

Baldwin High School

Academic Plan 2021-2022

Academic Plan & Supporting Documents

2021-2022 School Year

Principal: Keoni Wilhelm

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Plan Submitted by Keoni Wilhelm 4/23/2021
Principal Date

Plan Approved by Kathleen Dini 4/29/21
Complex Area Superintendent Date



2021 Academic Plan, School Year 2021-22

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.

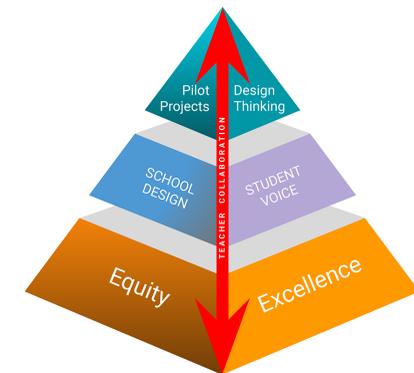
- The **Pipeline of Emerging Ideas** is linked to the HIDOE 2020-30 Strategic Plan (page 5).

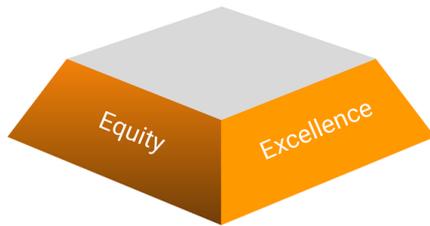
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- 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).

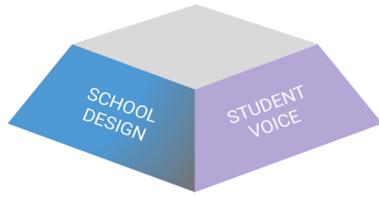




Teaching & Learning Core: Equity and Excellence

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. (SW1)</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. (SW1)</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. 4. Increase parent involvement through school website (SW 4,7) 5. Holding parent & family engagement events (SW 4,7) <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

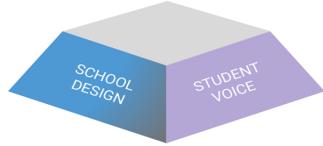
Describe here your complex/school contexts for School Design and Student Voice.

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><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <ol style="list-style-type: none"> All staff and students will receive professional development/training on SEL strategies and HĀ components Common schoolwide SEL and HĀ practices are identified Students develop innovative strategies to incorporate SEL strategies and HĀ components in the school/community. Teachers and staff will collaborate in PLCs to share evidence of common SEL strategies and HĀ components implemented. A common SEL/HĀ measurement tool is designed to gather evidence from the students, teachers, and community about SEL/HĀ strategies implemented 	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <ol style="list-style-type: none"> All staff and students will receive professional development/training on SEL strategies and HĀ components (sw6 iii (I)) Common schoolwide SEL and HĀ practices are identified Students develop innovative strategies to incorporate SEL strategies and HĀ components in the school/community. Teachers and staff will collaborate in PLCs to share evidence of common SEL strategies and HĀ components implemented. A common SEL/HĀ measurement tool is designed to gather evidence from the students, teachers, and community about SEL/HĀ strategies implemented 	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <ol style="list-style-type: none"> Based on the measurement tool, 75% of staff are implementing SEL/HĀ strategies. Strategies developed by students will be incorporated across the school/community. Baseline data for staff and/or community is established using the SEL/HĀ measurement tool. Teachers and staff will continue to collaborate in PLCs to share evidence of common SEL strategies and HĀ components implemented. (SW 2)
<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 2021-22 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. 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 D's and F's 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 2021-22: 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

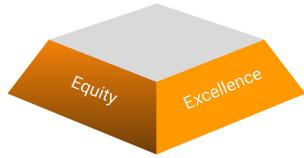
Student Outcomes (SY 2021-22)

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		Instructional Leadership Team (ILT), Counseling Team, PDCA	Quarter	
	Provide instruction and support on using SEL/HĀ strategies. (SCHWA-Advisory/Leadership/Student Government/PEP)	Spring		ILT, Counseling Team, Student Gov't., PDCA, & other TBD	Quarter	

	Gather student & staff feedback regarding strategies learned.	Spring		Staff & Student Survey input, SAC/Student Gov't.	Annual	
2. Students develop innovative strategies to incorporate SEL strategies and HĀ components in the school/community. (SW 2, 5, 7)	Create a student forum to brainstorm innovative strategies to incorporate SEL/HĀ components in which student Socio-Emotional needs may be met. Gather feedback. (SW1)	Fall		Student Forum, SAC, Counseling Team, Instructional Leadership Team (ILT)	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.). (SW 5 & 7)	Spring		ILT, Counseling Team, PCNC, Student Forum, SAC/Student Gov't.	Semester	
	Monitor progress on implementation using the PDCA cycle.	Yearlong		ILT, 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. (SW 5 & 7)	Design and implement Pre/Post Survey to determine knowledge of SEL/HA components from all stakeholders.	Fall		Instructional Leadership Team, Counseling Team, SAC/Student Gov't.	Quarter 2 & Quarter 4	
	Analyze results to determine next steps. (SW3)	Spring		ILT, Counseling Team, SAC/Student Gov't.	Semester 2	
	Increase parent involvement through school website (SW 2,4,7)	Fall	T1-18935/ object code 7104	SCC, Admin, SAC/Student Gov't.	Annual	
	Holding parent & family engagement events (SW 2,4,7)	Fall/Spring	T1-18935/ 3301 meal 3401 other	SCC, Admin, SAC/Student Gov't.	Quarter 2 & Quarter 3	

Staff Outcomes (SY 2021-22)

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.	Quarterly	
	Based on the best practice, staff will identify & implement 3 to 5 agreed upon SEL/HA strategies.	Fall		Minutes, PDCA, Instructional Leadership Team (ILT), Counseling Team	Annual	
	Gather feedback from teachers regarding strategies learned to determine next steps.	Spring		ILT, Counseling Team	Annual	
5. Teachers and staff will collaborate in PLCs to share evidence of common SEL strategies and HĀ components implemented.	Incorporate peer sharing of strategies into PLC and other meeting times (faculty mtgs, waiver days etc).	Yearlong		Department Chairs	Quarterly	
	Gather feedback from teachers regarding strategies learned to determine next steps. (SW3)	Spring		Instructional Leadership Team, Counseling Team	Annual	

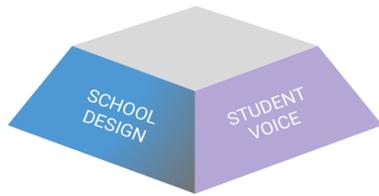


Teaching & Learning Core: Equity and Excellence

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 border="1" data-bbox="83 662 1037 889"> <thead> <tr> <th></th> <th><u>GOAL</u></th> <th><u>Target</u></th> </tr> <tr> <th></th> <th>SY18-19</th> <th>SY20-21</th> <th>SY21-22</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>48.3%</td> <td>53.5%</td> <td>56.5%</td> </tr> <tr> <td>Math.</td> <td>19.8%</td> <td>24.8%</td> <td>27.8%</td> </tr> <tr> <td>Science.</td> <td>19.6%</td> <td>24.6%</td> <td>27.6%</td> </tr> <tr> <td>EL.</td> <td>7.0%</td> <td>10.0%</td> <td>13%</td> </tr> <tr> <td>SpED.</td> <td>--</td> <td>3.0%</td> <td>6%</td> </tr> </tbody> </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. (SW 1)</i></p> <p>WASC Schoolwide Critical Area for Follow-up #6 (Self Study 2019):</p>		<u>GOAL</u>	<u>Target</u>		SY18-19	SY20-21	SY21-22	ELA	48.3%	53.5%	56.5%	Math.	19.8%	24.8%	27.8%	Science.	19.6%	24.6%	27.6%	EL.	7.0%	10.0%	13%	SpED.	--	3.0%	6%	<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. (SW3)</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 will receive instruction that provides opportunity to develop 21st Century Skills 2. Students will receive common curriculum, differentiated instruction, and assessment based on appropriate grade level content standards in all classes. 3. Students need access to curriculum via technology by providing a laptop to each student.(SW6) 4. Subscriptions to support instruction across all content areas (SW6) <p>Staff Success</p> <ol style="list-style-type: none"> 1. 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). (SW3) 2. Following the PDCA cycle and a collaborative coaching process, teachers will design, implement, reflect, and revise lessons
	<u>GOAL</u>	<u>Target</u>																											
	SY18-19	SY20-21	SY21-22																										
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<p>Staff needs to continue to implement instructional practices that increase student proficiency in mathematics.</p>		<p>to reflect a rigorous curriculum using strategies from professional development.</p> <p>3. Title 1 Coordinator needs a printer and ink to facilitate compliance requirements which enables funding for critical equipment needs for students and teachers.</p>
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Innovation in Support of the Core: School Design and Student Voice

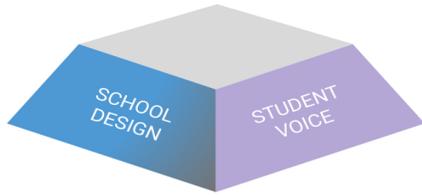
Describe here your complex/school contexts for School Design and Student Voice.

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. 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><i>Why are you implementing them?</i></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><i>Why are you implementing them?</i></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><i>Why are you implementing them?</i></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><i>How will you know that they are causing an improvement?</i></p> <ol style="list-style-type: none"> 1. Minutes/Data shows teachers are following the PDCA process 2. Student iReady math and ELA achievement scores have increased 3. 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 	<p><i>How will you know that they are causing an improvement?</i></p> <ol style="list-style-type: none"> 1. Minutes/Data shows teachers are following the PDCA process 2. Student achievement in SBA math, ELA, and science has increased (SY 2020-21) 3. Decrease in the number of Ds and Fs 4. 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 	<p><i>How will you know that they are causing an improvement?</i></p> <ol style="list-style-type: none"> 1. Minutes/Data shows teachers are following the PDCA process 2. Student achievement in SBA math, ELA, and science has increased (SY 2021-22) 3. Decrease in the number of Ds and Fs 4. 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



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
#2: Improve Student Literacy in All Content Areas		
<p><i>Add beginning of the year measurements here.</i></p> <ol style="list-style-type: none"> Leadership team develops a plan for to implement the PDCA cycle for use in all content areas to monitor schoolwide initiatives by the end of the first quarter Staff has provided input in the development of both the PDCA cycle and the new BHS “senior project” 	<p><i>Add throughout the year measurements here.</i></p> <ol style="list-style-type: none"> By the end of the first semester all teachers have been trained on the new PDCA cycle for department PLCs to increase the use of common practices to improve student achievement. By the end of the first semester, the leadership team has a draft of the new BHS “senior project” developed to share with staff for input and further refinement. 	<p><i>Add end of year goals here.</i></p> <ol style="list-style-type: none"> Leadership team has developed and implemented a PDCA cycle for use in all content areas to monitor schoolwide initiatives. All teachers have started to implement the PDCA cycle in department PLCs to increase the use of common practices to improve student achievement. 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) 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.

Student Outcomes (SY 2020-21)

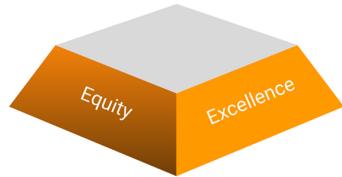
Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
1. Students will show growth in all tested areas as shown in SBA and universal screeners:(ELA 56.5%; Math	Analyze data (SBA, iReady, ACT, IABs, etc) to determine achievement gaps. (SW3)	Fall	WSF, Prog. ID 42101	Instructional Leadership Team (ILT), Admin, EL Coordinator, Meeting Minutes	Annual	

27.8%; SC 27.6%; EL 13%; SpEd 6% increase)	Provide training and time for teachers to design lessons (curriculum, instruction, and assessments) to close the identified gaps. (SW 6 III)	Yearlong		Admin., District, State Personnel, Department Chairs, EL Coordinator, PD Calendar	Quarterly	
	Use PDCA to monitor implementation of these lessons in the classroom.(SW 3)	Yearlong		Admin Walkthroughs, Learning Walks, PDCA Minutes	Quarterly	
	Students need access to curriculum via technology by providing a laptop to each student.(SW6 (i))	Yearlong	T1-18902/ object code 7708	Beginning of school year distribution, DPSTU	Annual	
	Subscriptions to support instruction across all content areas (SW6 (i))	Yearlong	T1-18902/ object code 3502	Data usage report of subscriptions, DPSTU	Semester	

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)
2. Leadership team will develop and implement a PDCA cycle for use in all content areas to monitor schoolwide initiatives.	Prioritize schoolwide initiatives and develop and implement an ongoing cycle of PDCA for these initiatives.(limit)(SW 3)	Fall		Instructional Leadership Team (ILT)	Annual	
	Research, design, and calibrate a PDCA measurement tool that addresses a focus based on the schoolwide initiatives.	Fall	Title II Fund Requests	ILT	Annual	
3. All teachers will start to implement the PDCA cycle in department PLCs to increase the use of common practices to improve student achievement.	Provide training for the staff on the PDCA cycle and reflect on the effectiveness of the process quarterly. (SW 6(IV))	Spring		Admin./District/State Personnel	Annual (training), Quarterly (reflection)	

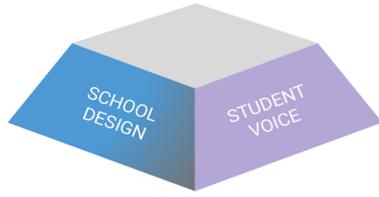
	Create a collaborative coaching model that includes time for teachers to plan, implement, observe, and reflect on instructional practices as part of the PDCA cycle. (SW 6(IV))	Fall		Mentor Coordinator, Instructional Leadership Team (ILT), PD Calendar	Quarterly	
	Title 1 Coordinator needs a printer and ink to facilitate compliance requirements which enables funding for critical equipment needs for students and teachers.	Yearlong	T1-18902/ object code 7708,3010	Admin	Annual	
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.	Provide professional development for the staff on Project Based Learning/Design Thinking. (SW 6(ii))	Spring	Title II Fund Requests	Admin./District/State Personnel	Annual	
	Create a cohort (representative of grade level, content, and/or knowledge) to research and create a draft of a new "BHS Senior Project" plan.(SW 6 iii (II))	Fall		Leadership Team, Instructional Leadership Team (ILT)	Quarterly	
	Present a draft of the "BHS Senior Project" to the staff and make revisions.(SW 6 iii (II))	Spring		Leadership Team, Instructional Leadership Team (ILT)	Semester 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
#3: Increase Inclusive Practices Schoolwide		
<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>#3: Increase Inclusive Practices Schoolwide WASC Schoolwide Critical Area for Follow-up #4 (Self Study 2019): <i>Staff needs to continue to implement strategies that differentiate based on learner needs and incorporate the use of student feedback to adjust instruction in order to support 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, to ensure all students have equal access to the curriculum.</i></p> <p>WASC Schoolwide Critical Area for Follow-up #7 (Self Study 2019): <i>School leadership and staff needs to designate and commit to a common co-teacher planning time which is essential for collaboration, analysis and discussion on student needs to improve academic achievement of students receiving special education services.</i></p>	<p><i>What is your Theory of Action (if-then) to improve (decrease) the achievement gap?</i></p> <p>If inclusive practices increase schoolwide, then students will have equitable access to standards-based curriculum, teachers will illicit and utilize student feedback to differentiate instruction and provide tiered support, thereby decreasing the learning gap and improving student achievement.</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"> All students have access to appropriate standards based curriculum and tiered supports. Students have a variety of opportunities to integrate their voice & choice and feedback & reflection in the application of skills and knowledge into real-world learning opportunities. <p>Staff Success</p> <ol style="list-style-type: none"> Teachers will collaborate to align priority standards to deliver a rigorous curriculum that provides students a variety of opportunities to demonstrate learning to include project-based learning activities. Teachers will collaborate in a variety of settings (co-teacher/Inter & Intra departmental) using the PDCA cycle to build lessons based on schoolwide initiatives that include student voice & choice, feedback and reflection. Inclusion teachers use the PDCA cycle to improve inclusive practices and student achievement. Leadership and teachers will examine current student placement practices and refine the process based on research and teacher input.



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

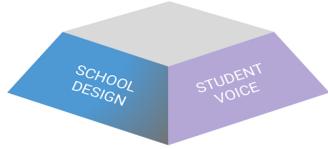
Describe here your complex/school contexts for School Design and Student Voice.

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
#3: Increase Inclusive Practices Schoolwide		
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ol style="list-style-type: none"> 1. Teachers have started to collaborate to identify priority standards in all content and subject areas as the first step in connecting real-world project based learning. 2. All teachers will begin to collaborate in a variety of settings (co-teacher/Inter & Intra departmental) using the PDCA cycle to build lessons based on schoolwide initiatives that include student voice & choice, feedback and reflection. 3. A system is created to identify and place students in appropriate grade level settings (inclusion and grouping) in all content areas that includes tiered support for teachers. 4. Co-teachers are meeting on a consistent basis to use the PDCA cycle to inclusive practices and student achievement. 5. Leadership team develops and implements the PDCA cycle for use in all content areas to monitor schoolwide initiatives. (see Goal 1 & 2). 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ol style="list-style-type: none"> 1. Teachers have started to collaborate to identify priority standards in all content and subject areas as the first step in connecting real-world project based learning. 2. All teachers will begin to collaborate in a variety of settings (co-teacher/Inter & Intra departmental) using the PDCA cycle to build lessons based on schoolwide initiatives that include student voice & choice, feedback and reflection. 3. A system is created to identify and place students in appropriate grade level settings (inclusion and grouping) in all content areas that includes tiered support for teachers. 4. Co-teachers are meeting on a consistent basis to use the PDCA cycle to inclusive practices and student achievement. 5. Leadership team develops and implements the PDCA cycle for use in all content areas to monitor schoolwide initiatives. (see Goal 1 & 2). 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ol style="list-style-type: none"> 1. Priority standards have been identified in all content and subject areas and teachers have started establishing real-world project based learning assessments aligned to standards. 2. Based on PDCA Measurement Tool, 70% of teachers are collaborating in a variety of settings (co-teacher/Inter & Intra departmental) using the PDCA cycle to build lessons based on schoolwide initiatives that include student voice & choice, feedback and reflection. 3. A system is being used to identify and place students in appropriate grade level settings (inclusion and grouping) in all content areas that includes tiered support for teachers. 4. Based on PDCA Measurement Tool, 70% co-teachers are meeting on a consistent basis to use the PDCA cycle to inclusive practices and student achievement. 5. As part of the ongoing PDCA cycle, the leadership team reviews data collected from department PLCs to monitor implementation effectiveness and determine next steps. (see Goal 1 & 2).

<p><i>Why are you implementing them?</i></p> <ol style="list-style-type: none"> 1. Through the self study process, the staff recognized the need to increase rigor and make connections between curriculum and real world learning experiences. 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. WASC recommendation from the 2019 Self Study 	<p><i>Why are you implementing them?</i></p> <ol style="list-style-type: none"> 1. Through the self study process, the staff recognized the need to increase rigor and make connections between curriculum and real world learning experiences. 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. WASC recommendation from the 2019 Self Study 	<p><i>Why are you implementing them?</i></p> <ol style="list-style-type: none"> 1. Through the self study process, the staff recognized the need to increase rigor and make connections between curriculum and real world learning experiences. 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. WASC recommendation from the 2019 Self Study
<p><i>How will you know that they are causing an improvement?</i></p> <ol style="list-style-type: none"> 1. Minutes/Data shows teachers are following the PDCA process. 2. There is an increase in students engaged in real world learning/PBL activities/lessons. 3. Minutes from inclusion team meetings reflect progress in collaborative lesson planning. 4. Decrease in the number of Ds & Fs for SpEd students. 	<p><i>How will you know that they are causing an improvement?</i></p> <ol style="list-style-type: none"> 1. Minutes/Data shows teachers are continuing to follow the PDCA process. 2. There is an increase from SY 2020-21 in students engaged in real world learning/PBL activities/lessons. 3. Minutes from inclusion team meetings reflect progress in collaborative lesson planning. 4. Decrease in the number of Ds & Fs for SpEd students 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. Minutes/Data shows teachers are continuing to follow the PDCA process. 2. There is an increase from SY 2021-22 in students engaged in real world learning/PBL activities/lessons. 3. Minutes from inclusion team meetings reflect progress in collaborative lesson planning. 4. Decrease in the number of Ds & Fs for SpEd students from SY 2021-22.



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
#3: Increase Inclusive Practices Schoolwide		
<p><i>Add beginning of the year measurements here.</i></p> <ol style="list-style-type: none"> 1. PD has been provided to help teachers understand the process of unpacking standards and identifying priority standards. 2. SY 2020-21 PD Calendar reflects time for teacher collaboration in a variety of settings (co-teacher/Inter & Intra departmental) using the PDCA cycle to build lessons based on schoolwide initiatives that include student voice & choice, feedback and reflection. 3. The current process of identifying and placing students in appropriate grade level settings (inclusion and grouping) in all content areas is evaluated and revised. 4. SY 2020-21 PD Calendar reflects PD on inclusive practices and time for co-teachers to collaborate 5. Leadership team has received training on the PDCA model and has started developing a system for using the model. 	<p><i>Add throughout the year measurements here.</i></p> <ol style="list-style-type: none"> 1. Teachers have started to collaborate to identify priority standards in all content and subject areas as the first step in connecting real-world project based learning. 2. All teachers will begin to collaborate in a variety of settings (co-teacher/Inter & Intra departmental) using the PDCA cycle to build lessons based on schoolwide initiatives that include student voice & choice, feedback and reflection. 3. A system is created to identify and place students in appropriate grade level settings (inclusion and grouping) in all content areas and teachers have identified areas of need for support. 4. Teachers have received training on effective inclusive practices and have started using meeting time to collaborate (including co-teachers) to plan, implement, observe, and reflect on instructional practices that include inclusive strategies. 5. Schoolwide initiatives have been prioritized and the leadership team is practicing the PDCA model. 	<p><i>Add end of year goals here.</i></p> <ol style="list-style-type: none"> 1. Teachers continue to identify priority standards in all content and subject areas as the first step in connecting real-world project based learning. 2. All teachers will begin to collaborate in a variety of settings (co-teacher/Inter & Intra departmental) using the PDCA cycle to build lessons based on schoolwide initiatives that include student voice & choice, feedback and reflection. 3. A system is created to identify and place students in appropriate grade level settings (inclusion and grouping) in all content areas that includes tiered support for teachers. 4. Co-teachers are meeting on a consistent basis to use the PDCA cycle to inclusive practices and student achievement. 5. Leadership team develops and implements the PDCA cycle for use in all content areas to monitor schoolwide initiatives. (see Goal 1 & 2).

Student Outcomes (SY 2020-21)

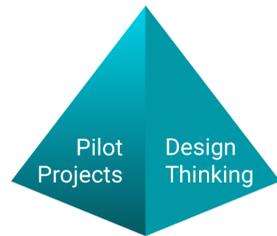
Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
1. All students are placed appropriately and have access to appropriate standards based curriculum and tiered supports.	All students are appropriately placed using a designated process that includes student voice and choice.	Fall		Master Schedule, PDCA, School Leadership Team, SSCs, EL Coordinator	Annual	
	All students are receiving differentiated instruction and assessments to improve student achievement.	Yearlong		Data Teams, Admin Walkthroughs, Peer Sharing, iReady	Quarterly	
2. Students have a variety of opportunities to integrate voice & choice and feedback & reflection in the application of skills and knowledge into real-world learning opportunities.	All students will participate in at least one real-world learning opportunity or project (ex: senior project, PBA, history day, science project, etc) by the end of the year.	Yearlong		Peer sharing, student reflections, Department Minutes, School Leadership Team, Instructional Leadership Team	Annual	

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)
3. Teachers have started to collaborate to identify priority standards in all content and subject areas as the first step in connecting real-world project based learning.	Professional development and PD time will be provided to help teachers unpack standards and identify priority standards.	Yearlong		PD Calendar, Department Identified Priority Standards, DHs, School Leadership Team (SLT), Admin	Quarterly	

	Teachers will determine priority standards within their department that can be utilized across all content areas.	Yearlong		PD Calendar, Department Identified Priority Standards, DHs, Admin	Quarterly	
	Teachers will create rubrics to determine proficiency to be used across all content areas.	Yearlong		Rubrics, Data PLC Notes, DHs, Admin	Quarterly	
	Teachers will identify existing project based models already occurring at BHS and determine how to integrate other departments into those project based learning opportunities.	Yearlong		Teachers, Pacing Guides, PDCA, Instructional Leadership Team	Semester	
4. All teachers will begin to collaborate in a variety of settings (co-teacher/Inter & Intra departmental) using the PDCA cycle to build lessons based on schoolwide initiatives that include student voice & choice, feedback and reflection.	Determine a system/model for obtaining and integrating student voice, choice, feedback and reflection.	Spring		Instructional Leadership Team, SAC/Student Gov't	Annual	
	Align PD time to create inter and intra departmental lessons that integrate student voice & choice, feedback and reflection methods.	Yearlong		PD Calendar, IDUs, Peer Sharing, Department Minutes, Admin	Quarterly	
5. A system is created to identify and place students in appropriate grade level settings (inclusion and grouping) in all content areas that includes tiered support for teachers.	A schoolwide process is clearly identified that outlines the placement process for all students including: Special Needs, English Learners, Advanced Placement, Honors, and other courses as needed. (SW 6 i)	Fall		Master Schedule, PDCA, School Leadership Team, Registrar, SSCs, EL Coordinator	Annual	
	A schoolwide process is used to appropriately place all students.	Fall		Master Schedule, PDCA, School Leadership Team, Registrar, SSCs, EL Coordinator	Annual	
6. Provide training for the staff on the PDCA cycle and reflect on the effectiveness of the process quarterly.	Provide training for the staff on the PDCA cycle and reflect on the effectiveness of the process quarterly.	Fall		Admin, District, State Personnel	Annual	

	Provide training for staff on effective inclusive practices.(SW 6 i)	Fall		Admin, SPed DH, EL Coordinator	Annual	
	Create a collaborative coaching model that includes time for teachers to plan, implement, observe, and reflect on instructional practices as part of the PDCA cycle.	Spring		PD Calendar, ADMIN., Mentor Coordinator, Peer Sharing, PDCA	Quarterly, Annually	
	A PD schedule will be designed to provide co-teachers time to meet weekly.	Yearlong		PD Calendar, Admin	Quarterly	
7. Leadership team develops and implements the PDCA cycle for use in all content areas to monitor school wide initiatives. (see Goal 1 & 2).	Prioritize school wide initiatives and develop and implement an ongoing cycle of PDCA for these initiatives.(limit)	Yearlong		School Leadership Team (SLT), Instructional Leadership Team (ILT), PDCA	Quarterly	
	Research, design, and calibrate a PDCA measurement tool that addresses a focus based on the schoolwide initiatives.	Fall		SLT, ILT, PDCA Tool, Meeting Minutes	Annual	



Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school’s collective work, expand capacity to improve, and continuously advance student learning.

The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>Please describe your school’s ideas around innovation and pilot projects.</i></p> <ol style="list-style-type: none"> 1. Increase opportunities in Career Pathways for students. 2. Provide opportunities for financial literacy courses. 3. Provide AVID strategies to reach all students. 4. Provide opportunities for students to take courses outside of their homeschool. 5. Develop a Podcast for students to communicate to school, community and other stakeholders. 6. Provide opportunities for students to participate in International Baccalaureate (IB) 	<p><i>Please describe your Conditions for Success:</i></p> <ol style="list-style-type: none"> 1. Possible schedule changes, course offerings, Professional Development (PD) 2. Resources (\$) and community partnerships 3. Resources, Training, Professional Development (PD) 4. Resources, Complex and school agreements 5. Resources and possible course offerings or club creation 6. Resources, course offerings based on student interests, IB partnerships

Title I Addendum to the 2021 Academic Plan (AcPlan), School Year 2021-22

School Name: Baldwin High School

Date: 4.23.2021

Directions:		
<ol style="list-style-type: none"> 1. All schoolwide (SW) program plan requirements must be addressed in the AcPlan and/or through other evidence. 2. Within the AcPlan, label locations where SW program plan requirements are addressed, if applicable (e.g. SW 5, SW 6, SW 7). 3. On this document, summarize locations in the AcPlan and other evidence that SW program plan requirements are addressed. 		
SW Program Plan Requirements (ESSA 1114(b))	Location in the AcPlan where the SW Program Plan Requirement is addressed (e.g. page #, section)	Other evidence that the SW Program Plan Requirement is addressed (e.g. CNA, SCC Assurances)
SW 1: The school’s Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.	Page # 2, 6 & 8	WASC Self Study (CNA)
SW 2: The school’s Academic Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, complex area staff, to the extent feasible, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals as determined by the school.	Page # 2, 3, 6	SCC Assurances Staff Meeting(s)
SW 3: The school’s Academic Plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards	Page # 5, 7, 8, 11-13	ILT Meetings Student Forum/Government Counseling Team Administrative Walk-Throughs
SW 4: The school’s Academic Plan is available to the Hawaii Department of Education, parents, and the public and the information contained in such plan is	Page # 2&6	School Website SCC Meetings Family Events

Title I Addendum to the 2021 Academic Plan (AcPlan), School Year 2021-22

School Name: Baldwin High School

Date: 4.23.2021

<p>in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.</p>		<p>T1 Meetings</p>
<p>SW 5: If appropriate and applicable, the Academic Plan is developed in coordination and integration with other federal, state, and local services, resources, and programs (e.g., programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities).</p>	<p>Page # 5-12</p>	<p>Blue Zones Family Events CTE-Maui College partnerships</p>
<p>SW 6: The Academic Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will—</p> <p>(i) provide opportunities for all children, including each of the subgroups of students (i.e. economically disadvantaged, major racial and ethnic groups, children with disabilities, English learners) to meet the challenging State academic standards;</p> <p>(ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and</p> <p>(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—</p> <p>(I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;</p> <p>(II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and</p>	<p>P. 12 tech subscriptions P. 19 placement P. 20 inclusive practices</p> <p>P.13 Project based learning</p> <p>P. 3 SEL training</p> <p>P.13 Senior Project</p>	<p>WASC Self Study (CNA) EL RTI MTSS Professional Development SEL Maui College Partnership</p>

Title I Addendum to the 2021 Academic Plan (AcPlan), School Year 2021-22

School Name: Baldwin High School

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<p>technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);</p> <p>(III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);</p> <p>(IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and</p> <p>(V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;</p>	<p>P. 12 training and time</p> <p>P. 12 training and reflection P. 13 coaching model</p> <p>NA</p>	
<p>SW 7: The Academic Plan includes parent and family involvement activities and strategies that are consistent with the HDOE parent and family engagement policy and aimed at improving student academic achievement and school performance. (1116(a)(2)(B))</p>	<p>Page # 2-6</p>	<p>SCC Assurances School Website Parent and Family Engagement Events</p>