



James Campbell High School
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www.campbellhigh.org

Submitted by Jon Henry Lee

Date

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April 19, 2022

Approved by Sean Tajima

Date

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April 19, 2022

JCHS Academic Plan

Vision: 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.

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"> ● 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 Coaching and Certification Instrument ● NCAC National Standards of Practice* 	<p>The following areas of growth were identified in the 2019-2020 WASC accreditation report:</p> <ul style="list-style-type: none"> ● Area of Growth #1: <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> ● Area of Growth #2: <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> ● Area of Growth #3: <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> ● Area of Growth #4: <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> ● Area of Growth #5: <i>Develop a process for communicating to all stakeholders about the progress of the school.</i> <hr/> <p>Addressing Equity: Sub Group Identification</p> <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>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.

Administrator	Lead	Action Plan
Jon Henry Lee	School Improvement Team	JCHS Action Plan, Financial Plan
Donna Deai	Traciann Palmer	Academy of Health Sciences
	Chamroeun Lim	Special Education Department
April Hosino	Ann Tanaka	Academy of Business, Agricultural Sciences, and IB
	Jo-hannah Valdez	International Baccalaureate Program
	Sybil Ranada	Counseling Department
	Harrison DePondicchello	Navy JROTC Program
	Lorna Baniaga/Amy Rabago	Induction and Mentoring
Tumoana Kenessey	Tracie Koide	Academy of Science, Technology, Engineering, Arts, and Mathematics
	Sandy Matias	School Facilities
	Julie Morihara	Career and Technical Education PROGRAM
	Bryce Tomatani	Career and Technical Education DEPARTMENT
Barry McCorkell	Nicole Arata	Academy of Creative Media
	Marites Galamgam	CK Literacy Grant
	Joana Peralta	Mathematics Department
	Rosa Bell	World Language Department

	Jerry Oishi / Mike Lum	Tech Coordinators
	Jennifer Hashimoto	WASC Accreditation
	Joanne Mateo	Math Coach
Ervin Pasalo	Kim Virtudazo	Freshman Success Academy
	Lee-Ann Yoshizumi, Warren Izumigawa	Master Schedule
	Ligaya Ricafrente	English Learner (EL) Program
	Elizabeth Kam Lindsay Fassett	Physical Ed/Health Adv Guidance Department
	Lorna Baniaga-Lee	English Department
Kathy Silva	Valtina Oishi	Academy of Public and Human Services
	JoAnn Mastin	Fine Arts Department
	Dawn Tuifua	Advanced Placement Program
	Rene Obena	Social Studies Department
	Jennifer Hashimoto	Assessment Coordinator
Flossie Steffany	Kim Virtudazo	Freshman Success Academy
	Elbert Yoshida	Science Department

Goal 1: Student Success: All students demonstrate they are on a path toward success in college, career and citizenship.	
Target Outcome: By the end of SY 22-23	Rationale:
<ol style="list-style-type: none"> 1. By the end of SY 2022-2023, 75% of graduating students will meet the graduate profile measurements including an attendance rate of 95% or higher. The graduate profile will be used as a school-wide data analysis tool to monitor the impact of programs and student initiatives. 2. Students will have quarterly employability skills assessments uploaded into Infinite Campus. 50% of students will reflect on employability skills via their digital portfolio. 3. 95% of Students will participate in a Problem Based Learning activity each Academic School Year. 	<p>The JCHS 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>Critical Learner Need 1: Self-Directed Learner</p> <p>The academies now have programs of study that include student-developed personal learning plans designed to support self-directed learner aspects such as self-management and self-efficacy. 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. Additionally, by SY 2024, all students will complete an internship, senior capstone, or AVID service learning project. Students will track their own growth by reflecting on their progress towards completing the graduate profile checklist each year in our period eight advisory time in their digital portfolio.</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.</p> <p>Critical Learner Need 2: Communication [Employability Skills]</p> <p>In reviewing updated data from the Smarter Balanced Assessments, there is a need in math for communicating and reasoning, problem solving, and modeling & data analysis. The Biology EOC scores show that there is a need for students to Use Scientific Reasoning to Construct Explanations and Arguments and to Design Solutions. 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, capstone projects, interviews, or interactions with the community.</p>

<p><input type="checkbox"/> Behavior is characterized as Low Risk for disciplinary action by Senior Year</p> <p><input type="checkbox"/> Academy Employability Skills ratings of a 3 or higher by Senior Year</p> <p>and at least one of the following:</p> <p><input type="checkbox"/> Demonstrate college and/or career ready scores by meeting at least one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ACT Composite Score of 21 or higher <input type="checkbox"/> Score Meets or Exceeds on State Assessments (SBA/HSA-Alt) for ELA, Math, and Science <input type="checkbox"/> SAT Combined Score of 1200 or higher <input type="checkbox"/> Achieve a score of 3, 4, or 5 on Advanced Placement Exams <input type="checkbox"/> Achieve a score of 4, 5, 6, or 7 on International Baccalaureate Exams <input type="checkbox"/> ASVAB meets minimum required score to enter Armed Forces 	<ol style="list-style-type: none"> 4. Math Department will offer regularly scheduled after-school tutoring session. (AOG2) 5. NMSI Grant will implement Student Study Sessions for AP Language and Composition and AP Math and Science courses (AOG3) 6. Literacy Grant will provide tutoring for RTI Tier 3 students with identified literacy needs (AOG3) 7. Academies will analyze disaggregated student data and apply best practice strategies to improve in areas that show need. (AOG1) <ul style="list-style-type: none"> ● Achievement data (SBA, EOC) ● Mid-quarter and end of quarter course marks ● ACT Composite Score ● AP/IB enrollment and Exam scores ● ASVAB results ● Attendance rate ● College-going rate ● Employability skills 8. Academies continue to plan and execute Professional Certifications (AOG3) 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) (AOG3) 10. Share out examples of students meeting the graduate profile through an annual showcase. (AOG3) 11. Bolster financial literacy lessons (AVID, Advanced Guidance, Personal Transition Plan) (AOG3) 12. Leadership host JCHS College and Career Ready Celebration 	<p>Transition Coordinator</p> <p>Literacy Grant Lead</p> <p>Academy Coordinator/ Academy Leads</p> <p>Transition Coordinator</p> <p>Academy and Curriculum Coordinator</p> <p>College and Career Counselors</p> <p>Principal</p>	<p>NMSI Grant</p> <p>CK Complex Literacy Grant (CLSD)</p> <p>Castle Foundation Grant P20 Grant Perkins Funds</p> <p>Student Activity Fund</p>	<ul style="list-style-type: none"> ● Communication Employability Skills Grades ● SBA Math Scores (StriveHI) ● SBA IAB Problem Solving and Reasoning Scores ● PSAT/SAT Scores ● Enrollment in Advanced Placement, Early College, and/or International Baccalaureate ● AP Scores ● Professional Certifications ● Worker's permit attainment ● Chronic absentee rate (Strive HI) ● College Going Rate (StriveHI) ● Gap Rate (Strive HI) ● EL growth rate (StriveHI/WIDA)
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<ul style="list-style-type: none"> ❑ 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) 	<p>(AOG5)</p> <p>13. Leadership and Counselors provide testing information to Juniors in the Fall and Spring through classroom presentations (AOG5)</p> <p>14. College and Career Center will support students with placement, enrollment, and scheduling options for participation in Early College courses (AOG3)</p> <p>15. Students will be rated on employability skills (crosswalked with the HIDEOE GLOs) determined by their Academy and students will reflect on their employability rating twice each grading period. (AOG2)</p> <p>16. All students will be rated on the school-wide employability skill for communication, aligned to Speaking and Listening (ELA) with Precision and Fluency (Math)</p>	<p>Career and College Counselor</p>		<ul style="list-style-type: none"> ● Employability Skill scores ● 9th grade retention rate (StriveHI)
<p>Students will be compassionate leaders:</p> <ul style="list-style-type: none"> ❑ 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 	<p>17. The IB Program will continue to incorporate service expectations into the Pre-Diploma Program (AOG3)</p> <p>18. The AVID, IB, and NJROTC programs will continue to provide opportunities for service and monitor their students' service logs (AOG3)</p> <p>19. 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>20. College and Career Center will promote the importance of service to postsecondary success and share external opportunities with students (AOG3)</p> <p>21. All students will include a service log 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"> ● Club Charters and Communication from athletics ● Quantity of students meeting 5 hours of service per year ● Digital Portfolios

<p>Activity/Club and/or in the community.</p>				
<p>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:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in Problem-Based Learning <input type="checkbox"/> Complete a Digital Portfolio <input type="checkbox"/> Senior Capstone, Senior Capstone and Internship, International Baccalaureate Extended Essay, AVID <input type="checkbox"/> Service Learning Project, AP Capstone, and/or STEM Capstone 	<p>22. Academies will continue to provide Work Based Learning opportunities for students (AOG3)</p> <p>23. PTP Teachers will implement Personal Transition Plan lessons, differentiated by grade level, to support the implementation of digital portfolios with all students and completing by the end of Senior year. (AOG3)</p> <p>24. IB, AVID, AP, Science STEM, and CTE programs will continue to provide capstone opportunities for students (AOG4)</p> <p>25. Each course will continue to implement and improve at least one Problem Based Learning Project (for example, design thinking) aligned to the standards in their course (AOG4)</p> <p>26. By the end of the year, the problem-based learning projects will incorporate the expertise of a community or business partner. (AOG4)</p> <p>27. Students will have the opportunity to apply to participate in credit-bearing internship opportunities with local business partners and organizations.</p>	<p>Department Heads/IC Leads</p> <p>Academy Leads</p> <p>Transition Coordinator</p> <p>Program Coordinators</p> <p>Program Coordinators</p> <p>Academy Coordinator</p>	<p>Perkins Funds</p> <p>WSF</p> <p>Student Activities Fund</p> <p>WSF</p>	<ul style="list-style-type: none"> ● Saber Showcase in SY 21-22 will feature at least one problem-based assessment from each academy, department, and program. ● Digital portfolios ● Data Walks ● Learning Walks ● Student Surveys ● Extended Period lesson plans/calendar

<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"> <input type="checkbox"/> Pre-registering or Registering to Vote (if possible) <input type="checkbox"/> Possessing a valid, legal form of identification (State ID, Military ID, Drivers License/Permit, or Passport) <input type="checkbox"/> Complete a Problem Based Learning Project (with a Global focus) <p>and a minimum of one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Earn a Seal of Biliteracy <input type="checkbox"/> Earn credit Ethnic/Global Studies <input type="checkbox"/> Earn credit in Sociology/Psychology <input type="checkbox"/> Earn credit in AP Art History <input type="checkbox"/> Earn credit in AP Literature and Composition <input type="checkbox"/> Earn credit in AP Human Geography <input type="checkbox"/> Earn credit in AP World History <input type="checkbox"/> Earn credit in AP Environmental Science <input type="checkbox"/> Participate in a Global Club <input type="checkbox"/> Complete the (Pre-Diploma Program) + International Baccalaureate Program <input type="checkbox"/> Earn two credits of the same World Language 	<ol style="list-style-type: none"> 28. Social Studies department will implement voter registration with Grade 12 students (pre-register for students age 16 and 17) (AOG3) 29. 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. (AOG3) 30. Each academy will identify and develop at least one opportunity for their students to complete PBL with a global focus. (AOG4) 31. Departments will offer and promote AP Literature and Composition, AP Art History, AP Human Geography, AP World History and AP Environmental Science (AOG3) 32. IB program coordinator and teachers will continue to promote the program with students. (AOG3) 33. World Language DH, EL, and Assessment Coordinators will improve awareness of the Seal of Biliteracy and increase participation by targeting qualified students (AOG3) 34. World Language Department will continue to promote the available languages and encourage enrollment. (AOG3) 	<p>Social Studies DH</p> <p>Student Activities Coordinator</p> <p>Academy Coordinator</p> <p>AP Coordinator/ Department Heads</p> <p>IB Coordinator</p> <p>World Language DH EL Coordinator</p>	<p>WSF</p>	<ul style="list-style-type: none"> ● 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
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Success/Monitoring - all four components of the JCHS Graduate Profile	35. Hire an additional Counselor (SEL focus, small groups, targeted interventions, resource teacher for teachers seeking interventions)	Administration Team	ESSER Grant	
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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.	
Target Outcome: By the end of SY 22-23	Rationale:
<ol style="list-style-type: none"> Continuing to provide professional Development through academies in order to support the development and implementation of problem-based learning projects. Continue to provide professional development and collaboration time in order to support an increase in the use of data to inform instruction. 	As Campbell grows into a more robust career academy model school, students must experience real-world projects requiring them to apply learning in all classes. Integration of PBL has progressed to the point that all teachers have implemented real-world projects. There is further need to align specific academy pathways to content standards. The Class of 2025 graduates (incoming freshmen) will complete a capstone project or credit-bearing internship that will incorporate employability skills and learning across curriculum that prepares them for high need, high wage, high skill careers.

Goals - JCHS Graduate Profile	Enabling Activities	Accountable Lead	Funding Source	Monitoring Tool(s)
Students will be Postsecondary and Career Prepared	<ol style="list-style-type: none"> Math Coach position created to observe and provide feedback for Math teachers, Department Head, and Math Administrator. Math Coach position created to provide modeling of Math strategies for Math teachers. Math Coach position created to facilitate professional discussions and keep up to date on current innovative practices for Math teachers. Provide continued PD on the Data-Driven Instructional Cycle - using data to modify instruction (AOG1) Provide PD on differentiation strategies (AOG1) Literacy grant will provide PD to support in literacy instruction. (AOG1) AP, IB, AVID, PLTW, Distance Learning, and CSAP teachers will attend training specific to the implementation of curriculum in their programs (AOG3) 	<p>Math Coach</p> <p>Math Coach</p> <p>Math Coach</p> <p>Curriculum Coordinator</p> <p>Literacy Grant Coordinator</p> <p>Program Coordinators</p>	<p>ESSER Funds</p> <p>WSF</p> <p>CK Complex Literacy Grant (CLSD)</p> <p>Title II/WSF</p>	<ul style="list-style-type: none"> ACT Composite Scores SBA ELA Scores Speaking and Listening Scores SBA Math Scores Problem Solving Scores PSAT/SAT Scores Enrollment in Advanced Placement, Early College, and/or International Baccalaureate

	<p>8. NMSI grant will provide PD to support test prep activities for AP Language and Composition and AP Math and Science teachers (AOG3)</p> <p>9. Curriculum Coordinator will support and guide departments with curriculum/standards map refinement and aligning assessments with standards, as needed. (AOG4)</p> <p>10. Departments and Academies will refine use of the data driven instructional cycle and identify specific data points (Classroom assessments, SBA, IAB, EOC, etc) and strategies to improve student achievement. (AOG2)</p> <p>11. Departments and Academies will collaborate within a Tier 1 and Tier 2 RTI framework to address student needs (AOG2)</p> <p>12. Academy Coordinator will support and guide academies with data analysis and strategies to address identified needs, as needed. (AOG1)</p> <p>13. Assessment Coordinator will support and guide teachers with tasks related to test administration and accessing student results. (AOG1)</p> <p>14. Academy Leadership will support teacher collaboration to build common understandings and develop inter rater reliability (AOG2)</p> <p>15. EL and SPED will participate in complex area sponsored training and articulation opportunities (AOG1)</p> <p>16. Teacher planning and collaboration time will be provided in the school meeting calendar.</p> <p>17. All departments will have meeting time once a month and one collaboration day per semester to address department action plans. (AOG1)</p> <p>18. All academies will have meeting time once a month, one team meeting per week, and one collaboration day per semester, to address academy action plans. (AOG1)</p>	<p>Transition Coordinator</p> <p>School Improvement Team</p> <p>Curriculum Coordinator Department Heads, Course Alike Leads</p> <p>Academy Coordinator</p> <p>Curriculum Coordinator</p> <p>Academy Coordinator</p> <p>Principal</p>	<p>NMSI Grant</p> <p>WSF/Title 2</p> <p>WSF</p> <p>Title III/SPED PPA</p> <p>WSF/Title II</p>	<ul style="list-style-type: none"> ● Professional Certifications ● Worker's permit attainment ● Chronic absentee rate ● Data Walks ● Teacher Surveys ● Student Surveys ● Department Minutes and Agendas ● Coach Feedback forms
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	<p>19. AP, IB, and AVID teachers will have meeting time once a month and one collaboration day per semester to address program action plans. (AOG1)</p> <p>20. Induction and mentoring support will be provided to beginning teachers and teachers new to JCHS.</p> <p>21. Academy teachers will become familiar with the student expectations of a capstone project (AOG4)</p> <p>22. School level leaders will participate in an opening of the school year 2 day professional development , "Leadership Launch" to set the focus and tone for the upcoming school year</p>	<p>School Improvement Team</p> <p>Full Release Mentor</p> <p>Administration School Improvement Team</p>		
<p>Students will be compassionate leaders</p>	<p>23. All Teachers will receive PD on use of the student support log and/or SEL Panorama Data.</p> <p>24. Trauma Informed Training and Suicide Prevention or QPR will be completed yearly by all teachers.</p> <p>25. A common service log will be developed with input from teachers, athletics, and student activities (AOG3)</p> <p>26. AVID, IB, NJROTC, Student Activities, and Athletics will share with staff how they promote leadership and service (AOG3)</p> <p>27. College and Career Center will promote the importance of service to postsecondary success and share external opportunities for students with staff (AOG3)</p> <p>28. School Transition Coordinator will support teachers with the implementation and monitoring of digital portfolios. (AOG3)</p> <p>29. PD and collaboration time with club and council advisors to support their role in providing service opportunities. (AOG3)</p> <p>30. Teachers will plan and develop expectations of the leadership essay and all seniors will include a leadership essay in their digital portfolio (AOG3)</p>	<p>Academy Leads and Assessment Coordinator</p> <p>SEL/HA Team</p> <p>Transition Coordinator Program Leads</p> <p>Counseling DH</p> <p>Transition Coordinator</p> <p>Student Activities Coordinator</p> <p>Transition Coordinator</p>	<p>WSF</p>	<ul style="list-style-type: none"> ● Referral rate, SEL survey ● Club Charters and Communication from athletics ● Quantity of students meeting 5 hours of service ● Digital Portfolios

<p>Students will be innovative</p>	<p>31. Provide PD on the design thinking process and problem-based learning and assessment (AOG4)</p> <p>32. 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>33. Provide PD and planning time for the development of senior capstone courses in each career academy. (AOG4)</p> <p>34. 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"> ● Saber Showcase in SY 21-22 will feature at least one problem-based assessment from each academy ● Digital portfolios ● Data Walks ● Learning Walks ● Teacher Surveys ● Student Surveys ● Extended Period lesson plans/calendar ● Senior Capstone development
<p>Students will be global citizens</p>	<p>35. Create Awareness with faculty and staff about the benefits and qualifications for: (AOG 3)</p> <ul style="list-style-type: none"> ● 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 <p>36. Provide PD on Global Problem Based Learning (AOG4)</p> <p>37. 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"> ● 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

				<ul style="list-style-type: none"> ● Seal of Biliteracy results ● List of global clubs ● Teacher Surveys ● Seal of Biliteracy team minutes
Success/Monitoring - all four components of the JCHS Graduate Profile	<p>38. Leadership Training Professional Development Days will follow the Leadership Launch themes throughout the whole year including the same group of leaders.</p> <p>39. All leads will receive ongoing training on school priorities and facilitation skills.</p> <p>40. Continue developing training and professional development to support teacher wellness and sense of wellbeing.</p>	SIT	WSF, ESSER	<ul style="list-style-type: none"> ● Leadership Launch perception data ● Course-alike lead and DH training ● Program Lead trainings ● Transition days for leads ● Leadership training feedback

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 22-23	Rationale:
<p>Continue to improve the school-wide data analysis process to ensure monitoring of the academic plan to determine the impact of programs and initiatives on student achievement.</p> <p>Continue to improve the process for communicating school progress to all stakeholders.</p>	<p>Self-study findings indicate a need to improve the process of monitoring the academic plan. Achievement results from Smarter Balanced Assessment and ACT support the need for more frequent analysis and intervention to improve student outcomes. Starting in 21/22 School Year, all departments, programs, and academies aligned their agendas to their respective action plans. This increased the frequency of data analysis and monitoring of the academic plan. Evidence and recommendations aligned to the graduate profile were submitted to leadership at the start of the calendar year to help drive changes in the Academic Plan.</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>

Goals - JCHS Graduate Profile	Enabling Activities	Accountable Lead	Funding Source	Monitoring Tool(s)
Students will be Postsecondary and Career Prepared	<ol style="list-style-type: none"> All departments will submit an action plan that is reflective of student success with course standards and engage in the data cycle to improve outcomes. (AOG1) All academies will submit an action plan that is reflective of student success with the graduate profile and employability skills and engage in the data cycle to improve outcomes. (AOG2,3) All programs will submit an action plan that is reflective of the student success with the graduate profile and specific program outcomes and engage in the data cycle to improve outcomes. (AOG3) 	Department Admin Academy Admin Program Admin Principal	WSF	<ul style="list-style-type: none"> Curriculum/Standards Maps identify priority standards with single-point rubrics and suggested assessments Department/Course-Alike and Academy Minutes reflect data-driven

	<ol style="list-style-type: none"> 4. Programs/academies share outcomes and successes to faculty and stakeholders. (AOG5) 5. Interim Assessment Block (IABs) are used to identify gaps in student learning and differentiate instruction based on need (AOG1) 6. College and Career Center will continue to collaborate with postsecondary institutions and the registrars for early college placement, enrollment, and scheduling. (AOG3) 7. Employability skills (crosswalked with HIDEOE GLOs) will be communicated to students and parents through the common academy syllabus and included into students course marks by all teachers at least once per quarter. (AOG2) <ul style="list-style-type: none"> ● Mid-term mark will be categorized as formative ● Final term grade will be categorized as summative 8. Refine the progress reporting process to share student needs for students receiving EL and SPED services. (AOG1) 9. Math Tutors will collect student perception and attendance data in order to measure the success of the math tutoring program. Adjustments and improvements will be made as needed. Literacy tutors will collect student perception and attendance data in order to measure the success of after school literacy program. Adjustments and improvements will be made as needed 	<p>Assessment Coordinator/MATH & ELA DH</p> <p>Career College Counselors/Counseling DH</p> <p>Academy Coordinator</p> <p>Special Education DH EL Program Coordinator</p> <p>Math Tutors/Literacy Tutors</p>	<p>WSF/CLSD Grant</p>	<p>discussions based on data reports</p> <ul style="list-style-type: none"> ● Data Walks and Learning Walks will reflect the use of 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
<p>Students will be compassionate leaders</p>	<ol style="list-style-type: none"> 10. Starting with the Class of 2024, all students will include a service log in their digital portfolio (AOG3) 11. Establish a database of all student service opportunities provided by school programs and clubs. (date, school group, description)(AOG3) 12. Establish and communicate the expectations of the leadership essay. (AOG3) 	<p>School Improvement Team</p> <p>School Improvement Team / SAC</p>	<p>WSF</p>	<ul style="list-style-type: none"> ● Digital Portfolios ● Student service database
<p>Students will be innovative</p>		<p>School Improvement</p>	<p>WSF</p>	<ul style="list-style-type: none"> ● Saber Showcase in SY 21-22 will feature at

<p>of the JCHS Graduate Profile</p>	<p>21. Daily bulletin will be presented to students during Period 1 classes (Period 1 extended 10 minutes)(AOG 5)</p> <p>22. Baseline Data from SY 21-22 will be used to improve the four areas of the graduate profile (postsecondary and career prepared, compassionate leader, innovative, and global citizen).</p> <p>23. Continue to monitor and manage the use of Chromebooks as the school moves towards 2:1 ratio (students to computers).</p>	<p>All Teachers</p> <p>School Improvement Team</p> <p>Technology Team</p>		<p>minutes</p> <ul style="list-style-type: none"> ● Calendar of communication opportunities ● Teacher Surveys ● Parent Surveys ● Student Surveys ● Number/percent of students meeting each area of the graduate profile ● Chromebook Cart Documentation
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