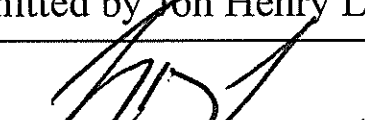
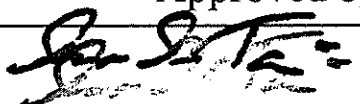


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Submitted by Jon Henry Lee	Date
	5/7/21

Approved by Sean Tajima	Date
	MAY 10 2021

## JCHS Academic Plan

<p><b>Where are we now?</b></p>	<p><b>Area of Growth #1:</b> <i>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.</i></p> <p><b>Area of Growth #2:</b> <i>Share, implement, and monitor student progress with the established standards and success criteria for employability skills (GLOs) to improve college and career readiness.</i></p> <p><b>Area of Growth #3:</b> <i>Develop a plan to establish and monitor digital portfolios (personal learning plans) that support students to meet the vision of a JCHS graduate.</i></p> <p><b>Area of Growth #4:</b> <i>Continue professional development and structural planning that promotes the integration of the curriculum across disciplines that will prepare students to complete a Capstone project.</i></p> <p><b>Area of Growth #5:</b> <i>Develop a process for communicating to all stakeholders about the progress of the school.</i></p>
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>● WASC Self Study <ul style="list-style-type: none"> <li>▪ WASC Category B: Standards Based Student Learning: Curriculum</li> <li>▪ WASC Category C: Standards Based Student Learning: Instruction</li> <li>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> <li>● International Baccalaureate (IB) Authorization</li> <li>● AVID Coaching and Certification Instrument</li> <li>● NCAC National Standards of Practice*</li> </ul>	<p><b>Addressing Equity: Sub Group Identification</b></p> <p><b>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.</b></p> <p>High Needs Students (SPED, EL, Disadvantaged) - Decrease the gap in proficiency in Smarter Balanced ELA and Math and Biology EOC.</p>

**ORGANIZE:** Identify your Academic Review Team Accountable Leads.

<b>Administrator</b>	<b>Teacher Leader</b>	<b>Action Plan</b>
Jon Henry Lee	School Improvement Team	JCHS Action Plan
	Lorna Baniaga-Lee and Jennifer Slotter	Induction and Mentoring Program
Donna Deai	Traciann Palmer	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
	Nellwyne Young	Counseling Department
	Louis Collazo	Navy JROTC Program
Tumoana Kenessey	Tracie Koide	Academy of Science, Technology, Engineering, Arts, and Mathematics
		School Facilities
Barry McCorkell	Nicole Arata	Academy of Creative Media
	JoAnn Mastin	Fine Arts Department
	Marites Galangam	CK Literacy Grant
Ervin Pasalo	Kim Virtudazo	Freshman Success Academy
	Germaine Ancheta	Special Education Department

Nicole Manninen (TA-VP)	Nicole Arata	Academy of Creative Media
	Jan Brignoni	Career and Technical Education PROGRAM
	Bryce Tomatani	Career and Technical Education DEPARTMENT
Kathy Silva	Valtina Oishi	Academy of Public and Human Services
	Lee-Ann Yoshizumi	Mathematics Department
	Amy Rabago	World Language Department
	Jennifer Hashimoto	Advanced Placement Program
	Ligaya Ricafrente	English Learner (EL) 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.*

<b>Outcome:</b> By the end of SY 20-21	<b>Rationale:</b>
<p>Class of 2021 will establish the baseline for the number of students meeting the JCHS Graduate Profile (characteristics of the JCHS Vision statement) :</p> <p><b>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.</b></p>	<p>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.</p> <p><b>Critical Learner Need 1: Speaking and Listening with Precision and Fluency</b></p> <p>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.</p> <p><b>Critical Learner Need 2: Self-Directed Learner</b></p> <p>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</p>





<p>Students will be compassionate leaders:</p> <ul style="list-style-type: none"> <li>❑ Demonstrate leadership-Challenge the process, inspire a shared vision, enable others to act, model the way, encourage the heart (CTL)</li> <li>❑ 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.</li> </ul>	<p>16. The IB Program will continue to implement service expectations into the Pre-Diploma Program (AOG3)</p> <p>17. The AVID, IB, and NJROTC programs will continue to provide opportunities for service and monitor their students' service logs (AOG3)</p> <p>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 (AOG3)</p> <p>19. College and Career Center will promote the importance of service to postsecondary success and share external opportunities with students (AOG3)</p> <p>20. All students will include a service log in their digital portfolio (AOG3)</p> <p>21. All students will learn the expectations of the leadership essay and all seniors will include a leadership essay in their digital portfolio (AOG3)</p>	<p>IB Coordinator</p> <p>Program Coordinators</p> <p>Student Activities Coordinator</p> <p>Counseling DH</p> <p>Transition Coordinator</p>	<p>WSF</p> <p>Student Activity Fund</p> <p>WSF</p>	<ul style="list-style-type: none"> <li>● Club Charters and Communication from athletics</li> <li>● Quantity of students meeting 5 hours of service per year</li> <li>● Digital Portfolios</li> <li>● 9th grade retention rate (StriveHI)</li> </ul>
<p>Students will be innovative:</p> <p>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:</p> <ul style="list-style-type: none"> <li>❑ Participate in Problem-Based Learning</li> <li>❑ Complete a Digital Portfolio</li> <li>❑ Senior Capstone, Senior Capstone and Internship, International Baccalaureate Extended Essay, AVID</li> <li>❑ Service Learning Project, AP Capstone, and/or STEM Capstone</li> </ul>	<p>22. Each course will develop at least one authentic assessment using problem-based learning strategies aligned to the standards in their course. (AOG4)</p> <p>23. The problem-based assessments will incorporate the expertise of a community or business partner. (AOG4)</p> <p>24. Academies will familiarize students with the expectation of a capstone project (AOG4)</p> <p>25. Academies will provide/promote guest speaker and field trip opportunities (AOG3)</p> <p>26. Teachers will implement school-level extended period lessons, differentiated by grade level, to support the implementation of digital portfolios with all students by the end of Senior year. (AOG3)</p> <p>27. IB, AVID, AP, and CTE programs will continue to provide capstone opportunities for students (AOG4)</p>	<p>Department Heads/IC Leads</p> <p>Academy Leads</p> <p>Transition Coordinator</p> <p>Program Coordinators</p>	<p>Perkins Funds</p> <p>WSF</p> <p>Student Activities Fund</p> <p>WSF</p>	<ul style="list-style-type: none"> <li>● Saber Showcase in SY 20-21 will feature at least one problem-based assessment from each academy</li> <li>● Digital portfolios</li> <li>● Data Walks</li> <li>● Learning Walks</li> <li>● Student Surveys</li> <li>● Extended Period lesson plans/calendar</li> </ul>



<p>Students will be global citizens</p> <p>Identify local, regional and/or global problems or issues with an interdisciplinary lens by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-registering or Registering to Vote (if possible)</li> <li><input type="checkbox"/> Possessing a valid, legal form of identification (State ID, Military ID, Drivers License/Permit, or Passport)</li> <li><input type="checkbox"/> Complete a Problem Based Learning Project (with a Global focus)</li> </ul> <p>and a minimum of one of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Earn a Seal of Biliteracy</li> <li><input type="checkbox"/> Earn credit Ethnic/Global Studies</li> <li><input type="checkbox"/> Earn credit in Sociology/Psychology</li> <li><input type="checkbox"/> Earn credit in AP Art History</li> <li><input type="checkbox"/> Earn credit in AP Literature and Composition</li> <li><input type="checkbox"/> Earn credit in AP Human Geography</li> <li><input type="checkbox"/> Earn credit in AP World History</li> <li><input type="checkbox"/> Earn credit in AP Environmental Science</li> <li><input type="checkbox"/> Participate in a Global Club</li> <li><input type="checkbox"/> Complete the (Pre-Diploma Program) + International Baccalaureate Program</li> <li><input type="checkbox"/> Earn two credits of the same World Language</li> </ul>	<ol style="list-style-type: none"> <li>28. Social Studies department will implement voter registration with Grade 12 students (pre-register for students age 16 and 17) (AOG3)</li> <li>29. School Transition Center will support students in obtaining a valid, legal form of identification. (AOG3)</li> <li>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. (AOG4)</li> <li>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. (AOG4)</li> <li>32. Departments will offer and promote AP Literature and Composition, AP Human Geography, AP World History and AP Environmental Science (AOG3)</li> <li>33. IB program coordinator will continue to promote the program with students. (AOG3)</li> <li>34. World Language DH, EL, and Assessment Coordinators will improve awareness of the Seal of Biliteracy and increase participation by targeting qualified students (AOG3)</li> <li>35. World Language Department will continue to promote the available languages and encourage enrollment. (AOG3)</li> </ol>	<p>Social Studies DH</p> <p>Transition Center Lead</p> <p>Student Activities Coordinator</p> <p>Academy Coordinator</p> <p>AP Coordinator/ Department Heads</p> <p>IB Coordinator</p> <p>World Language DH</p>	<p>WSF</p>	<ul style="list-style-type: none"> <li>● Count of Gr. 12 students registered (or pre-registered) to vote</li> <li>● Count of Gr. 12 students w/ valid ID</li> <li>● Global PBL opportunities by academy</li> <li>● AP Enrollment/grades</li> <li>● IB Enrollment/grades</li> <li>● World Language Enrollment/grades</li> <li>● Seal of Biliteracy results</li> <li>● List of global clubs</li> </ul>
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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 SY 20-21	Rationale:
<p>Professional Development through academies will support the development and implementation of problem-based assessments.</p> <p>Professional development and collaboration time will support an increase in the use of data to inform instruction.</p>	<p>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.</p>

Goal	Enabling Activities	Accountable Lead	Funding Source	Monitoring Tool(s)
<p>Students will be Postsecondary and Career Prepared</p>	<ol style="list-style-type: none"> <li>1. Provide continued PD on the Data-Driven Instructional Cycle - using data to modify instruction (AOG1)</li> <li>2. Provide PD on differentiation strategies (AOG1)</li> <li>3. Literacy grant will provide PD to support literacy instruction. (AOG1)</li> <li>4. AP, IB, AVID, PLTW, CSAP teachers will attend training specific to the implementation of curriculum in their programs (AOG3)</li> <li>5. NMSI grant will provide PD to support test prep activities for AP Language and Composition and AP Math and Science teachers (AOG3)</li> <li>6. Curriculum Coordinator will support and guide departments with curriculum/standards map development and aligning assessments with standards, as needed. (AOG4)</li> <li>7. Academy Coordinator will support and guide academies with data analysis and strategies to address identified needs, as needed. (AOG1)</li> <li>8. Assessment Coordinator will support and guide teachers with tasks related to test administration and accessing student results. (AOG1)</li> </ol>	<p>Curriculum Coordinator</p> <p>Literacy Grant Coordinator</p> <p>Program Coordinators</p> <p>Transition Coordinator</p> <p>School Improvement Team</p>	<p>WSF</p> <p>CK Complex Literacy Grant (CLSD)</p> <p>Title II</p> <p>NMSI Grant</p> <p>WSF</p>	<ul style="list-style-type: none"> <li>• ACT Composite Scores</li> <li>• SBA ELA Scores</li> <li>• Speaking and Listening Scores</li> <li>• SBA Math Scores</li> <li>• Problem Solving Scores</li> <li>• PSAT/SAT Scores</li> <li>• Enrollment in Advanced Placement, Early College, and/or International Baccalaureate</li> <li>• Professional Certifications</li> <li>• Worker's permit attainment</li> </ul>

	<p>9. Academy Leadership will support teacher collaboration to understand and implement the agreed upon employability skills rubrics. (AOG2)</p> <p>10. EL and SPED will participate in complex area sponsored training and articulation opportunities (AOG1)</p> <p>11. Planning and Collaboration time will be provided in the school meeting calendar. <ul style="list-style-type: none"> <li>All departments will have meeting time once a month, one extended hour per term, and one collaboration day per semester.</li> <li>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.</li> <li>AP, IB, and AVID teachers will have meeting time once a month and one collaboration day per semester.</li> </ul> </p> <p>12. Five extended hours will be teacher-directed to address student needs in meeting the graduate profile. (AOG3)</p> <p>13. Induction and Mentoring support will be provided to beginning teachers and teachers new to JCHS.</p>	<p>Academy Coordinator</p> <p>Curriculum Coordinator</p> <p>Principal</p> <p>New Teacher Mentor</p>	<p>WSF</p> <p>Title III/SPED PPA</p> <p>WSF/Title II</p>	<ul style="list-style-type: none"> <li>Chronic absentee rate</li> <li>Data Walks</li> <li>Teacher Surveys</li> <li>Student Surveys</li> </ul>
<p>Students will be compassionate leaders</p>	<p>14. A common service log will be refined with feedback from students, teachers, athletics, and student activities. (AOG3)</p> <p>15. AVID, IB, NJROTC, Student Activities, and Athletics will share with staff how they promote leadership and service (AOG3)</p> <p>16. College and Career Center will promote the importance of service to postsecondary success and share external opportunities for students with staff (AOG3)</p> <p>17. School Transition Coordinator will support teachers with the implementation and monitoring of digital portfolios. (AOG3)</p> <p>18. PD and collaboration time with club and council advisors to support their role in providing service opportunities. (AOG3)</p>	<p>Transition Coordinator</p> <p>Program Leads</p> <p>Counseling DH</p> <p>Transition Coordinator</p> <p>Student Activities Coordinator</p>	<p>WSF</p>	<ul style="list-style-type: none"> <li>Club Charters and Communication from athletics</li> <li>Quantity of students meeting 5 hours of service</li> <li>Digital Portfolios</li> </ul>

<p>Students will be innovative</p>	<p>19. Provide PD on the design thinking process and problem-based learning and assessment (AOG4)</p> <p>20. Provide training and planning time to prepare for extended period or course-specific lessons that support the implementation of the Digital Portfolio (AOG3)</p> <p>21. Provide PD and planning time for the development of senior capstone courses in each career academy. (AOG4)</p> <p>22. Identify opportunities to implement capstone courses and internship projects through Academies and Programs. (AOG4)</p> <p>23. School Transition Coordinator will support teachers with the implementation and monitoring of digital portfolios (AOG3)</p>	<p>Academy Coordinator</p> <p>Curriculum Coordinator</p> <p>Transition Coordinator</p>	<p>WSF</p>	<ul style="list-style-type: none"> <li>● Saber Showcase in SY 20-21 will feature at least one problem-based assessment from each academy</li> <li>● Digital portfolios</li> <li>● Data Walks</li> <li>● Learning Walks</li> <li>● Teacher Surveys</li> <li>● Student Surveys</li> <li>● Extended Period lesson plans/calendar</li> <li>● Senior Capstone development</li> </ul>
<p>Students will be global citizens</p>	<p>24. Create Awareness with faculty and staff about the benefits and qualifications for: (AOG 3)</p> <ul style="list-style-type: none"> <li>● The Seal of Biliteracy</li> <li>● AP Literature and Composition, AP Human Geography, AP World History and AP Environmental Science</li> <li>● Global Clubs on campus</li> <li>● IB Program</li> <li>● World Language courses</li> <li>● Ethnic/Global Studies vs. Sociology/Psychology</li> </ul> <p>25. Provide PD on incorporating Global citizenship into Problem Based Learning experiences. (AOG4)</p> <p>26. Provide Collaboration time for a Seal of Biliteracy planning team (AOG3)</p>	<p>School Improvement Team</p> <p>Assessment Coordinator</p>	<p>WSF</p>	<ul style="list-style-type: none"> <li>● Count of Gr. 12 students registered (or pre-registered) to vote</li> <li>● Count of Gr. 12 students w/ valid ID</li> <li>● Global PBL opportunities by academy</li> <li>● AP Enrollment/grades</li> <li>● IB Enrollment/grades</li> <li>● World Language Enrollment/grades</li> <li>● Seal of Biliteracy results</li> <li>● List of global clubs</li> <li>● Teacher Surveys</li> <li>● Seal of Biliteracy team minutes</li> </ul>

**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.

<b>Outcome: By the end of SY 20-21</b>	<b>Rationale:</b>
<p>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.</p> <p>Develop a process for communicating to all stakeholders about the progress of the school.</p>	<p>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 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.</p> <p>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.</p>

<b>Goals</b>	<b>Enabling Activities</b>	<b>Accountable Lead</b>	<b>Funding Source</b>	<b>Monitoring Tool(s)</b>
<p>Students will be Postsecondary and Career Prepared</p>	<ol style="list-style-type: none"> <li>1. All departments will submit an action plan that is reflective of student success with course standards. (AOG1)</li> <li>2. All academies will submit an action plan that is reflective of student success with the graduate profile and employability skills. (AOG2,3)</li> <li>3. All programs will submit an action plan that is reflective of the student success with the graduate profile and specific program outcomes. (AOG3)</li> <li>4. Programs/academies share outcomes and successes to faculty and stakeholders. (AOG5)</li> <li>5. Interim Assessment Block (IABs) are used to identify gaps in student learning and differentiate instruction based on need (AOG1)</li> <li>6. College and Career Center will continue to collaborate with postsecondary institutions and the registrars for Early College placement, enrollment, and scheduling. (AOG3)</li> </ol>	<p>Department Admin</p> <p>Academy Admin</p> <p>Program Admin</p> <p>Principal</p> <p>Assessment Coordinator</p> <p>Career College Counselors/Counseling DH</p>	<p>WSF</p>	<ul style="list-style-type: none"> <li>● Curriculum/Standards Maps identify priority standards with single-point rubrics and suggested assessments</li> <li>● Department/Course-Alike and Academy Minutes reflect data-driven discussions based on data reports</li> <li>● Data Walks and Learning Walks will reflect the use of differentiation strategies (WICOR, referring to the learning</li> </ul>

	<p>7. Employability skills (crosswalked with HIDOE GLOs) will be communicated to students and parents through the common academy syllabus and included into students grades by all teachers twice per quarter. (AOG2)</p> <ul style="list-style-type: none"> <li>• Mid-term grade will be categorized as formative</li> <li>• Final term grade will be categorized as summative</li> </ul> <p>8. Refine the progress reporting process to share student needs for students being serviced in EL and SPED. (AOG1)</p>	<p>Academy Coordinator</p> <p>Special Education DH EL Program Coordinator</p>		<p>target of the day)</p> <ul style="list-style-type: none"> <li>• Department and Academy Action Plans include efforts to promote all areas of the graduate profile</li> </ul>
Students will be compassionate leaders	<p>9. All students will include a service log in their digital portfolio (AOG3)</p> <p>10. Establish a database of all student service opportunities provided by school programs and clubs. (date, school group, description) (AOG3)</p> <p>11. Establish and communicate the expectations of the leadership essay. (AOG3)</p>	School Improvement Team	WSF	<ul style="list-style-type: none"> <li>• Digital Portfolios</li> <li>• Student service database</li> </ul>
Students will be innovative	<p>12. Academy Programs of Study will incorporate scheduling of a Senior Capstone during Grade 12 for all students. (AOG4)</p> <p>13. Saber Showcase will take place in May 2022 with involvement from all Academies (AOG5)</p> <p>14. Establish a system to review and monitor the progress of digital portfolios with an emphasis on Grade 9 for SY 20-21. (AOG3)</p> <p>15. Transition Center for new students will facilitate digital portfolio set-up and review of requirements with students who enter JCHS after Grade 9. (AOG3)</p>	<p>School Improvement Team</p> <p>Transition Center Lead</p>	WSF	<ul style="list-style-type: none"> <li>• Saber Showcase in SY 20-21 will feature at least one problem-based assessment from each academy</li> <li>• Digital portfolios</li> <li>• Data Walks</li> <li>• Learning Walks</li> <li>• Teacher Surveys</li> <li>• Student Surveys</li> <li>• Extended Period lesson plans/calendar</li> <li>• Senior Capstone development</li> </ul>
Students will be global citizens	<p>16. Academy Action Plans will incorporate opportunities for their students that meet global citizen expectations. (AOG3)</p> <p>17. Establish the designation of "global" for clubs and Problem Based Learning</p>	Academy Coordinator	WSF	<ul style="list-style-type: none"> <li>• Count of Gr. 12 students registered (or pre-registered) to vote</li> <li>• Count of Gr. 12 students</li> </ul>

