


James Campbell High School
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Submitted by Jon Henry Lee	Date

Approved by Sean Tajima	Date
	MAY 17 2019

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Where are we now?	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> • Comprehensive Needs Assessment (Title I Schools) • WASC Self Study <ul style="list-style-type: none"> ▪ WASC Category B: Standards Based Student Learning: Curriculum ▪ WASC Category C: Standards Based Student Learning: Instruction ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability • International Baccalaureate (IB) Authorization • AVID 	<ol style="list-style-type: none"> 1. Need 1: Personalize education for students through the Career Academies of Campbell (college-career readiness, senior year experiences, project-based learning) 2. Need 2: Speaking and Listening with Precision and Fluency (Smarter Balanced/ACT scores, course marks, STAR scores) 3. Need 3: Self-Directed Learner (attendance rate/chronic absentee, self-selection to challenging course work - AP/IB/PLTW/EC enrollment, assessment capable skills/student voice) 4. Need: Monitor systems within the school to continually examine data for ongoing school improvement.
	<h3>Addressing Equity: Sub Group Identification</h3> <p>In order to address equity, list the targeted subgroups and their identified needs. **Desired Outcome Measurements will be disaggregated for the following subgroups - differentiated enabling activities and/or evidence will be provided as needed.</p> <p>Special Education (SPED)/504</p> <ul style="list-style-type: none"> • TSI Status in SY 18-19: Intervention plans have been put in place to address the targeted subgroup <p>English Language Learners (ELL) Economically Disadvantaged</p>

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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Responsible for implementation of the school's OBJECTIVES and accompanying initiatives	Name and Title of Academic Plan TEAM Accountable Lead
1. Jon Henry Lee	1. JCHS Principal
2. Barry McCorkell	2. Academy of Creative Media
3. Tumoana Kenessey	3. Academy of Science, Technology, Engineering, Arts, and Math
4. Kathy Silva	4. Academy of Public and Human Services
5. Ervin Pasalo	5. Academy of Health Sciences
6. Shayne Greenland	6. Academy of Business, Agriculture, and IB
6. Flossie Steffany, Donna Deai	6. Freshman Success Academy

Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.

- ☐ **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
JCHS students are assessment capable learners who, with precision and fluency, demonstrate Speaking/Listening/Writing skills.
- ☐ **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
JCHS students utilize available resources both on and off campus.
- ☐ **Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
JCHS students set and carry out post-high school goals.

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- ☐ **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences. JCHS students participate in experiences that prepare them for college and/or career.

Outcome: By the end of three years,	Rationale:
<p>Following from Need 4:</p> <p>Objective 1: Empowered - Students are assessment capable learners, who, with precision and fluency, demonstrate Speaking/Listening/Writing skills.</p> <p>Objective 2: Whole Child - Students utilize available resources both on and off campus.</p> <p>Outcome 1: Students exemplify characteristics of JCHS's Mission and Vision:</p> <ul style="list-style-type: none">• Possess the attitudes, knowledge, and skills necessary to contribute positively and compete in a global society.• Pursue post-secondary education and/or careers without the need for remediation. <p>and will measured by content proficiency and college and career going rates.</p> <p>Objective 2: Whole Child, Objective 3: Well Rounded, Objective 4: Prepared and Resilient</p> <p>Outcome 2: Students recognize importance of and take ownership in their academic achievement.</p>	<p>In order for our students to exemplify the JCHS Mission and Vision, there needs to be a focus on monitoring student growth on the Common Core State Standards (proficiency) so that they meet the requirements for enrollment and success in postsecondary institutions (college-going rate). There also needs to be continued use of strategies to support our subgroup populations (Gap rate) to ensure they are receiving an equitable education.</p> <p>Having expectations for students to understand their achievement level and their ability to grow supports them in becoming assessment capable learners.</p>

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Planning			Interim Measures of Progress								
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	Accountable Lead	Define the relevant data used to regularly assess and monitor progress								
Goal 1: Outcome 1: Students exemplify characteristics of the JCHS Vision: <ul style="list-style-type: none"> James Campbell High School graduates will realize their personal and professional goals with the drive to persevere through adversity. They are effective communicators and compassionate leaders who think critically, innovate, and contribute to our global society. 											
<u>By SY 19-20</u> The percentage of graduates enrolled in vocational/trade school or 2- or 4-year colleges institutions nationwide in the Fall following graduation.** (College-Going Rate) will increase by 2% every year. <table border="1"> <thead> <tr> <th>Class</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>College going Rate</td> <td>47%</td> <td>50%</td> <td>51%</td> </tr> </tbody> </table>	Class	2016	2017	2018	College going Rate	47%	50%	51%	<u>By SY 17-18</u> Develop a tiered plan focused on College and/or Career (fair(s), guest speakers, school visits, field trips, etc.) for all students Develop academy specific experiential activities/opportunities that connects their learning to 21st Century skills (ex: senior project, problem based learning showcase, mentor/internship activities, Capstone class, CTE DOE Honors Diploma, etc.) Develop a tiered plan to demonstrate National Standards of Practice at proficient or above by SY19-20. Develop a tiered college and career preparedness plan that includes providing information to parents (parent nights, etc.) Support a student intervention system (Naviance) intended to improve college going rate. <u>By SY 19-20</u> The graduation rate of the SpEd subgroup will increase by 1%.	Academy Leads Counselors SpEd DH	Individual Academy plans Academy Meeting Minutes Naviance Reports College and career readiness indicator report (Composite ACT score # of DOE Honors Diploma (Academic, CTE, or STEM)) NSOP Implementation Rubric Academy Self-Assessment Senior Exit Survey Student Surveys # College and Trade Applications # of internships, job applications SpEd graduation rate
Class	2016	2017	2018								
College going Rate	47%	50%	51%								

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<p><u>By SY 18-19</u></p> <p>Support and implement planned College and/or Career (fair(s), guest speakers, school visits, field trips, etc.) for all students</p> <p>Support and implement academy specific experiential activities/opportunities that connects their learning to 21st Century skills (ex: senior project, project based learning showcase, mentor/internship activities, Capstone class, CT DOE Honors Diploma, etc.)</p> <p><u>By SY 18-19</u></p> <p>Develop a tiered plan to demonstrate National Standards of Practice at proficient or above by SY19-20.</p> <p><u>By SY 19-20</u></p> <p>Each Academy uses the NSOP rubric to monitor progress of proficiency.</p> <p>Plan extended period lessons once per term to promote assessment capable learner skills.</p> <ul style="list-style-type: none"> • Personalize data shared with students • Metacognition and goal setting discussions (Speaking and Listening with Precision and Fluency) • 21st Century/Soft skill development <p>Students will have a post-secondary goal with accompanying 4-year High School plan to reach their goal.</p> <p>Each Academy will develop a system that regularly monitors data from LDS to identify and address students who have academic and behavioral needs</p>	Academy Leads	<p>Individual Academy plans</p> <p>Academy Meeting Minutes</p> <p>Naviance Reports</p> <p>College and career readiness indicator report (Composite ACT score # of DOE Honors Diploma (Academic, CTE, or STEM))</p> <p>College and Career Continuum and Multiyear action plan developed Nov 2018</p> <p>NSOP Implementation Rubric Academy Self-Assessment. Whole school baseline analysis was completed Feb 2019.</p> <p>SY 18-19: Ongoing Academies monitoring NSOP data based on NSOP rubric</p>
	SIT/ Counselors	<p>Student reflections</p> <p>College-going rate Senior Exit Survey # College and Trade Applications</p>
	Academy Leads	<p>4 year plan completion rate</p> <p>Student reflections</p> <p>College-going rate</p>

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Outcome 2: To improve student achievement, teachers will use formative instruction and summative assessments to measure student achievement of the Common Core Content Standards, College and Career Readiness Standards, Next Generation Science Standards, Hawaii Content and Performance Standards III, and Standards of Mathematical Practices.			
<p>By SY 2017-18 65% of students will score proficient in ELA.** (In SY 17-18, 63% were proficient) 39% of students will score proficient in Math.** (In SY 17-18, 25% were proficient) 55% of students will score proficient in Science.** (In SY 17-18, 53% were proficient)</p> <p>By SY 2018-19 65% of students will score proficient in ELA.** 25% of students will score proficient in Math.** (Class of 2020 will show more growth from 8th grade SBA than previous classes) 61% of students will score proficient in Science (Biology EOC)**</p> <p>By SY 2019-20 70% of students will score proficient in ELA.** 30% of students will score proficient in Math.** 65% of students will score proficient in Science by SY 2019-20.**</p> <p>SY 2017-18, 2018-19, 2019-20 The Content proficiency Gap for ELA, Math, and Science will decrease by 2% each SY, totalling a 6% decrease by SY 2019-20 for each subgroup.**</p> <p>Special Education student lexile average will show 1 year of growth each school year</p>	<p>Teachers use standards-based grading practices to track proficiency attainment of content standards (Common Core, industry, NGSS, C3, HCPS, etc)</p> <p>All courses have standards-based curriculum maps (updated semester/yearly) including:</p> <ul style="list-style-type: none"> Common formative and summative assessments (updated semester/yearly) Provide practice test / test prep opportunities at each grade level to prepare students to take SBA, SAT, ACT and/or ASVAB Speaking and Listening with Precision and Fluency expectations are embedded in instruction and assessment <p>Course Alike teams will analyze STAR data and course assessments to determine appropriate academic intervention needs using the instructional cycle process.</p> <ul style="list-style-type: none"> Students will reflect on STAR scores twice per year All Algebra I and Algebra II students will take the End-of-course exams <p>English Language Learner (ELL) supports are provided to eligible students through ELL courses, Educational Assistants for ELL, and after school tutoring.</p> <p>Special Education supports are provided to ensure access by all students to standards aligned curriculum.</p> <ul style="list-style-type: none"> Students placed in Community-Based instruction will implement authentic learning experiences through Problem-Based Learning to address curriculum standards. 	<p>Department Heads</p> <p>Testing Coordinator</p> <p>ELL coordinator</p> <p>SPED department head</p>	<p>SBA Achievement Data Infinite Campus grade report Department and Course Alike meeting minutes Department Formative Assessment student achievement data Department Curriculum Map</p> <p>STAR screener data sheets</p> <p>ELL proficiency gap data</p> <p>Teacher feedback Course grades Special education proficiency gap data</p>

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	Instructional Cycle teams will reflect on pre- and post-assessments focused on improving Speaking and Listening with Precision and Fluency and Self-Directed learner skills. Use instructional strategies that promote student reflection and progress monitoring	IC Leads	Data Walk - student responses Instructional Cycle minutes Instructional Cycle team data sheets
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Goal 2: Staff Success. James Campbell High School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years,	Rationale:
Outcome 3: Classrooms will exemplify characteristics of research-based instruction which is made evident via Data Walks (NCT), Learning Walks (Instructional Cycle teams), and Role-Group discussions.	Induction and mentoring supports will improve teacher retention. Providing teachers with relevant professional development will support student academic growth.

Planning			Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	Accountable Lead	Define the relevant data used to regularly assess and monitor progress
Outcome 3: Classrooms will exemplify characteristics of research-based instruction which is made evident via Walk-throughs, Learning Walks, and Role-Group discussions. (Teachers are facilitators of student learning)			
<u>SY 2017-18, 2018-19, 2019-20</u> Once per term, group discussions will reflect on evidence and data gathered from learning walks and walk-throughs by SY 2019-20.	New teachers to JCHS will be supported by the full release mentor <ul style="list-style-type: none"> Day 0 training ADTs for beginning teachers AVID training for instructional strategies 	I&M Lead and full release mentor	Teacher reflections Meeting minutes and sign-in sheets Teacher retention rate
	All teachers will participate in professional development opportunities <ul style="list-style-type: none"> AVID training for instructional strategies Complex area or state level PD Local conferences (Schools of the Future, AVID) National conferences (Academies of Nashville, NCTM, ASCA, NSTA, etc) 	SIT	Teacher reflections Meeting minutes and sign-in sheets

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Criteria	SY 18-19 Term 3: % No Evidence	Teachers in the resource and inclusion settings will receive targeted PD for Academic Language and Literacy (AVID) and Differentiation (Rick Wormeli)		Teacher reflections and sign-in sheets		
Physical evidence of learning strategies	10%				Teacher-Led PD (i.e.Resident Expert/EdCamp) sessions are held once per semester	Learning Walk participation/reflections
Post-Secondary Environment	20%					
Supportive and Responsive Environment	5%					
Instructional Techniques: Focus on Inquiry	5%					
		Support and monitor Common Core aligned SpringBoard Curriculum, Common Core Math, Standards of Mathematical Practices, Next Generation Science Standards, Hawaii Content and Performance Standards III.		Data Walk Teacher reflection/feedback		
		Support teacher collaboration to implement PBL opportunities for students		Curriculum maps linked to learning targets and success criteria of standards		
		Focused PD on teacher clarity, learning targets, standards-based and data-driven instructional cycles				
Teachers are committed to leadership direction	Teacher leaders (Department Head, Academy Lead, Instructional Cycle lead) are supported in their role <ul style="list-style-type: none">Use disaggregated data by academy/department to create activities/revise instruction that will meet the learning needs of all students. Support teacher requests to support struggling learners.		SIT <			

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Goal 3: Successful Systems of Support. The system and culture of James Campbell High School works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
<p>Following from Need 1:</p> <p>Outcome 4: JCHS commits to institutional planning that brings coherence, integration and transparency to its school improvement efforts as evidenced by the Teacher responses in the annual School Quality Survey (SQS).</p>	<p>“A more fully integrated and coherent approach to institutional planning and assessment will help create efficiencies that will help JCHS achieve its goals...it was not always apparent by what mechanisms decisions were implemented or plans realized, the broad support and collegiality have minimized barriers to implementation and faculty and staff resistance. Continued monitoring is critical to ensure that programs or practices continue to be implemented as designed and to assess the program’s impact on learning. On-going and systematic data collection and fidelity of implementation of strategic goals will be fundamental in ensuring the success of the schoolwide programs” (ACS-WASC Mid-Cycle Visiting Committee Report, March 2017).</p>

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Outcome 4: JCHS commits to institutional planning that brings coherence, integration and transparency to its school improvement efforts as evidenced by the Teacher responses in the annual School Quality Survey (SQS).			
<p>The average rating on the SQS Teacher dimension of Involvement/Engagement will be 4.0 by SY 2019-20 (from 3.6).</p> <p>By SY 2019-20 collective teacher efficacy will be monitored using goals set after baseline data is collected in SY 2017-18.</p> <p>SY 17-18 (Baseline) 63.9% of teachers responded “All the time”</p> <p>By the end of SY 18-19: 66% of teachers will respond “All the time”</p> <p><u>By the end of SY 19-20</u> 70% of teachers will respond “All the time”</p>	<p>Involve all stakeholders in the FOL process using a collaborative shared decision making system that includes school and community (parents, business partners, students, faculty, staff)</p> <ul style="list-style-type: none"> • Create structures of support Graphic Organizer/image for administration/faculty/staff use as a means clarifying chain of command and roles of responsibility. • Develop procedural protocol that is shared and understood by all role groups. <p>Continuous Improvement Cycles drive decision-making</p>	<p>SIT</p> <p>Academy Leads, Department Heads, Instructional Cycle Leads</p>	<p>Communication Matrix</p> <p>Completed graphic organizers</p> <p>Meeting minutes/attendance sheets</p> <p>Department, Academy, IC team action plans</p> <p>Meeting minutes</p> <p>Collective teacher efficacy surveys</p>