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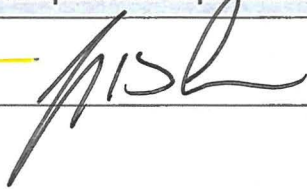


James Campbell HS Academic Plan SY 2026-2027

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- ☐ Title I School
☒ Non-Title I School

Submitted by Principal April Hosino	
[Insert signature] 	Date 04/13/2024

Approved by Complex Area Superintendent Jon Henry Lee	
	Date 4/17/24

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

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VIABLE QUALITY CURRICULUM

This section highlights the **comprehensive instructional programs** and **supplementary instructional materials** used by each core subject area.

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	<u>English Language Arts</u>	<u>Mathematics</u>	Science	Social Studies
ELA 9 Algebra I	'20 Into Literature ▾	enVision Mathematics Common Core ▾	NGSS Teacher created curriculum	<i>A History of Hawaii</i> (Textbook) <i>I Civics</i> <i>We The People</i> (Textbook)
ELA 10 Algebra II	'20 Into Literature ▾	enVision Mathematics Common Core ▾	NGSS Teacher created curriculum	<i>World History & Geography: Modern Times</i> (Textbook) <i>Ways of the World (AP) 4th Ed</i> (Textbook)
ELA 11 Geometry	'20 Into Literature ▾	enVision Mathematics Common Core ▾	NGSS Teacher created curriculum	<i>United States History: Modern Times, 3rd Edition</i> (Textbook) <i>AP U.S History Classic Edition Text</i>
ELA 12 Math elective courses	'20 Into Literature ▾	enVision Mathematics Common Core ▾ Bridges in Mathematics ▾ Precalculus 12th Ed. Textbook Statistics and Probability with Applications Textbook Practice of Statistics 6th Ed Calculus of a Single Variable 8th Ed Textbook Calculus for the AP Course 3rd Ed Textbook	NGSS Teacher created curriculum	- <i>Thinking About Psychology: The Science of Mind & Behavior, 3rd Edition</i> (Textbook) - <i>Economics Textbook</i> - <i>American Government: Stories of a Nation Textbook</i> - <i>American Government: Foundational Documents & Court Cases Reader</i>

Please list all **supplementary instructional materials** used to extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Gr 9-12: All Courses		IXL	Pivot Interactives	
Advanced Placement Gr. 9-12				UWorld
EL 9-12	Flashlight 360			
Special Education Resource 9-12	Read 180	IXL		
Special Education CBI 9-12	i-Ready Teach Town	IXL		

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered **screening, and/or other progress monitoring assessments** designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the **screening and/or progress monitoring assessments** used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grade 9	NWEA MAP ▾	Other: ▾ IXL
Grade 9-12 EL Students	WIDA Screener ▾	Select One ▾
	Select One ▾	Select One ▾

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document **HMTSS student interventions**? Please select all that apply. If "Other" is selected, please explain.

☒ Panorama ☐ School-created template ☐ Other:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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

- ☐ Current CNA
- ☒ Other current assessment/self-study report: [WASC Mid-Cycle Report & Department/Academy Action Plans]
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2023-2024

Type of Last Visit: Progress Report & Visit ▾

Year of Next Action: 2026-2027

Type of Next Action: Full Self-Study ▾

Year of Next Self-Study:

2027

Please identify **critical student learning needs** and the **root/contributing cause** 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?"

Please number the student need and root/contributing cause for ease of cross-referencing.

1

Student Need: Increase student literacy and disciplinary literacy skills.

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+

	<u>Root/Contributing Cause(s):</u> 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	<u>Student Need:</u> 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. <u>Root/Contributing Cause(s):</u> 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	<u>Student Need:</u> Continue to implement and monitor 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. <u>Root/Contributing Cause(s):</u> 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.

To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

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.]



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 Outcome <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>Estimate the additional amount needed for enabling activities.</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. <i>Required for all schools.</i>	Needs area #'s 1&2	Enabling Activities - Academies, departments, Course Alike Teams (CATs), 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) - 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]. (Department heads, CAT leads, curriculum coordinator) - Departments will offer and promote Advanced Placement and early college courses with open enrollment (AOG6)[17] (AP teachers, DHs, College and career counselors) - Teachers will implement AVID and EL strategies that focus on Tier 1 and Tier 2 best practices. (AOG1,2) (AVID Coordinator, EL Coordinator, Curriculum Coordinator) - Full Distance Learning (FDL) will align instruction through content-area Course Alike Teams (CATs) and monitor student progress through course completion and progress toward graduation. (AOG1,2) (FDL teachers) ★ Be a Global Citizen	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 EL summer enhancement lang dev program logs	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☒ Homeless, \$ ☒ Grant: DODEA, \$ ☐ Grant: P-20 ☐ Castle Foundation ☐ Other: Perkins
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		• 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 • Continue to provide capstone opportunities for students (AOG4)[25]. (AP, AVID, CTE, STEM capstone leads)	Learning Walk data SBA ELA, math, and science scores (StriveHI) School target 2029 ELA: 68.30%, 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. <i>Required for all schools.</i>	Needs area #1,2	Graduate Profile Alignment ★ Be Postsecondary and Career Prepared Enabling Activities - JCHS will support incoming freshmen with transition activities. (AOG2)[6] - Freshman parent night - Feeder school visits - Academy selection supports - Freshman orientation day - Math and ELA quantifiers to determine ELA & Math course placement - Summer bridge course - Feeder school transition conversations for identified special groups (SpEd, EL, 504's, etc) [LDR6] 9th graders will be screened for possible Tier 3 supports - Ke Ala Pono [LDR6] - RTI Math - RTI ELA	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, \$ ☒ Grant: DODEA ☒ Grant: P-20 ☐ Castle Foundation ☐ Other: Perkins
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
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 - Academies will review attendance, SEL, and disciplinary data to determine students who are high risk and implement interventions (AOG 1)[7]. (Academy Leads, Academy Coordinator) - Data will also be disaggregated and analyzed by targeted populations (SPED & EL) 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] 01	Monthly Data Pull from LEI Kulia/Panorama Panorama student logs Perception Data (SQS and Panorama SEL) Family night attendance Common academy syllabi Infinite Campus Employability Skills Marks	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☒ Grant: P-20 ☐ Castle Foundation ☐ Other: Perkins

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	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: __, \$ ☐ Other: __, \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	Needs area #2,3	Graduate Profile Alignment Enabling Activities - Provide support to teachers to embed the HA beliefs and disposition in the school curriculum and culture. - Monthly HĀ theme in advisory lessons with video and community stories - Monthly student SEL HĀ cards - Hawaiian word of the week in bulletin - Increase use of 'Ōlelo Hawai'i schoolwide (Wellness Coordinator, Curriculum Coordinator) ★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 - Academy internships - Community service (Academy Coordinator, CTE Coordinator, Academy leads)	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 HĀ videos in advisory lessons Number of student HĀ cards submitted per month	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☒ Homeless, \$ ☐ Grant: __, \$ ☒ Other: Perkins
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <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>Estimate the additional amount needed for enabling activities.</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 area #2, 3	Graduate Profile Alignment ★ Be Postsecondary and Career Prepared - Academies continue to plan and execute Professional Certifications (AOG6)[18] (CTE coordinator) ★ Be a Compassionate Leader - 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 - Academies will continue to provide Work Based Learning opportunities for students (AOG6)[31] (Academy coordinator) - Students will have the opportunity to apply to participate in credit-bearing internship opportunities with local business partners and organizations (AOG4) [31]. - 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	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	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: DODEA ☒ Grant: P-20 ☐ Castle Foundation ☒ Other: Perkins

		the standards in their course. PBL projects will expand 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 Leads)		
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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: __, \$ ☐ Other: __, \$
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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: P-20 ☐ Castle Foundation ☒ Other: Perkins
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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 Outcome <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>Estimate the additional amount needed for enabling activities.</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 - JCHS teachers and admin will receive PD on JCHS initiative related topics such as: [LDR6] (Curriculum Coordinator, Academy Coordinator) - Using data to modify instruction and improving cultural, disciplinary, career, and data literacy (AOG1) - MTSS/RTI strategies o 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 - 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	[<i>List the measures and/or evidence that will be used to monitor progress here</i>] Mentoring hours documentation Evidence of mentoring meetings Agendas from PD Evidence of Panorama documentation	☒ WSF, \$ ☒ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☒ Grant: DODEA ☒ Grant: P-20 ☐ Castle Foundation ☒ Other: Perkins



PRIORITY 2: High-Quality Educator Workforce In All Schools

		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	
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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 Outcome <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>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	Increase engagement and communication with all stakeholders (AOG 5)	Enabling Activities The JCHS SCC will meet on a monthly basis and post their agenda and minutes on the school website (SCC Representatives; PCNC: Rowena S Martinez)	Minutes of SCC meetings on website Membership roster	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.				
Desired Outcome "What do we plan to accomplish?"	Root/Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
JCHS will increase Increase shared responsibility by stakeholders	Increase engagement and communication with all stakeholders (AOG 5)	Enabling Activities • SCC and advisory boards actively review student achievement data and suggest strategies for improvements [R6] • Stakeholders invited to host WBL Opportunities and serve as judges for PBL/PBA [LDR24] (SCC, School Improvement Team)	Volunteer logs SCC and Advisory Board minutes	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☒ Grant: P-20 ☐ Other: __, \$

★ Other Systems of Support				
Desired Outcome <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>Estimate the additional amount needed for enabling activities.</i>
Develop a process for communicating to all stakeholders about the school.	Increase engagement and communication with all stakeholders (AOG 5)	JCHS will continue the use of a Data Processing User Support Technician to aid with increasing internal and external communication efforts such as: [LDR7] ○ Marquee ○ Website ○ Social media ○ Academy and schoolwide branding	Social media interaction figures	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Other: __, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

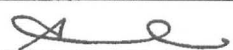
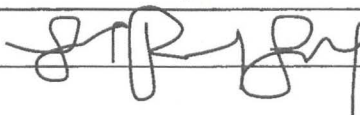
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **James Campbell HS** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **March 10, 2026** to share the school data and gather input on student priorities.
 - ☐ A School Community Meeting was conducted on ☐ **Date** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): [Insert text. *Examples: School Leadership Team, Curriculum Committee, School Safety Committee*]
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **March 10, 2026**

Attested:

James Campbell HS Principal	Signature	Date
April Hosino		☐ Date 04/13/2026
SCC Chairperson	Signature	Date
Lord Ryan Lizardo		☐ Date 4/14/26

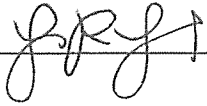
SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." SCC Chairperson signature is required on both pages.

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A	N/A	N/A

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.
N/A

Attested:

SCC Chairperson	Signature	Date
Lord Ryan Lizardo		Date 3/30/26

APPENDIX B: BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association 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.**

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)	1089 student instructional hours
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☒ Yes ☐ No ☐ N/A, we meet the requirement

James Campbell HS Bell Schedule:

James Campbell High School — Bell Schedules			
Print schedules on separate pages			
<u>Regular Bell Schedule</u>			
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
<u>Regular Wednesday Schedule</u>			
	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
James Campbell High School • 91-980 North Road, Ewa Beach, HI 96706 • Phone: 808.305.3600 • Fax: 808.689.1255			