Baldwin High School

Academic Plan 2023-2024

Academic Plan & Supporting Documents

2023-2024 School Year

Principal: Keoni Wilhelm

Contact Information
Telephone: 808-727-3200

Plan Submitted by ____________________________ 3/23/2023
Principal Date

Plan Approved by ____________________________ 4/14/2023
Complex Area Superintendent Date
**School Name:** H. P. Baldwin High School  
**Academic Plan Peer Review Members:** Keoni Wilhelm, Marcia Balinbin, Sherri Hart, Rosa Su  
**Peer Review Date:** March 24, 2023

**Vision/Mission:**  
- **Purpose:** The purpose of BHS is to develop the whole student to positively contribute to the global community.  
- **Mission:** The mission of BHS is to develop a community of learners who have the competence and confidence to achieve personal goals and who are responsible stewards of our global community.  
- **Vision:** BHS Vision

**Buckets:**  
1. **Healthy Habits, Healthy Schools:** B1a. HMTSS (Hawaii Multi-tiered System of Support); B1b. SEL/Trauma-Informed Practices  
3. **Responsive Capacity Building:** B3a. Leadership Capacity Building; B3b. Professional Development; B3c. Family and Community Engagement  
4. **Effective Academic Practices:** B4a. Formative Instruction; B4b. Extended Learning Opportunities

**WASC Recommendations (Mid-Cycle Review October 2022):**  
*The Western Association of Schools and Colleges has accredited BHS through June 30, 2025.*  
**W1:** In order to measure student achievement on the General Learner Outcomes, school leadership and staff should develop and implement a system to ensure that the GLO’s are embedded in curriculum, instruction, and assessments.  
**W2:** In order to support the work to improve student achievement, school leadership and staff need to develop a cohesive vision that values teamwork, group decisions and shared values.  
**W3:** To effectively support teachers and student learning, school leadership and staff need to develop a clear process that connects the various professional development activities, and monitors implementation.  
**W4:** In order to support student learning, staff need to continue to implement instructional strategies that differentiate, based on student learner needs to incorporate the use of student feedback to adjust instruction.  
**W5:** To ensure all students have equal access to the curriculum, school leadership and staff need to increase student access to challenging and rigorous curriculum.
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**W6:** Staff needs to continue to implement instructional strategies that increase student proficiency in mathematics.

**W7:** To improve academic achievement of students receiving special education services, school leadership and staff need to designate and commit to common co-teacher planning time which is essential for collaboration, analysis, and discussion of student needs.

### Implementation Continuum Levels: Exploration, Installation, Initial Implementation, Full Implementation

#### Bucket One: Healthy Habits and Healthy Schools

**Social Emotional Data:**

**Sources:** Educational and Fiscal Accountability SY22 (Trend Report), School Status and Improvement Report SY22 (SSIR), Strive HI SY22 (Strive HI), School Quality Survey Spring 2022 (SQS), Quaglia Student Voice Survey March 2022 (SV Survey)

**Trend Report (2022):**

- **Safety & Well-Being:** Average Daily Attendance: 88.4%, Student & Teacher perceptions on School Safety & Well-being (SY22): 58.9%,
- **Civic Responsibility:** Young Voter Registration: 300, Students NOT Suspended: 90.5%

**Strive HI:**

- **How do students feel about their school?** Positive school climate: 54% school; 59% state

**SSIR (2022):**

- **Safety:** Teachers: 58.1% Parents: 63.9% Students: 52.6%
- **Well-Being:** Teachers: 58.9% Parents: 72.8%
- **Satisfaction:** Teachers: 55.3% Parents: 59.0%
- **Involvement/Engagement:** Teachers: 58.2% Parents: 58.9%

**SQS (2022):** (5-1 scale)

- **Safety:** High Teachers: 3.4 Parents: 3.7 Students: 3.5
- **Well-Being:** High Teachers: 3.5 Parents: 4.0
- **Satisfaction:** High Teachers: 3.4 Parents: 3.5
- **Involvement/Engagement:** High Teachers: 3.5 Parents: 3.6

**Student Voice Survey (2022):** Data given by 8 Conditions have a positive effects on the development of student aspirations

- **Belonging (valued member of a community while maintaining uniqueness):** 46.6%
- **Heroes (student has a person in their life they connect with, listen to, and value their ideas):** 62%
*Sense of Accomplishment (recognizes effort, perseverance, and citizenship as signs of a student’s success): 55.3%
*Fun & Excitement (students being inspired. They are actively engage and emotionally involved into their schoolwork): 57.1%
*Curiosity & Creativity (inquisitiveness, a strong desire to learn new or interesting things): 52.5%
*Spirit of adventure (ability to take on positive, healthy challenges at school and home with family and friends): 58.5%
*Leadership & Responsibility (able to express their ideas and are willing to accept consequences for their actions): 59.7%
*Confidence to take action (students believe in themselves and dream about their future while setting goals in the present): 68%
*OVERALL Student Voice (Lens of what the students think of their school, and provides insight into what they believe about adult openness to and partnership with their ideas and suggestions): 56.3%

**Theory of Action:** If we develop and implement effective SEL and HĀ strategies, and embed GLOs in daily instruction, student learning and well-being will increase.

<table>
<thead>
<tr>
<th>Measurable Outcomes</th>
<th>Funding Source</th>
<th>Enabling Activities</th>
<th>Progress Monitoring</th>
<th>Questions/Considerations</th>
<th>Next Steps</th>
</tr>
</thead>
</table>
| All students will learn SEL strategies, HĀ components, and GLOs. | ESSER WSF Title II | *Students receive instruction in SEL strategies, HĀ components, and GLOs which will be embedded in daily classroom activities and/or culminating projects  
*Students practice SEL strategies, HĀ components and GLOs to engage in oral or written self-reflection in all content subject areas.  
*Students will provide feedback on strategies learned (Example: HĀ components posted around school, Student Voice posters designed by students).  
*Staff will participate in SEL, HĀ, Implementation Continuum Level: SY23: Installation SY24: Initial Implementation  
Panorama & SEL surveys Quaglia SV Survey | Student Focus Groups, Instructional Leadership Team (ILT), other TBD | *SEL, HĀ strategies, and GLOs? Should we only focus on GLOs due to the WASC recommendation, or possibly combining HĀ and GLOs? | *Staff training or review in each: SEL, HĀ and GLOs  
*Determination of what is mastery of each (GLO, SEL strategies, and HĀ components) |
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<table>
<thead>
<tr>
<th>Students will develop strategies to incorporate common and identified schoolwide SEL, HĀ</th>
<th><strong>ESSER WSF Title II</strong></th>
<th><em>Students and teachers will collaboratively identify and create innovative ways to incorporate SEL strategies, HĀ, and GLOs in the classroom, school, and...</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Student Forum/Focus Group, SAC, Counseling Team, ILT</strong></td>
</tr>
<tr>
<td><em>How do we move from “taught” to “embedded”?</em></td>
<td><strong>SEL, Ha and GLOs</strong></td>
<td><em>Create monthly student forums using the Student Voice Representative from...</em></td>
</tr>
</tbody>
</table>

*Staff will provide feedback on strategies learned.*

*Students will be given the opportunity to receive instruction in World Languages and hula or Olelo Hawai‘i in order to strengthen HĀ outcomes, meet benchmarks and standards, increase student achievement, meet SEL needs. This will also support EL students by integrating cultural activities within the World Languages' curricula.*

*Students practice SEL strategies, HĀ components and GLOs to engage in oral or written self-reflection.*

*Students will be given the opportunity to participate in extra-curricular activities and counseling as needed.*
and GLO practices.

**W1 B1b, B3b, B4a, B4b**

community, while sharing their cultural identity through various processes and products.

* Create a student forum to develop innovative strategies to incorporate SEL, HĀ, and GLO components in which student SEL needs are met.

* Monitor progress using multiple data points (PDCA).

* Staff will continue to collaborate during PLCs to share evidence of common SEL strategies, HĀ components, and GLOs implemented.

* Teachers will use a common SEL/HĀ/GLO measurement tool based on identified strategies that has been designed to gather evidence form the students, teachers, and community.

**Implementation Continuum Level:**

**SY23:** Exploration

**SY24:** Installation

**Panorama & SEL surveys**

**Quagli SV Survey**

Continue with Administration and Academic Coach Student Voice walk-throughs and sharing feedback with all teachers.

Teachers share student work, successes, and needs with SEL, GLOs, HĀ during PDs.

are many. Should we only focus on GLOs, due to that being mentioned in the WASC?

each Advisory class. A student developed this idea in cooperation with Donna Vierra our student leadership teacher: **Student Voice Committee**

* Staff and students will provide examples of what works and how SEL, HĀ and GLOs are being implemented.

* Staff Walkthrough Goals: Staff feels confident enough to initiate feedback on the following: time-on-task, positive/negative talk ratios, opportunities to respond, “Grows & Glows”

<table>
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<tr>
<th>Strategies developed by students will be incorporated across the school community may include but not</th>
<th>ESSER WSF Title II</th>
<th>*Students identify, collaborate and create innovative ways to incorporate SEL strategies, HĀ components and GLOs in the school/community while sharing</th>
<th>Minutes, Training Materials, Administration</th>
<th>What does this look like “across the school community”?</th>
<th>*Training on Classroom Contract creation for teachers who are interested. Those</th>
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limited to co-creation of class contracts and expectations, provide opportunity for students to discuss activities for consideration to enhance a positive classroom culture.  

* W2, W3  
  B4a, B4b

their cultural identity through multiple products (Examples: Class developed contracts, discussion and sharing lesson plans to encourage a positive classroom culture).

*Provide PDs related to Student Voice/HÅ/SEL strategies building upon the “what” with considerations for the “how”.

Implementation Continuum Level:  
SY23: Installation  
SY24: Initial Implementation

Panorama & SEL surveys Quaglia SV Survey

*Continue with Administration and Academic Coach SV walkthroughs and sharing feedback with all teachers.

Teachers share student work, successes, and needs with SEL, GLOs, HÅ during PDs.

Implementation

that feel like they don’t need the training will submit what they do to promote a positive classroom culture.

Teachers and staff will continue to collaborate and share evidence of common SEL strategies, HÅ components implemented and

ESSER WSF Title II

*Students identify, collaborate and create innovative ways to incorporate SEL strategies, HÅ components and GLOs in the school/community while sharing their cultural identity through multiple products.

Department Chairs, ILT, Minutes, Agendas

What does “embedded GLOs, SEL strategies and HÅ components” look like at BHS?

*Staff collaboration and sharing of evidence of embedded GLOs and HÅ components
<table>
<thead>
<tr>
<th>GLOs embedded.</th>
<th>*Staff will collaborate to identify and implement common practices which connect to the school vision to improve student achievement which may include peer sharing during meeting and/or department times.</th>
<th>Continuum Level: SY23: Installation SY24: Initial Implementation</th>
<th>*Peer to Peer training of what works</th>
</tr>
</thead>
<tbody>
<tr>
<td>W1, B2a, B3b, B4a, B4b</td>
<td>*Gather feedback from teachers regarding strategies learned to determine next steps during PD.</td>
<td>Panorama &amp; SEL surveys Quaglia SV Survey Teachers share student work, successes, and needs with SEL, GLOs, HĀ during PD.</td>
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**Academic Data:**

**Sources:** Educational and Fiscal Accountability SY22 (Trend Report), School Status and Improvement Report SY22 (SSIR), Strive HI SY22 (Strive HI), SBA Data SY2022 (SBA)

**Trend (2022):** Total students: 1350; SPED: 11.1%, EL: 5.4%; Free & Reduced Lunch: 45.8%

*Academic Achievement meeting standard: LA (11th): 54.8%; Math (11th): 20.4%; NGSS (Sci): 20.2%

*Drop-out Rate: 16.5%; Graduate On-time: 78.9%; Others: 4.5%

**STRIVE HI (2022):**

*SPED students in Gen Ed classes most of day: 47%

*LA (11th) Non-High Needs: 70%; High Needs: 32% **GAP: 38 Points**


*9th grade promoted to 10th grade: 84%

*Students graduated on-time: 79%

*Completed CTE program by 12th grade: 63%

*Students enrolled in post secondary in fall after graduation: 47%

*How many students missed 15 days or more: School: 34%; Complex: 39%; State: 32%
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## SSIR (2022):
* Average daily attendance: 88.4%  
* Graduates and other Completers: 266 seniors: Diploma graduates: 96.6%; Individually prescribed program: 1.5%; Percent of completers: 98.1%; Percent graduated on-time: 78.9%

## SBA (2022):
- Math:  
  * Standard Not Met: 52%  
  * Standard Nearly Met: 27%  
  * Standard Met: 16%  
  * Standard Exceeded: 4%

## Bucket Two: Action-Oriented Data Decision-Making

**Theory of Action:** If we implement and establish embedded processes for examining SEL and instructional data within the instructional and operational teams, student learning will increase; school-wide informed, accurate understanding of school action plan will increase school, staff and student success.

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<tr>
<td>A system is being used to identify and place students in appropriate grade level settings (inclusion and grouping) in all content areas using tiered supports for teachers.</td>
<td><strong>ESSER</strong> <strong>WSF</strong></td>
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</table>
* All students 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.  
* Students have a variety of opportunities to integrate their voice and choice as well as feedback and reflection in | Administration  
ILT, Department Meetings, Walkthroughs, Peer Sharing  
Implementation Continuum Level: SY23: Exploration SY24: | *Time to look at data.  
* Explicit system for data processing and collaboration to drive placement in all content areas.  
* System for new students to get diagnostic data? | *Lei Kulia training for all staff to support data collection to be used to make data informed decisions.  
* Tiered support training in Tier 2 and 3  
* More PD for teachers in Tier 1 |
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| BKKM Math Collaborative | application of skills and knowledge into real-world learning opportunities, including but not limited to SV, SV surveys, PBL, etc. reflecting student perspective.  
*Staff will use a variety of opportunities to integrate voice and choice as well as feedback and reflection in application of skills and knowledge into real-world learning opportunities, including but not limited to SV, SV survey, PBL, etc into their lesson plans.  
*Students will be provided with access to various online resources to assist with research in various content areas.  
*Educational subscriptions will be used to supplement academic content and provide MTSS support.  
*Staff will receive continuous HMTSS training for data teams. | **Installation**  
**Panorama & SEL surveys**  
Quaglia SV Survey  
**Baseline:**  
Math Space Diagnostic  
Reading Plus  
Diagnostic Panorama SEL (3 times/year)  
**Formative:**  
Math Space Check-ins  
**Summative:**  
End of Course Tests (EOY)  
Continue with Administration and Academic Coach walk-throughs and sharing feedback with all staff. | (cooperative learning structures, classroom management using cooperative groups, training for teaching bell to bell)  
---  
**As part of the ongoing PDCA cycle, the**  
**ESSER WSF**  
**ILT, Administration**

*All students will continue to be appropriately placed using a data*
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| leadership team review data collected from department PDs to monitor implementation effectiveness and determine next steps.  
W3, W4, W5  
B2a, B2b, B3b  
BKKM Math Collaborative | **Title II** | process which includes student voice and choice.  
*The Leadership Team at BHS will develop a HMTSS protocol for use with data-decision making and the HMTSS system.*  
*Lei Kulia training will be provided for all staff to support data collection for use in data informed decisions.*  
*Leadership teams will create and implement a PDCA system of monitoring the implementation of schoolwide initiatives (PBL, Student Voice, Ha, SEL, EL strategies, Eight Mathematical Practices, NGSS, C3 Framework).*  
*The Leadership Team will provide training/review for the staff on the PDCA cycle and reflect on the effectiveness of the process quarterly during PLCs.* |  
| Implementation Continuum Level:  
SY23: Exploration  
SY24: Installation  
Universal Screeners, ABA, ACT, ASVAB, REISEC |  
| **Bucket Three: Responsive Capacity Building** |  

**Theory of Action:** If we continue to implement systems to 1) provide school leaders and staff timely, relevant PD designed to meet the needs of students, 2) build capacity amongst students, teachers/staff, families/community, and 3) provide complex-wide family
and community engagement opportunities, we will better identify and address the needs of the entire BHS community.

<table>
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<th>Next Steps</th>
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</table>
| Teachers will use the PDCA cycle while collaborating in a variety of settings (co-teacher/inter and intra departmental) to build lessons based on school-wide initiatives which include SV and Choice, feedback and reflection, PBL, etc. reflecting student perspective. | WSF Title II Title III | *Teachers will collaborate in a variety of settings using the PDCA cycle to build lessons based on school-wide initiatives.  
*Teachers will increase the opportunities for students to use peer evaluations within instruction.  
*Teachers use data (formative, summative, SBA, NGSS, SEL, EL) and collaborative discussions to inform decision making to improve practices and student achievement. | Teachers, Pacing Guides, PDCA, ILT, Department and Team minutes, Agendas  
Implementation Continuum Level:  
SY23: Exploration SY24: Installation  
Panorama & SEL surveys  
Quaglia SV Survey  
Universal Screeners, ABA, ACT, ASVAB, REISEC | *PDCA review or training for staff who have not had the training.  
*PD time embedded to have teachers collaborate how they use peer evaluations in their instruction  
*Embedded time to look at data inter- and intra-departmentally to build lessons to support SV, Choice, PBL | |
<p>| Leadership team will | WSF | *Leadership and teachers will | ILT, DH, | *A definitive system | |</p>
<table>
<thead>
<tr>
<th>W3, W4</th>
<th>B2a, B2b, B3b</th>
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<tbody>
<tr>
<td><strong>Academic Plan</strong>&lt;br&gt;H. P. Baldwin High School&lt;br&gt;SY 2023-24</td>
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</tbody>
</table>
| review school-wide data to monitor implementation effectiveness and determine next steps.  
* W3, W4  
* B2a, B2b, B3b |
| examine current student placement practices and refine the process based on data, research, and teacher input.  
* The Leadership team will develop a HMTSS system that works for BHS to drive data decision making. |
| Registrar, Administration, Student Services Coordinator (SSC)  
**Implementation Continuum Level:** SY23: Exploration SY24: Installation  
Panorama & SEL surveys Quaglia SV Survey  
Universal Screeners, ABA, ACT, ASVAB, REISEC |
| for data use. With Lei Kulia we have the data collection. We need a system that works for BHS to use this data to monitor, and drive decision making.  
* Time for leadership to develop the data-decision making system |

| Increase collaboration with other school community members to create campus improvement projects which will give students a sense of pride, belonging, and | ESSER Title II WSF  
* Students, under the guidance of staff members, will continue developing the Native Garden Project.  
* Students, under the guidance of staff members, will continue rehabilitating the Agricultural area |
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<tbody>
<tr>
<td></td>
<td><strong>CTE Department</strong> (lead), Faculty/Staff focus group, ILT, Project plans and outcomes</td>
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<tr>
<td></td>
<td>* Grow Some Good, Maui Huliau, and Maui Green Cycle have (tentatively) offered to sponsor a part-time garden coordinator position.</td>
</tr>
</tbody>
</table>
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| W2  | B3a, B3c, B4b | agency for our campus.  
(especially irrigation infrastructure).  
*Students, under the guidance of staff members, will continue to create a Hula Mound and/or traditional Hale.  
*Staff members will collaborate and plan time for PBL and SEL so students are involved in school-wide projects.  
*Students, under the guidance of staff members, will continue the Work-Based Learning Program and Community Based Programs for Community-Based Instruction and Workplace Readiness students.  
| W7  | B3c | Provide family and community engagement opportunities designed to support students, staff, and the community at large.  
| ESSER | WSF | Title III | *Students will have an opportunity to receive mentoring from community members (example: CTE Honors project or Senior Project, or Invite members of the community to mentor students).  
*Staff members will continue to be mentors of support for students (example: Advisory teachers, CTE honors teacher or |
| Administration, SCC, PCNC, staff | **Implementation Continuum Level:**  
SY23: Installation  
SY24: Initial Implementation  
CTE completion data  
Panorama & SEL surveys  
Quaglia SV Survey |
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| Teachers and staff will continue to communicate with families and the community. | **ESSER WSF Title III** | Administration, SCC, PCNC, staff  
Implementation Continuum Level: SY23: Initial Implementation SY24: Full Implementation |
|---|---|---|
| Senior Project teacher).  
*BHS will hold a culture night to encourage EL parents to share their culture and participate as members of the BHS community.* | *Teachers and staff will continue to involve parents and community through the school website and events such as Block Party, Culture night.*  
*Teachers and staff will hold parent & engagement events virtually and/or in person to showcase student work (example: PBL, student performances, showcases).*  
*Staff will collaborate with the community to realize the school vision to improve student achievement and contribute to the community.* | |

| In order for BHS to meet the learning needs of all students, the administration, in collaboration with the faculty and staff, needs to revisit and | **ESSER WSF Title II** | Administration, staff, faculty  
Implementation Continuum Level: SY23: |
|---|---|---|
| | *Staff will continue the process of developing and adopting a bell schedule which will meet the needs of all students to enhance their success.*  
*Teachers will receive training or | |
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<table>
<thead>
<tr>
<th>WASC Recommendation Mid-cycle Review SY23 B3b</th>
<th>Exploration SY24: Installation</th>
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</thead>
</table>
| **In order for BHS to meet the learning needs of all students, the administration in collaboration with the faculty and staff will explore the concept of academies at BHS.** B3a, B3b, B3c | *BHS will offer students more variety of opportunities for participation in CTE courses, advanced courses, athletics, clubs, and competitions.*  
*Staff will explore what Academies look like at BHS through visiting Academy schools.* |
| **WSF Title II AVID** | **Administration, DH, Staff, Faculty, SCC** |
| **Implementation Continuum Level: SY24: Exploration** | |

### Bucket Four: Effective Academic Practices

**Theory of Action:** *If we continue effective use of formative instructional practices, and provide a range of activities and programs through extended learning opportunities to improve student’s personal and academic goals, we will accelerate learning and close the gap between high needs learners and non-high needs learners.*

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<tbody>
<tr>
<td>Students will show growth in all tested</td>
<td><strong>ESSER WSF</strong></td>
<td><em>Students will receive instructional activities and programs that provide opportunities to enhance learning and engagement.</em></td>
<td><strong>Administration, District, State</strong></td>
<td><em>Time for staff to collaborate and look at data.</em></td>
<td><em>System of data discussions that...</em></td>
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</tbody>
</table>
| areas as shown in SBA and universal screeners.  
W4, W5, B1a, B2a, B3b, B4a  
BKKM Math Collaborative | develop 21st Century skills: Critical Thinking, Communication, Creativity, Problem-solving, Perseverance, Collaboration, Information Literacy, Technology skills and Digital Literacy by providing training and time for teachers to design lessons (curriculum, instruction, and assessments) to close the identified gaps.  
*Students will receive common curriculum, differentiated instruction, and assessment based on appropriate content standards in all classes. This is to be used when analyzing data to determine achievement gaps to make connections to student culture and learning.  
*Students will use national content specific rubrics to plan for presentation of projects in the classroom.  
*To support monitoring of our PD and PLCs, staff will learn or review Rick DuFour’s 4 Critical Questions of a PLC:  
1. What do students need to learn? (Lesson Goal)  
2. How will I know each  
Personnel, Department Chairs, EL Coordinator, PD Calendar  
Implementation Continuum Level: SY23: Initial Implementation SY24: Full Implementation  
Assessment results  
Data Team Minutes  
Pacing Guides  
PD sign ins and Reflections  
Universal Screeners, SBA, ACT, ASVAB, REISEC  
WIDA ACCESS Seal of Biliteracy | at all types of data to support data-driven decision making in the classroom  
everyone not only uses, but refers to often.  
*What does this system look like?  
*How do we monitor its effectiveness, and ease of use for busy staff and leadership?
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<table>
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<tr>
<th>Priority/Power standards have been identified in all content and subject areas and teachers have started establishing real-world project-based learning assessments aligned to standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W2, W3, W4, W5</strong></td>
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<tr>
<td><strong>B3b</strong></td>
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<tr>
<td><strong>BKKM Math Collaborative</strong></td>
</tr>
<tr>
<td><strong>ESSER WSF Title II</strong></td>
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|  | student has learned it?  
(Assess) |
|---|---|
| 3. How will I respond if the student does not learn?  
(Intervention/Differentiation) |
| 4. How will I respond if the student does learn?  
(Enrichment)? |

*BHS will continue MTSS programs at BHS to support students who need additional support in RTI English, Umeke Work Program and Resource Rooms.*

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<th></th>
<th>PD Calendar, Department Identified Priority Standards, Department Heads (DHs), School Leadership Team (SLT), Administration</th>
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*Collaborative time to unpack department standards, SEL and 21st century standards.*

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<tr>
<th></th>
<th><em>Power Standards training</em></th>
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*Students will be able to state the learning target being taught for the day, week, and/ unit.*

*Teachers will collaborate during PD to align priority/power standards to deliver a rigorous curriculum. This alignment will provide students with a variety opportunities to demonstrate learning. Teachers will also be able to include PBL and real-world activities allowing for collaborative projects.*

*Resources will be provided to departments to collaborate and align courses and initiatives.*

*Implementation Continuum Level: SY23: Exploration SY24:*
### Academic Plan
#### H. P. Baldwin High School
**SY 2023-24**

<table>
<thead>
<tr>
<th>ESSER W2, W3, W5 B3b, B4a BKKM Math Collaborative</th>
<th>Installation</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Teachers will continue PBL and STEM training during PD.</em></td>
<td><em>Assessment results</em></td>
</tr>
<tr>
<td></td>
<td><em>Data Team Minutes</em></td>
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<tr>
<td></td>
<td><em>Pacing Guides</em></td>
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<tr>
<td></td>
<td><em>PD sign in/Reflections</em></td>
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**Installation**
- Assessment results
- Data Team Minutes
- Pacing Guides
- PD sign in/Reflections

**Mentor Coordinator, ILT, PD Calendar**

**Implementation Continuum Level:**
- **SY23: Installation**
- **SY24: Initial Implementation**

**Mentor Coordinator, ILT, PD Calendar**

**Implementation Continuum Level:**
- **SY23: Installation**
- **SY24: Initial Implementation**

**What does new teacher training at BHS look like?**
- What does review teacher training look like?
- How do we monitor its effectiveness?

**Based on the school designed PDCA Measurement Tool, 75% of teachers are following the process in department PDs to improve teacher practice and student achievement; new teachers are trained.**

**W2, W3, W5 B3b, B4a BKKM Math Collaborative**

*Following the PDCA cycle and collaborative discussions and coaching, teachers will design, implement, reflect, and revise lessons to reflect a rigorous curriculum using strategies from PDs.*

*BHS will encourage veteran teachers to become mentor teachers thus allowing more support for new teachers. The goal is not only to support new teachers, but to keep teachers in the profession of education.*

*Leadership will provide new teacher training during PDs. This training will be provided as differentiated training for not only new to BHS teachers, but as a refresher to veteran teachers. Topics will include but are not limited to:*

*Review of PDCA cycle and expectations with all staff*

*All Department chairs will be trained in Kiano New Teacher Mentor training SY25*
### Academic Plan
**H. P. Baldwin High School**  
**SY 2023-24**

| **Students will have access to appropriate brain-based curriculum, and common math curriculum and show an increase in math scores by 3%.** | **ESSER WSF Title II** | **Implementation Continuum Level:**  
**SY23:** Exploration  
**SY24:** Installation  
**Baseline:**  
Math Space Diagnostic  
**Formative:**  
Math Space Check-ins (30 minutes/week)  
**Summative:**  
End of Course Tests (EOY)  

* Students will use the “Doing, Thinking, Saying, Writing” engagement strategy to show success in Math standards and curriculum.  
* Leadership will provide training from the book *Building Thinking Classrooms in Mathematics* by Peter Liljedahl for the math department to increase Tier 1 success within the math classrooms. |

| **Students will have varied opportunities for credit recovery.** | **ESSER WSF** | **Administration, DH, ILT, SLT, Students, RTI coordinator**  
**Implementation** |

* BHS will provide Extended Learning Opportunities for credit recovery. Examples include night school, weekend school, after school hours, peer/community mentoring. |
| **ESSER WSF Title II** | **Continuum Level:**  
**SY23:** Exploration  
**SY24:** Installation  
Lei Kulia data showing decrease in students needing recovery credit  
Increase in core area passing rate | **Administration, DH, ILT, SLT, Students, RTI coordinator**  
**Implementation Continuum Level:**  
**SY23:** Exploration  
**SY24:** Installation  
SBA, Universal Screener data, EOC exams, PM using our |

*Appropriate staff will be trained in Credit Recover/Keystone.

- Students will have access to a challenging and rigorous curriculum. This will consist of differentiated instruction in all classes. Data from assessments, formative and summative, will be used to determine gaps within the instruction and next steps.

- ESSER WSF Title II

- *Staff will offer after-school tutoring options to students who need extra time and support in the core subject areas.

- BHS will continue one-to-one computer and technology for all students at BHS to ensure equity of access to curriculum, instruction, and assessment.

- BHS will continue the framework and implementation of the Advancement Via Individual Determination (AVID) academic support program. More ninth
**Academic Plan**  
**H. P. Baldwin High School**  
**SY 2023-24**

<table>
<thead>
<tr>
<th><strong>W5</strong> B4a, B4b</th>
<th><strong>Reading Plus and Math Space</strong></th>
<th><strong>Bucket 1: Healthy Habits &amp; Healthy Schools</strong> English Language HUB</th>
<th><strong>Bucket 2: Action-Oriented Data Decision-Making</strong> Grade Level Leadership Institute (Grade 9 Teachers &amp; Student Aspirations Advocate Program: SAAP) Ten-Month Athletic Director (Salaried)</th>
</tr>
</thead>
</table>
| grade students will be accepted into the AVID program.  
*BHS teachers will have the option to be trained in AVID techniques such as Cornell note-taking, AVID studying, and organization during PD to support all students in their academic classes.  
*Extended Learning Opportunities will be made available to EL students for reading and language skills through Lexia English and other progress monitoring activities. | **Decreased class failure rates; increased passing rate**  
**Increased number of students transitioning from 9th grade to 10th grade**  
**WIDA ACCESS scores** | **Bucket 3: Responsive Capacity Building** Alaka‘i Nui  
Beginning Teacher Mentors (Induction & Mentoring)  
Full-Time Parent & Community Network Coordinator (PCNC) | **Bucket 4: Effective Academic Practices** Math Part-time Teachers (2)  
Technology Coordinator |

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<th><strong>Pipeline of Emerging Ideas: Innovation and Design Thinking</strong></th>
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English Language HUB | **Bucket 2:** Action-Oriented Data Decision-Making  
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Ten-Month Athletic Director (Salaried) |
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