James Campbell High School
91-980 North Road
Ewa Beach, HI 96706
www.campbellhigh.org

Submitted by Jon Henry Lee	Date
	6/4/20

Approved by Sean Tajima	Date
	06/05/2020

JCHS Academic Plan

Where are we now?	

Prioritize school's needs as identified in one or more of the following needs assessments:
 	
• WASC Self Study
  ▪ 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 Coaching and Certification Instrument
 	
• NCAC National Standards of Practice*
	Area of Growth #1: *Develop a school-wide data analysis process to ensure that the academic plan is being monitored to determine the impact of programs and initiatives on students.*
	
	Area of Growth #2: *Share, implement, and monitor student progress with the established standards and success criteria for employability skills (GLOs) to improve college and career readiness.*
	
	Area of Growth #3: *Develop a plan to establish and monitor digital portfolios (personal learning plans) that support students to meet the vision of a JCHS graduate.*
	
	Area of Growth #4: *Continue professional development and structural planning that promotes the integration of the curriculum across disciplines that will prepare students to complete a Capstone project.*
	
	Area of Growth #5: *Develop a process for communicating to all stakeholders about the progress of the school.*

	Addressing Equity: Sub Group Identification **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. High Needs Students (SPED, EL, Disadvantaged) - Decrease the gap in proficiency in Smarter Balanced ELA and Math and Biology EOC.

ORGANIZE: Identify your Academic Review Team Accountable Leads.		
Administrator	**Teacher Leader**	**Action Plan**
Jon Henry Lee	School Improvement Team	JCHS Action Plan
	Lorna Baniaga-Lee and Jennifer Slotter	Induction and Mentoring Program
Donna Deai	Michelle Hatami	Academy of Health Sciences
	Elbert Yoshida	Science Department
Noel Hakoda	Ann Tanaka	Academy of Business, Agricultural Sciences, and IB
	Johannah Valdez	International Baccalaureate Program
	Lorna Baniaga-Lee	English Department
April Hosino	Kim Virtudazo	Freshman Success Academy
	David Napier	Counseling Department
Tumoana Kenessey	Tracie Koide	Academy of Science, Technology, Engineering, Arts, and Mathematics
		School Facilities
Barry McCorkell	Anthony McCurdy	Academy of Creative Media
	JoAnn Mastin	Fine Arts Department
	Marites Galamgam	RTI Program
Ervin Pasalo	Kim Virtudazo	Freshman Success Academy

	Germaine Ancheta	Special Education Department
Oscar Ramiscal	Tracie Koide	Academy of Science Technology, Engineering Arts, and Mathematics
	Jan Brignoni	Career and Technical Education PROGRAM
	Bryce Tomatani	Career and Technical Education DEPARTMENT
Kathy Silva	Lord Ryan Lizardo	Academy of Public and Human Services
	Lee-Ann Yoshizumi	Mathematics Department
	Amy Rabago	World Language Department
	Jennifer Hashimoto	Advanced Placement Program
Flossie Steffany	Kim Virtudazo	Freshman Success Academy
	Rene Obena	Social Studies Department
	Elizabeth Kam Lindsay Fassett	Physical Ed/Health Adv Guidance Department
	Joanne Mateo	AVID Program

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.

☐ ***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 SY 20-21	**Rationale:**
Class of 2021 will establish the baseline for the number of students meeting the JCHS Graduate Profile (characteristics of the JCHS Vision statement) : **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.**	The Vision statement is the foundation for the Graduate Profile and Continuum of experiences. Students who are able to demonstrate the characteristics of the vision will be successful in any post-secondary and subsequent career path. **Critical Learner Need 1: Speaking and Listening with Precision and Fluency** In reviewing updated data from the Smarter Balanced Assessments around the school-wide curricular focus on "Speaking and Listening with Precision and Fluency," it was identified that this combined literacy and math claim focus has not yet shown improvement. As real-world opportunities and expectations increase, there remains a need for students to be able to communicate their ideas through presentations and in collaborative groups, not only in their high school classes but also through experiences with other adults through internships, interviews, or interactions with the community. **Critical Learner Need 2: Self-Directed Learner** Our chronic absentee data shows a small improvement but there are still 16% of our students that are not attending school regularly and average daily attendance has not changed. The academies are now prepared with programs of study to support students to develop a personal learning plan and culminating opportunities such as internships, professional certifications, capstone projects, or college courses. Students who are self-directed will engage with academy opportunities and enroll in higher level courses such as AP, IB, Early College, and math courses beyond Algebra II. **Critical Learner Need 3: Problem Solving** Our Smarter Balanced Math scores have declined for two years in a row and there was also a decline in all subjects on the ACT. At the same time, expectations of students are advancing with adjustments in the standards for science through the Next Generation Science Standards and social studies through the college, career, and civic life (C3) framework. Both expect students to analyze problems, evaluate solutions, and justify outcomes. The school plans to increase the use of problem-based learning projects to develop students' abilities to problem solve by making connections across content areas, which will be facilitated by academies. The outcomes of the integrated projects will be aligned to academic standards and

	provide the structure through which we will be able to monitor student progress in problem solving.

Goals - JCHS Graduate Profile	Enabling Activities (phase or limit to the first year)	Accountable Lead	Funding Source	Monitoring Tool(s)
Students will be Postsecondary and Career Prepared: Meet all of the following: Department of Education diploma requirements in four years Maintain an attendance rate greater than 95% Behavior is characterized as Low Risk for disciplinary action by Senior Year Academy Employability Skills ratings of a 3 or higher by Senior Year and at least one of the following: Demonstrate college and/or career ready scores by meeting at least one of the following: ACT Composite Score of 21 or higher Score Meets or Exceeds on State Assessments (SBA/HSA-Alt) for ELA, Math, and Science	1. Departments continue to study course standards and refine success criteria to monitor achievement of course standards 2. Departments employ RTI strategies to address student needs 3. Departments continue to understand State and National assessments and provide practice opportunities for students 4. Departments will offer and promote Advanced Placement Courses 5. NMSI Grant will implement Student Study Sessions for AP Language and Composition and AP Math and Science courses 6. Literacy Grant will provide tutoring for students with identified literacy needs 7. Academies will analyze disaggregated student data and apply best practice strategies to improve in areas that show need. Achievement data (SBA, EOC) Mid-quarter and end of quarter course marks ACT Composite Score AP enrollment and Exam scores ASVAB results Attendance rate College-going rate Employability skills 8. Academies continue to plan and pilot Professional Certifications	Department Heads IC Leads Transition Coordinator Literacy Grant Lead Academy Coordinator/ Academy Leads	WSF NMSI Grant CK Complex Literacy Grant (CLSD) Castle Foundation Grant P20 Grant Perkins Funds	ACT Composite Scores SBA ELA Scores (StriveHI) Speaking and Listening Scores SBA Math Scores (StriveHI) Problem Solving Scores PSAT/SAT Scores Enrollment in Advanced Placement, Early College, and/or International Baccalaureate AP Scores Professional

SAT Combined Score of 1200 or higher Achieve a score of 3, 4, or 5 on Advanced Placement Exams	9. Develop a plan to share the graduate profile to all students by the end of Term 1. (syllabus, extended period lesson, freshman orientation, welcome back assembly)			Certifications Worker's permit attainment
Achieve a score of 4, 5, 6, or 7 on International Baccalaureate Exams ASVAB meets minimum required score to enter Armed Forces Earn credit in at least one Advanced Placement, Early College, International Baccalaureate course and/or Senior Capstone Obtain a Professional Certification (refer to the Program of Studies) Obtain a worker's permit (if necessary)	10. Select or create a financial literacy curriculum 11. Leadership host JCHS College Ready Celebration 12. Leadership and Counselors provide testing information to Juniors in the Fall and Spring through classroom presentations 13. College and Career Center will support students with placement, enrollment, and scheduling options for participation in Early College courses 14. Students will be rated on employability skills (GLOs) determined by their Academy and students will reflect on their employability rating twice each grading period. All students will be rated on the school-wide employability skill for communication, aligned to Speaking and Listening (ELA) with Precision and Fluency (Math) 15. Special Education and English Learner Programs will modify curriculum, instruction, and assessments to address needs with their populations	Principal Career and College Counselor Special Education DH EL Program Coordinator	Student Activity Fund Title III	Chronic absentee rate (Strive HI) College Going Rate (StriveHI) Gap Rate (Strive HI) EL growth rate (StriveHI/WIDA) Employability Skill scores

Students will be compassionate leaders: Demonstrate leadership- Challenge the process, inspire a shared vision, enable others to act, model the way, encourage the heart (CTL) Complete a minimum of 5 hours of pre-approved service per year (20 hours total) in school through the International Baccalaureate Creativity Activity Service, AVID Service Learning Project, NJROTC, Extra or Co-curricular Activity/Club and/or in the community.	16. The IB Program will incorporate service expectations into the Pre-Diploma Program 17. The AVID, IB, and NJROTC programs will continue to provide opportunities for service and monitor their students' service logs 18. Student Activities will ensure that class councils and chartered co-curricular clubs provide a minimum of 5 hours of service opportunities per school year and monitor their students' service logs 19. College and Career Center will promote the importance of service to postsecondary success and share external opportunities with students 20. All students will include a service log in their digital portfolio 21. All students will learn the expectations of the leadership essay and all seniors will include a leadership essay in their digital portfolio	IB Coordinator Program Coordinators Student Activities Coordinator Counseling DH Transition Coordinator	WSF Student Activity Fund WSF	Club Charters and Communication from athletics Quantity of students meeting 5 hours of service per year Digital Portfolios 9th grade retention rate (StriveHI)
Students will be innovative: Engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals by completing all of the following: Participate in Problem-Based Learning Complete a Digital Portfolio Senior Capstone, Senior Capstone and Internship,	22. Each course will develop at least one authentic assessment using problem-based learning strategies (for example, design thinking) aligned to the standards in their course by the end of Semester 1. 23. By the end of the year, the problem-based assessments will incorporate the expertise of a community or business partner. 24. Academies will familiarize students with the expectation of a capstone project 25. Academies will provide/promote guest speaker and field trip opportunities	Department Heads/IC Leads Academy Leads	Perkins Funds WSF Student Activities Fund	Saber Showcase in SY 20-21 will feature at least one problem-based assessment from each academy Digital portfolios Data Walks Learning Walks

International Baccalaureate Extended Essay, AVID Service Learning Project, AP Capstone, and/or STEM Capstone	26. Teachers will implement school-level extended period lessons to support the implementation of digital portfolios with all students. 27. IB, AVID, AP, and CTE programs will continue to provide capstone opportunities for students	Transition Coordinator Program Coordinators	WSF	Student Surveys Extended Period lesson plans/calendar
Students will be global citizens Identify local, regional and/or global problems or issues with an interdisciplinary lens by: Pre-registering or Registering to Vote (if possible) Possessing a valid, legal form of identification (State ID, Military ID, Drivers License/Permit, or Passport) Complete a Problem Based Learning Project (with a Global focus) and a minimum of one of the following: Earn a Seal of Biliteracy Earn credit Ethnic/Global Studies Earn credit in Sociology/Psychology Earn credit in AP Art History Earn credit in AP Literature and Composition Earn credit in AP Human	28. Social Studies department will implement voter registration with Grade 12 students (pre-register for students age 16 and 17) 29. School Transition Center will support students in obtaining a valid, legal form of identification. 30. Student Activities Coordinator will ensure that multiple clubs are designated as global based on the definition that they identify local, regional, and/or global issues with an interdisciplinary lens. 31. Each academy will identify and develop at least one opportunity for their students to complete PBL with a global focus for each grade level. 32. Departments will offer and promote AP Literature and Composition, AP Human Geography, AP World History and AP Environmental Science 33. IB program coordinator will continue to promote the program with students. 34. World Language DH, EL, and Assessment Coordinators will improve awareness of the Seal of Biliteracy and increase participation by targeting qualified students	Social Studies DH Transition Center Lead Student Activities Coordinator Academy Coordinator AP Coordinator/ Department Heads IB Coordinator World Language DH	WSF	Count of Gr. 12 students registered (or pre-registered) to vote Count of Gr. 12 students w/ valid ID Global PBL opportunities by academy AP Enrollment/grades IB Enrollment/grades World Language Enrollment/grades Seal of Biliteracy results

Geography Earn credit in AP World History Earn credit in AP Environmental Science Participate in a Global Club Complete the (Pre-Diploma Program) + International Baccalaureate Program Earn two credits of the same World Language	35. World Language Department will continue to promote the available languages and encourage enrollment.			List of global clubs

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 SY 20-21	**Rationale:**
Professional Development through academies will support the development and implementation of problem-based assessments. Professional development and collaboration time will support an increase in the use of data to inform instruction.	As Campbell grows into a stronger Academy model, it is necessary for students to experience real world projects that apply learning in all of their classes. Currently, the amount of integration is on a teacher-to-teacher basis and a clear alignment to pathways and grade level standards is not defined. From the Class of 2025, graduates (incoming freshmen) will complete a Capstone project that will incorporate employability skills and learning across their curriculum that prepares them for high need, high wage, high skill careers.

Goal	Enabling Activities	Accountable Lead	Funding Source	Monitoring Tool(s)
Students will be Postsecondary and Career Prepared	1. Provide continued PD on the Data-Driven Instructional Cycle - using data to modify instruction 2. Provide PD on differentiation strategies 3. Literacy grant will provide PD to support in literacy instruction. 4. AP, IB, AVID, PLTW, CSAP teachers will attend training specific to the	Curriculum Coordinator Literacy Grant Coordinator Program	WSF CK Complex Literacy Grant (CLSD) Title II	ACT Composite Scores SBA ELA Scores Speaking and Listening Scores SBA Math Scores

	implementation of curriculum in their programs	Coordinators		Problem Solving Scores
	5. NMSI grant will provide PD to support test prep activities for AP Language and Composition and AP Math and Science teachers	Transition Coordinator	NMSI Grant	PSAT/SAT Scores Enrollment in Advanced Placement, Early College, and/or International Baccalaureate Professional Certifications Worker's permit attainment Chronic absentee rate Data Walks Teacher Surveys Student Surveys
	6. Curriculum Coordinator will support and guide departments with curriculum/standards map development and aligning assessments with standards, as needed.	School Improvement Team	WSF	
	7. Academy Coordinator will support and guide academies with data analysis and strategies to address identified needs, as needed.			
	8. Assessment Coordinator will support and guide teachers with tasks related to test administration and accessing student results.			
	9. Academy Leadership will support teacher collaboration to understand and implement the agreed upon employability skills rubrics.	Academy Coordinator	WSF	
	10. EL and SPED will participate in complex area sponsored training and articulation opportunities	Curriculum Coordinator	Title III	
	11. Planning and Collaboration time will be provided in the school meeting calendar. All departments will have meeting time once a month, one extended hour per term, and one collaboration day per semester. All academies will have meeting time once a month, one extended hour per term, one team meeting per week, and one collaboration day per semester. AP, IB, and AVID teachers will have meeting time once a month and one collaboration day per semester.		WSF	
	12. Five extended hours will be teacher-directed to address student needs in meeting the graduate profile.	Principal		

	13. Induction and Mentoring support will be provided to beginning teachers and teachers new to JCHS.	New Teacher Mentor		
Students will be compassionate leaders	14. A common service log will be developed with input from teachers, athletics, and student activities 15. AVID, IB, NJROTC, Student Activities, and Athletics will share with staff how they promote leadership and service 16. College and Career Center will promote the importance of service to postsecondary success and share external opportunities for students with staff 17. School Transition Coordinator will support teachers with the implementation and monitoring of digital portfolios. 18. PD and collaboration time with club and council advisors to support their role in providing service opportunities.	Transition Coordinator Program Leads Counseling DH Transition Coordinator Student Activities Coordinator	WSF	Club Charters and Communication from athletics Quantity of students meeting 5 hours of service Digital Portfolios
Students will be innovative	19. Provide PD on the design thinking process and problem-based learning and assessment 20. Provide training and planning time to prepare for extended period or course-specific lessons that support the implementation of the Digital Portfolio 21. Provide PD and planning time for the development of senior capstone courses in each career academy. 22. School Transition Coordinator will support teachers with the implementation and	Academy Coordinator Curriculum Coordinator Transition Coordinator	WSF	Saber Showcase in SY 20-21 will feature at least one problem-based assessment from each academy Digital portfolios Data Walks

	monitoring of digital portfolios			Learning Walks Teacher Surveys Student Surveys Extended Period lesson plans/calendar Senior Capstone development
Students will be global citizens	23. Create Awareness with faculty and staff about the benefits and qualifications for: The Seal of Biliteracy AP Literature and Composition, AP Human Geography, AP World History and AP Environmental Science Global Clubs on Campus IB Program World Language Courses Ethnic/Global Studies vs. Sociology/Psychology 24. Provide PD on Global Problem Based Learning 25. Provide Collaboration time for a Seal of Biliteracy planning team	School Improvement Team Assessment Coordinator	WSF	Count of Gr. 12 students registered (or pre-registered) to vote Count of Gr. 12 students w/ valid ID Global PBL opportunities by academy AP Enrollment/grades IB Enrollment/grades World Language Enrollment/grades Seal of Biliteracy results

				List of global clubs Teacher Surveys Seal of Biliteracy team minutes

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 SY 20-21	**Rationale:**
Develop a school-wide data analysis process to ensure that the academic plan is being monitored to determine the impact of programs and initiatives on students.	Self-study findings indicate a need to improve the process of monitoring the academic plan. The goals set are not monitored frequently enough to properly determine if school structures or teacher actions are having

Develop a process for communicating to all stakeholders about the progress of the school.	an impact on students. Achievement results from Smarter Balanced Assessment and ACT support the need for more frequent analysis and intervention to improve student outcomes. Student success depends on strong partnerships within and outside of the school. Community partners can provide invaluable insight into real world application of academic skills. As partners, parents can have the most impact on student achievement than any other factor. Self-study findings indicate there is a need for stronger communication with these stakeholders so they can become more informed partners with James Campbell High School.

Goals	Enabling Activities	Accountable Lead	Funding Source	Monitoring Tool(s)
Students will be Postsecondary and Career Prepared	1. All departments will submit an action plan that is reflective of student success with course standards. 2. All academies will submit an action plan that is reflective of student success with the graduate profile and employability skills. 3. All programs will submit an action plan that is reflective of the student success with the graduate profile and specific program outcomes. 4. Programs/academies share outcomes and successes to faculty and stakeholders. 5. Interim Assessment Block (IABs) are used to identify gaps in student learning and differentiate instruction based on need 6. College and Career Center will continue to collaborate with postsecondary institutions and the registrars for Early College placement, enrollment, and scheduling. 7. Employability skills will be communicated to students and parents through the	Department Admin Academy Admin Program Admin Principal Assessment Coordinator Career College Counselors/Counseling DH	WSF	Curriculum/Standards Maps identify priority standards with single-point rubrics and suggested assessments Department/Course-Alike and Academy Minutes reflect data-driven discussions based on data reports Data Walks and Learning Walks will reflect the use of

	common academy syllabus and included into students grades by all teachers twice per quarter. Mid-term grade will be categorized as formative Final term grade will be categorized as summative 8. Develop a regular progress reporting process to share student needs for students being serviced in EL and SPED.	Academy Coordinator Special Education DH EL Program Coordinator		differentiation strategies (WICOR, referring to the learning target of the day) Department and Academy Action Plans include efforts to promote all areas of the graduate profile
Students will be compassionate leaders	9. All students will include a service log in their digital portfolio 10. Establish a database of all student service opportunities provided by school programs and clubs. (date, school group, description) 11. Establish and communicate the expectations of the leadership essay.	School Improvement Team	WSF	Digital Portfolios Student service database
Students will be innovative	12. Curriculum Calendar will include Academy Extended Time Twice per quarter 13. Academy Programs of Study will incorporate scheduling of a Senior Capstone during Grade 12 for all students. 14. Saber Showcase will take place in May 2021 with involvement from all Academies 15. Establish a system to review and monitor the progress of digital portfolios with an emphasis on Grade 9 for SY 20-21. 16. Transition Center for new students will facilitate digital portfolio set-up and review of requirements with students who enter JCHS after Grade 9.	School Improvement Team Transition Center	WSF	Saber Showcase in SY 20-21 will feature at least one problem-based assessment from each academy Digital portfolios Data Walks Learning Walks

		Lead		Teacher Surveys Student Surveys Extended Period lesson plans/calendar Senior Capstone development
Students will be global citizens	17. Academy Action Plans will incorporate opportunities for their students that meet global citizen expectations. 18. Establish the designation of "global" for clubs and Problem Based Learning projects 19. Establish a Seal of Biliteracy Planning Team	Academy Coordinator Coordinator Assessment Coordinator	WSF	Count of Gr. 12 students registered (or pre-registered) to vote Count of Gr. 12 students w/ valid ID Global PBL opportunities by academy AP Enrollment/grades IB Enrollment/grades World Language Enrollment/grades Seal of Biliteracy results List of global clubs Teacher Surveys

				Seal of Biliteracy team minutes Academy Action plans
The JCHS Graduate Profile outcomes will be monitored.	20. Develop a process for communicating to all stakeholders about the progress of the school. 21. Data will be collected from SY 20-21 to establish a baseline for the four areas of the graduate profile (postsecondary and career prepared, compassionate leader, innovative, and global citizen).	Principal School Improvement Team	WSF	Presentation slides PTSO/SCC meeting minutes Calendar of communication opportunities Teacher Surveys Parent Surveys Student Surveys Number/percent of students meeting each area of the graduate profile