classroom. 2. Based on the 2030 Promise Plan, there is a need for all students to have multiple learning opportunities and experiences to participate in project based learning. 3. Student achievement scores on the SBA for math, science, and ELA decreased in SY 2018-19 4. WASC recommendation from the 2019 Self Study 	<p>Why are you are implementing them?</p> <ol style="list-style-type: none"> 1. Through the self study process, the staff recognized the need to develop a process to implement and monitor the use of professional development strategies in the classroom. 2. Based on the 2030 Promise Plan, there is a need for all students to have multiple learning opportunities and experiences to participate in project based learning. 3. Student achievement scores on the SBA for math, science, and ELA decreased in SY 2018-19 4. WASC recommendation from the 2019 Self Study

<i>How will you know that they are causing an improvement?</i> <ol style="list-style-type: none">1. Minutes/Data shows teachers are following the PDCA process2. Student iReady math and ELA achievement scores have increased3. Decrease in the number of Ds and Fs.4. Student achievement based on Data PLCs shows improvement.5. Baseline data is established for strategies implemented from schoolwide initiatives based on data from administrative walkthroughs & peer sharing	<i>How will you know that they are causing an improvement?</i> <ol style="list-style-type: none">1. Minutes/Data shows teachers are following the PDCA process2. Student achievement in SBA math, ELA, and science has increased (SY 2020-21)3. Decrease in the number of Ds and Fs4. Student achievement based on Data PLCs shows improvement?5. Increase (from SY 2020-21) in the number of strategies implemented in the classroom based on administrative walkthroughs & peer sharing	<i>How will you know that they are causing an improvement?</i> <ol style="list-style-type: none">1. Minutes/Data shows teachers are following the PDCA process2. Student achievement in SBA math, ELA, and science has increased (SY 2021-22)3. Decrease in the number of Ds and Fs4. Student achievement based on Data PLCs shows improvement?5. Increase (from SY 2021-22) in the number of strategies implemented in the classroom based on administrative walkthroughs and peer sharing
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