

MAR 3 1 2025

One-Year Academic Plan SY 2025-2026



James Campbell High School Academic Plan SY 2025-2026

91-980 North Rd
Ewa Beach, HI 96706

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

Submitted by Principal		Approved by Complex Area Superintendent	
Jon Henry Lee <i>[Signature]</i>	3/31/25	Sean Tajima <i>[Signature]</i>	MAR 3 1 2025



QUALITY CURRICULUM

This section highlights the school's comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the comprehensive instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
ELA 9 Algebra 1	HMH 9	EnVison Algebra 1		
ELA 10 Algebra II	HMH 10	EnVision Algebra 2		
ELA 11 Geometry	HMH 11	EnVision Geometry		
ELA 12	HAH 12			

SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the universal screener(s) used for English Language Arts and Mathematics and specify the grade



level or course name. If "Other" is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level / Course Name		English Language Arts	Mathematics
ELA 9 Algebra 1	IAB ▾		IAB ▾
ELA 10 Algebra II	IAB ▾		IAB ▾
ELA 11 Geometry	IAB ▾		IAB ▾
ELA 12	IAB ▾		Select One ▾



IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause(s) for those needs and gaps, as identified in one or more of the following:

- ☐ Current Comprehensive Needs Assessment (CNA)
- ☒ Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: 2019-2020, [Mid-Cycle Visit: 2023-2024](#), Next Full Self-Study: 2026-2027
- ☒ Other current accreditation self-study

Please identify critical student learning needs and the root/contributing cause(s) why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

To identify additional critical student needs, please insert a new row and duplicate the "Student Need" and "Root/Contributing cause(s)" text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

Student Need: Increase student literacy and disciplinary literacy skills.

1

1. Over the last three years, there has been a decline in college and career preparedness as measured by ACT exam college and career prepared benchmarks*; the percent of college and career prepared students declined from 35% in 20-21 to 29% in 22-23 for English, from 13% to 10% in Math, from 26% to 22% in Reading, and from 16% to 10% in Science.
2. Special education students and English language learners are generally not meeting ACT exam college and career prepared benchmarks; no special education students scored at or above the benchmarks for English or Science for the past three years and in 22-23 no SPED students scored at or above the benchmarks for all 4 segments of the exam. No English language learners scored at or above the college and career prepared benchmarks in Math, Reading, or Science in school year 22-23 and only 3% scored at or above the benchmark in English.
3. The percentage of students scoring below proficient grew from 11% in 20-21 to 20% in 22-23 for the SBA ELA and from 44% to 51% for the SBA Math.
4. The rate at which English language learners have demonstrated being on track to English language proficiency has dropped consistently year over year for the last seven years from 38% in 16-17 to 1% in 22-23.

*ACT College and Career Prepared Benchmarks: English 18+, Math 22+, Reading 22+, Science 23+

Root/Contributing cause(s):

1. Varying knowledge of literacy and disciplinary literacy instructional strategies.
2. Varying knowledge of how to implement effective Tier 1 and Tier 2 supports specific to literacy skills.
3. Lack of time to conduct professional development that does not conflict with regular teaching duties.



2 **Student Need:** Increase student problem solving skills

1. SBA Math proficiency levels have continued to decline over the last three years. In 20-21, 26% of students scored proficient compared to 20% in 22-23.
2. From 20-21 to 22-23, the percentage of students scoring below proficient on the SBA ELA, SBA Math and Biology EOC exams increased from 11% to 20%, 44% to 51%, and from 25% to 32% respectively.
3. In 22-23, 90% of special education students and 94% of English language learners scored below proficient on the SBA Math compared to 51% for the general population of students and no students in either of these subgroups demonstrated proficiency.

Root/Contributing cause(s):

1. Varying knowledge of how to examine data regularly to inform next steps for struggling learners
2. Inconsistent implementation of vertically aligned standards-based curriculum, instruction, assessment, and grading practices
3. Time to conduct professional development on problem solving strategies that do not conflict with regular teaching duties.
4. Inconsistent implementation of problem solving strategies such as data analysis and design thinking across all content areas

3 **Student Need:** Establish a schoolwide system to increase and monitor student professionalism

1. Average daily absences have increased from 11.8 in 20-21 to 15.6 in 22-22 and chronic absenteeism has increased from 14% in 20-21 to 25% in 22-23.
2. Students require support in the development of soft skills to prepare them for post-secondary success.

Root/Contributing cause(s):

1. Systems for addressing chronic absenteeism and tardiness are less than effective
2. Varying degrees of connections between employability skills learned in class and post secondary expectations.
3. Lack of consistency with late work and redo policies within the standards based grading system.



In order to address student equity, please list the targeted subgroup(s) and their identified needs. Enabling activities should address identified subgroup(s) and their needs.

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

- 1 **Targeted Subgroup:** Special education students
Identified Student Need(s): Increase the percentage of special education students scoring at or above proficiency on the SBA ELA, SBA Math, and Biology End of Course Exam; increase the percentage of students in this subgroup scoring at or above ACT college and career readiness benchmarks (English 18, Math 22, Reading 22, Science 23).
- 2 **Targeted Subgroup:** English language learners
Identified Student Need(s): Increase the percentage of English language learners scoring at or above proficiency on the SBA ELA, SBA Math, and Biology End of Course Exam; increase the percentage of students in this subgroup scoring at or above ACT college and career readiness benchmarks (English 18, Math 22, Reading 22, Science 23); increase the percentage of English language learners on track to English language proficiency.



The Academies of James Campbell High School

Graduate Profile and Post-Secondary and Career [Continuum](#)

All students are expected to complete the Postsecondary and Career Continuum

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.

Graduate Profile			
Be Postsecondary and Career Prepared	Be Innovative	Be a Compassionate Leader	Be a Global Citizen

[*Modifications for Special Education Certificate Route students \(Workplace Readiness, Functional Living, Medically Fragile\)](#)



Priority 1 High-Quality Learning For All

★ **GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>



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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

Required for all schools.

Needs area #s 1 & 2

Graduate Profile Alignment

★ Be Postsecondary and Career Prepared

Enabling Activities

- Academies, departments, Course Alike Teams (CAT's), and programs will analyze disaggregated student data to identify areas of need, including problem solving and literacy skills (AOG1&2) [6].
(Academy leads, academy coordinator, CAT leads, curriculum coordinator, program leads, math coach)
 - A data analysis process, with clear documentation, will occur ensuring continuous improvement and data-driven decision-making (AOG2)
 - Data will also be disaggregated and analyzed by targeted populations (SPED & EL) to identify needs and monitor progress towards goals (AOG1).
 - Leads for these groups will guide their teams through data discussions that identify and apply MTSS Tier 1 and Tier 2 strategies to improve identified areas of need (AOG5).
 - After school tutoring centers for identified students will be provided (AOG2).
 - Students will be identified for Tier 3 settings when appropriate. RTI teacher(s) will review and collect achievement data to determine next steps in the program (AOG2).
 - EL will run a summer enhancement of language development program (AOG1).
 - Departments and CAT's will create units of study that organize success criteria into learning progressions, identify underlying skills and knowledge, utilize common success criteria rubrics, and develop common expectations of rigor (AOG 2)[6].
 - Provide training for CAT leads and DH's to support standardization of vertically aligned standards-based curriculum, instruction, assessment, and grading practices. [LDR]
- (Department heads, CAT leads, curriculum coordinator)
- Departments will continue to deepen their understanding of state and national assessments and provide relevant practice opportunities for students (AOG2)[13-16].

CAT meeting minutes

DDIC data trackers

Department meeting agendas

Department, academy, and program action plans

MTSS Academy meeting minutes

RTI Tier 3 attendance logs

RTI team meeting notes

Tutoring logs

Legacy documents

Seal of biliteracy enrollment numbers

ACT composite scores
PSAT/SAT scores

SBA ELA, math, and science scores (StriveHI)
School target 2029
ELA: 68.30%

- ☒ WSF, \$
- ☐ Title I, \$
- ☒ Title II, \$
- ☒ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☒ IDEA, \$
- ☒ SPPA, \$
- ☒ Homeless, \$
- ☒ Grant: DODEA, \$
- ☒ Grant: Literacy
- ☒ Grant: P-20
- ☒ Castle Foundation:
- ☒ Other Perkins



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- Departments will offer and promote Advanced Placement and early college courses with open enrollment (AOG6)[17]
 - The AVID elective will be available to student from grades 9-12
 - The College and Career (CC) center will support students with placement, enrollment, and scheduling options for early college courses. Students who have not visited the CC center will be tracked and targeted for additional support. Peer Forward will be promoted on social media. It will also be used in career fairs and other events (AOG6).
(College and career counselors)
- ★ **Be a Global Citizen**
 - World language department head, EL, and data and accreditation coordinator will improve awareness of the Seal of Biliteracy and increase participation by targeting qualified students (AOG6)[40].
(World Language DH, EL coordinator, and data and accreditation coordinator)
 - Departments and academies will offer and promote globally-focused courses, including AP, world language courses (AOG6)[42]
(Department heads, academy leads)
- ★ **Be Innovative**
 - AVID, STEM, and CTE programs will continue to provide capstone opportunities for students (AOG4)[25].
(AVID, CTE, STEM capstone leads, academy coordinator)

Math: 31.41%

Bio: 43.46%

AP Test Scores

Number of students that
-successfully completed early college course
-passed an AP exam
-earned senior capstone



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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.

Required for all schools.

Needs area
#1, 2

Graduate Profile Alignment

★ Be Postsecondary and Career Prepared

Enabling Activities

- JCHS will support incoming freshman with registration by:
 - Organizing a freshman parent night
 - Having programs and academies visit feeder schools
 - Advising students on academy selection
- Freshman orientation day occurs on the first day of school to inform students about JCHS including extracurricular activities.
- Math and ELA use quantifiers to determine possible placement of incoming 9th graders into semester ELA and/or math courses(AOG2)[6]
- A summer bridge course is offered to incoming ninth graders to review and reinforce grade eight ELA and math topics (AOG2)[6].
- 9th graders will be screened for possible Tier 3 supports
 - Ke Ala Pono [LDR6]
 - RTI Math
 - RTI ELA
- Transition conversations for identified special groups (SpEd, ELL, 504's, etc) will occur with feeder schools [LDR6]

Feeder school 8th
grade universal
screener data

Parent night
attendance
numbers

Summer bridge
enrollment

- ☒ WSF, \$
- ☐ Title I, \$
- ☒ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☒ Literacy Grant:, \$
- ☒ Grant: DoDEA, \$
- ☐ Other: Perkins,
- ☒ Grant: P-20
- ☐ Castle
Foundation:



★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	Needs area #3	Graduate Profile Alignment ★ Be Postsecondary and Career Prepared Enabling Activities <ul style="list-style-type: none"> Academies will review attendance, SEL, and disciplinary data to determine students who are high risk and implement interventions (AOG 1)[7]. <i>(Academy Leads, Academy Coordinator)</i> <ul style="list-style-type: none"> Data will also be disaggregated and analyzed by targeted populations (SPED & ELL) to identify needs and monitor progress towards goals (AOG1). Incoming 9th graders have the opportunity to select an academy and pathway during registration. Students may change their academy and/or pathway between their 9th and 10th grade years if their interests change [LDR7]. Leadership will host JCHS family nights to celebrate student accomplishment (AOG5)[LDR8] All students will be rated on the school-wide employability skill for professionalism to address positive professional behaviors (AOG3)[9] <ul style="list-style-type: none"> Employability skills 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. (AOG3) 	Monthly Data Pull from LEI Kulia/Panorama Panorama student logs Perception Data (SQS and Panorama SEL) Family night attendance Common academy syllabi	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: DODEA <input checked="" type="checkbox"/> Grant: Literacy, <input type="checkbox"/> Other: Perkins <input checked="" type="checkbox"/> Grant: P-20 <input type="checkbox"/> Castle Foundation



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1.2.2. All students demonstrate positive behaviors at school.

Required for all schools.

Needs area #3

Graduate Profile Alignment

★ Be Postsecondary and Career Prepared

Enabling Activities

- Academies will review behavior, attendance, SEL, and coursemark data to determine students who are high risk and implement interventions (AOG1)[7/8].
(Academy Leads, Academy Coordinator)
 - Data will also be disaggregated and analyzed by targeted populations (SPED & ELL) to identify needs and monitor progress towards goals (AOG1).
 - Student Support Specialists will counsel students with disciplinary referrals. Small group counseling will target students with high risk behaviors (AOG1)
 - Freshman success academy will incorporate inclusive skill building learning approach strategies (ISLA).
- Students will be rated on employability skills (crosswalked with the HDOE GLOs) determined by their academy and students will reflect on their employability rating twice each grading period. (AOG3)[9]
 - All students will be rated on the school-wide employability skill for professionalism to address positive professional behaviors (AOG3)
 - Employability skills 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. (AOG3)

Monthly Data Pull from LEI Kulia/Panorama

Data Discussions in leadership meetings

Infinite Campus Assignment Data

- ☒ WSF, \$
- ☐ Title I, \$
- ☐ Title II, \$
- ☒ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☒ SPPA, \$
- ☐ Homeless, \$
- ☐ Grant: DODEA
- ☐ Grant: Literacy,
- ☐ Other: Perkins
- ☐ Grant: P-20
- ☐ Castle Foundation



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1.2.3. All students experience a Nā Hopena A'o environment for learning.

Required for all schools.

Needs area #2 & 3

Graduate Profile Alignment

Enabling Activities

- ★ *Be Postsecondary and Career Prepared-Responsibility, Excellence:*
 - Promoting globally competitive but locally committed by:
 - Increasing local post-secondary partnerships [R29]
- ★ *Be a Compassionate Leader-Aloha, Responsibility, Total Well-being:*
 - Programs, clubs and academies provide and expand opportunities for inclusive leadership and service (AOG6)[23]
- ★ *Be a Global Citizen-Belonging, Hawai'i*
 - Deepening connections with the community through service hours and community partnerships
 - Continue Sense of Hawaii Initiative Program (SHIP)
 - Sharing community stories through advisory
 - Hawaiian word of the week in bulletin
 - Increase use of Olelo Hawai'i schoolwide
 - Increase work with OHE to support wellness of the Saber Ohana
 - Identify a wellness coordinator at JCHS
(SHIP team members)
 - Each academy will identify and develop at least one opportunity for their students to complete PBL with a global focus based on the academy's driving question. (AOG4)[36]
(Academy coordinator)

List of all ambassadors beginning and mid school year

Membership rosters of afterschool clubs, programs, and athletics

Number of students that
-completed early college course
-pass AP exam
-earn senior capstone

Daily Bulletin:
Hawaiian word of day

Stories of Ewa in advisory lessons

- ☒ WSF, \$
- ☐ Title I, \$
- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☒ SPPA, \$
- ☒ Homeless, \$
- ☐ Grant: DODEA
- ☐ Grant: Literacy,
- ☒ Other: Perkins
- ☐ Grant: P-20
- ☐ Castle Foundation



★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	Needs areas #2 & 3	Graduate Profile Alignment <ul style="list-style-type: none"> ★ Be Postsecondary and Career Prepared <ul style="list-style-type: none"> Academies continue to plan and execute Professional Certifications (AOG6)[18] <i>(Academy coordinator)</i> ★ Be a Compassionate Leader <ul style="list-style-type: none"> JCHS will fund student opportunities to attend professional conferences and competitions on island, off island, or virtually (AOG 5)[LDR13] AVID, NJROTC, class councils, and chartered clubs provide a minimum of 5 hours of service opportunities per school year (AOG6)[25] ★ Be Innovative <ul style="list-style-type: none"> Academies will continue to provide Work Based Learning opportunities for students (AOG6)[31] <i>(Academy coordinator)</i> Students will have the opportunity to apply to participate in credit-bearing internship opportunities with local business partners and organizations (AOG4) [31]. <ul style="list-style-type: none"> A WBL coordinator will support placement for SpEd students 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. PBL projects will expand 	Number of professional certifications (offered, obtained) Community service logs Master schedule Capstone Training docs Capstone Completion lists NCAC Review NCAC NSOP Academy Minutes Saber showcase Voter registration numbers	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant: DODEA <input checked="" type="checkbox"/> Grant: Literacy, <input checked="" type="checkbox"/> Other: Perkins <input checked="" type="checkbox"/> Grant: P-20 <input type="checkbox"/> Castle Foundation



to incorporate the expertise of a community or business partner.
(AOG4)[29]

(Academy coordinator)

★ **Be a Global Citizen**

- Each academy will identify and develop at least one opportunity for their students to complete a globally focused PBL based on the academy's driving question. (AOG4)[36]
- Social Studies department will implement voter registration with Grade 12 students (pre-register for students age 16 and 17) (AOG6)[35]
- Multiple clubs will be designated as global based on the definition that they identify local, regional, and/or global issues with an interdisciplinary lens. (AOG6)[43]

Accountable Lead(s)

1.3.3. All students graduate high school with a personal plan for their future.

Graduate Profile Alignment

- ★ **Be Postsecondary and Career Prepared**
- ★ **Be a Compassionate Leader**
- ★ **Be Innovative**
- ★ **Be a Global Citizen**

Enabling Activities

- Students will complete a digital portfolio by the first semester of senior year to demonstrate evidence of their progress toward the graduate profile (AOG6)[LDR46]
- PTP Teachers will work with the same advisory group from 9th - 12th and implement Personal Transition Plan (0.5 graduation credit requirement) lessons (AOG6)[30]
 - Lessons will be differentiated by grade level to support the implementation of digital portfolios with all students [LDR30].
 - Financial literacy lessons will be incorporated for all students [37]
- School Transition Coordinator will support teachers with the implementation and monitoring of digital portfolios including service logs (AOG6)[LDR30]

(Transitions coordinator)

Student Digital Portfolios

- ☒ WSF, \$
- ☐ Title I, \$
- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☐ Grant: DODEA
- ☐ Grant: Literacy,
- ☐ Other: Perkins,



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All James
Campbell High
School students
will be provided
with opportunities
to meet the
graduate profile

Needs area
#1, 2, 3

Graduate Profile Alignment

- ★ Be Postsecondary and Career Prepared
- ★ Be a Compassionate Leader
- ★ Be Innovative
- ★ Be a Global Citizen

Enabling Activities

- All departments, academies, & programs will submit an action plan that is reflective of the student success with the graduate profile and specific program outcomes. They will engage in the data cycle to improve outcomes (AOG1)[LDR46] [46]
(Department heads, program leads, curriculum coordinator, academy leads, academy coordinator)
- Students will complete a digital portfolio to demonstrate evidence of their progress toward the graduate profile [LDR30]
(Transitions coordinator)
- Students present their examples of meeting the graduate profile (ie capstone, digital portfolio, PBL) at the annual showcase (AOG4)[24]
- JCHS will fund travel and registration for students and staff chaperones for opportunities that support the graduate profile [LDR46].

Action Plans

Digital Portfolios

Attendance at
events and
opportunities

Department,
Academy, and
Faculty meeting
minutes

- ☒ WSF, \$
- ☐ Title I, \$
- ☒ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☒ SPPA, \$
- ☐ Homeless, \$
- ☒ Grant: DODEA
- ☐ Grant: Literacy,
- ☒ Other: Perkins
- ☒ Grant: P-20
- ☐ Castle
Foundation



Priority 2

High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
JCHS teachers, admin, and classified staff receive professional development to support high quality education for all students.	Needs areas #1,2 & 3	Enabling Activities <ul style="list-style-type: none"> JCHS teachers and admin will receive PD on JCHS initiative related topics such as: [LDR6] (Curriculum Coordinator, Academy Coordinator) <ul style="list-style-type: none"> Using data to modify instruction and improving cultural, disciplinary, career, and data literacy (AOG1) MTSS/RTI strategies Use of SEL Panorama Data. Data driven instructional cycle Design thinking process Problem-based learning and assessment (AOG4) Best practices to support EL and SpEd students Nā Hopena A'o and wellness 	Mentoring hours documentation Evidence of mentoring meetings Agendas from PD Evidence of Panorama documentation	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> DoDEA, \$ <input checked="" type="checkbox"/> Grant: Literacy,



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- Math coach will support school wide teaching and learning related to mathematics. [LDR13-16]
(*Math coach*)
- JCHS will fund travel and/or registration for teachers to receive PD on island, off island, or virtual for professional conferences that support JCHS initiatives. [LDR6]
- JCHS will provide funding to purchase updated curriculum and instructional resources. [LDR6]
- JCHS will provide SEL for teachers, support staff, and admin [LDR8]
- Induction and mentoring support will be provided to beginning teachers and teachers new to JCHS throughout the school year in the form of: (AOG1) [LDR6]
(*Induction and mentoring lead, full-release mentor*)
 - Professional development
 - Full-release mentor teacher for year one teachers
 - Classroom mentors for year two teachers
 - JCHS induction and cultural induction prior to beginning of school year
 - Workshops throughout the school year geared towards school initiatives
- JCHS classified staff will receive training that support their position such as: [LDR18]
(*Role specific administrator*)
 - Quality Behavior Solutions (QBS)
 - SASA Academy
 - School Office Support (SOS)
 - Guard Card Training

Learning Walks

PBL Templates

- ☒ Other: Perkins
- ☒ Grant: P-20
- ☐ Castle Foundation



Priority 3

Effective and Efficient Operations At All Levels

★ **GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>	<p>Increase engagement and communication with all stakeholders (AOG 5)</p>	<p>Enabling Activities</p> <p>The JCHS SCC will meet on a monthly basis and post their agenda and minutes on the school website. [??]</p> <p>(SCC Representatives; PCNC : Rowena S Martinez)</p>	<p>Minutes of SCC meetings on website</p> <p>Membership roster</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: DODEA</p> <p><input type="checkbox"/> Grant: Literacy,</p> <p><input type="checkbox"/> Other: __, \$</p>



★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
JCHS will increase shared responsibility by stakeholders	Increase engagement and communication with all stakeholders (AOG 5)	Enabling Activities <ul style="list-style-type: none"> • SCC and advisory boards actively review student achievement data and suggest strategies for improvements [R6] • Parents invited to host WBL Opportunities and serve as judges for PBL/PBA [LDR24] <i>(SCC, School Improvement Team)</i>	Volunteer logs SCC and Advisory Board minutes	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: DODEA <input type="checkbox"/> Grant: Literacy, <input type="checkbox"/> Other: Perkins <input checked="" type="checkbox"/> Grant: P-20 <input type="checkbox"/> Castle Foundation



★ Other Systems of Support

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
Develop a process for communicating to all stakeholders about the school.	Increase engagement and communication with all stakeholders (AOG 5)	<ul style="list-style-type: none"> JCHS will hire an additional Data Processing User Support Technician to aid with increasing internal and external communication efforts such as: [LDR7] <ul style="list-style-type: none"> Marquee Website Social media Academy and schoolwide branding 	Social media interaction figures	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: DODEA <input type="checkbox"/> Grant: Literacy, <input type="checkbox"/> Other: __, \$



APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases James Campbell High School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours) 1080-12 = 1068 hours

Did your school submit a SCC Waiver Request Form? Please explain.

Yes, for two additional Waiver Days for department curriculum planning and vertical articulation with feeder schools. With a large faculty, we struggle with covering classes with substitutes on school days and with attendance on non-school days.

Bell Schedule:



James Campbell High School — Bell Schedules

☐ Print schedules on separate pages

Regular Bell Schedule

Monday, Tuesday, Thursday, Friday

	Start Time	End Time	Length
Opening	7:55 AM	8:00 AM	5 min
Period 1	8:00 AM	9:30 AM	90 min
Passing	9:30 AM	9:35 AM	5 min
Period 2	9:35 AM	10:55 AM	80 min
Lunch	10:55 AM	11:25 AM	30 min
Passing	11:25 AM	11:30 AM	5 min
Period 3	11:30 AM	12:50 PM	80 min
Passing	12:50 PM	12:55 PM	5 min
Period 4	12:55 PM	2:15 PM	80 min

Regular Wednesday Schedule

	Start Time	End Time	Length
Opening	7:55 AM	8:00 AM	5 min
Period 1	8:00 AM	9:15 AM	75 min
Passing	9:15 AM	9:20 AM	5 min
Period 2	9:20 AM	10:25 AM	65 min
Lunch	10:25 AM	10:55 AM	30 min
Passing	10:55 AM	11:00 AM	5 min
Period 3	11:00 AM	12:05 PM	65 min
Passing	12:05 PM	12:10 PM	5 min
Period 4	12:10 PM	1:15 PM	65 min

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