



# KMR

## One-Year Academic Plan

### SY 2023-2024

Ali'iolani Elementary School  
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[www.aliiolanischool.com](http://www.aliiolanischool.com)

Submitted by: <b>Timothy Hosoda</b> , Principal	Date
	04/10/23

Approved by: <b>Linell Dilwith</b> , Complex Area Superintendent	Date

# One-Year Academic Plan SY 2023-2024

<b>Where are we now?</b>	
<p>Prioritize school’s needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>● <b>Comprehensive Needs Assessment</b> (Title I Schools)</li> <li>● WASC Self Study <ul style="list-style-type: none"> <li>▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction</li> <li>▪ WASC Category C: Standards Based Student Learning: Instruction</li> <li>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> </ul>	<p>The faculty and staff at Ali’iolani hold the foundational belief that <b>all</b> students can learn. To create a school in which this happens, Ali’iolani Elementary School needs:</p> <ol style="list-style-type: none"> <li>1. To meet the academic, social, emotional, behavioral and physical needs of all students through the continuous implementation and refinement of our Hawaii Multi-Tiered Systems of Support (HMTSS).</li> <li>2. To meet the pedagogical, social and emotional needs of faculty and staff.</li> <li>3. To responsibly administer all aspects of financial operations, communicate effectively, and increase the involvement and voice of stakeholders to attain the highest level of efficiency in support of student success.</li> </ol>
	<p><b>Addressing Equity: Subgroup Identification</b></p>
	<p><b>In order to address equity, list the targeted sub group(s) and their identified needs.</b> **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p> <p>Our academic achievement, social, emotional and behavioral student data shows that we need to address equity for the following students:</p> <ul style="list-style-type: none"> <li>● IDEA students (ELA, Math, attendance, SEL, behavior)</li> <li>● English Learners (ELA, Math, SEL)</li> <li>● Low SES students (ELA, Math, Science proficiency, SEL)</li> <li>● Native Hawaiians (ELA, Math, Science proficiency, SEL)</li> </ul>

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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives <b>SW 2</b>
Timothy Hosoda Principal	<p>Ensure all duties, programs, strategies and initiatives are adequately supported and they are implemented with fidelity and accountability.</p> <ul style="list-style-type: none"> <li>● Fiscal and resource allocation</li> <li>● Administrative duties for school operations</li> <li>● Continuous School Improvement processes</li> <li>● Oversee all programs and initiatives (SPED, EL, HMTSS, SEL, Health/Wellness, etc.)</li> <li>● Oversee well-being of faculty, staff and students</li> <li>● Continue to improve and and maintain stakeholder communication, involvement and voice</li> </ul>
William Donnelly Counselor	<p>Social, Emotional and Behavioral Well Being (SEL, Behavior, Health/Wellness)</p> <ul style="list-style-type: none"> <li>● Counseling and Behavioral Supports</li> <li>● SEL Coordinator</li> <li>● Student health and wellness</li> <li>● Absenteeism</li> </ul> <p>Other Duties</p> <ul style="list-style-type: none"> <li>● Testing Coordinator (SBA, DIBELS)</li> </ul>
Student Services Coordinator	<p>Individuals with Disabilities Education Act (IDEA) - SPED</p> <ul style="list-style-type: none"> <li>● Oversee SPED department (Coordinate initial SPED referrals, support SPED teachers to ensure meeting of timelines/deadlines, management of services supporting IDEA students, facilitate communication with district SPED Resource Teachers</li> <li>● Support teachers with Tier 3 interventions prior to referral</li> </ul>
Annie Yokoyama EL Coordinator	<p>English Learners (EL) Program</p> <ul style="list-style-type: none"> <li>● Implementation of the EL Success Plan</li> <li>● WIDA Test Coordinator</li> </ul>
Laurie Chang Curriculum Coordinator	<p>Hawaii Multi-Tiered Systems of Support (HMTSS) - Academics</p> <ul style="list-style-type: none"> <li>● Oversee Standards-Based Curriculum and Instruction for all subjects and tiers</li> </ul> <p>Other Duties</p> <ul style="list-style-type: none"> <li>● Title 1 Coordinator</li> <li>● Technology Coordinator (TC)</li> <li>● Kindergarten Entry Assessment (KEA) Coordinator</li> <li>● WASC Coordinator</li> </ul>

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**Goal 1: Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

- Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of the school year,	Rationale:
<p><b>Goal 1:</b>  <b>Ali’iolani Elementary School (AES) will meet the academic, social, emotional, behavioral and physical needs of all students through the continuous implementation and refinement of our Hawaii Multi-Tiered Systems of Support (HMTSS).</b></p> <p>AES’s mission of <i>Empowering students to make a difference</i> is accomplished by enacting our vision that <i>Ali’iolani Elementary School provides a supportive community that values living, loving and learning.</i> In order to create the environment that allows us to fulfill our school’s vision and mission, our HMTSS’s vision and mission were created to ensure that we are meeting the multifaceted needs of our students.</p> <p><i>It is the mission of Ali’iolani’s HMTSS to use data to identify and address students’ academic, social and behavioral needs by:</i></p> <ul style="list-style-type: none"> <li>● <i>providing standards-based curriculum and instruction to all students and curricular and instructional interventions to identified students to which students will demonstrate mastery of the academic standards to their fullest potential (academic)</i></li> <li>● <i>implementation of a Positive Behavioral Interventions and Supports (PBIS) program, providing research-based Social Emotional Learning instruction</i></li> </ul>	<p>AES completed a <a href="#">Comprehensive Needs Assessment</a> in December 2022 and determined that the following components of school administration and the needs of select populations must be addressed due to their impact on the academic, social, emotional, behavioral and physical well-being of our students. Our HMTSS is a data-driven team-based decision-making framework for achieving positive outcomes for every student through a layered continuum of evidence-based practices. By executing our HMTSS mission with intention and consistency, we will attain our HMTSS vision <i>To equip and empower students to reach their full potential.</i> (SW1, SW2)</p> <p><u>Academic:</u></p> <ul style="list-style-type: none"> <li>● Curriculum and instruction that is aligned to the academic standards will help ensure that the standards are being taught with fidelity. Supplemental programs allow teachers access to curriculum that reinforces grade level standards as well as that which is outside of their grade level. This enables teachers to target prerequisite gap skills that must be addressed before a student can demonstrate mastery of the current grade level standards or provide work at a higher level if needed. Materials and supplies enhance a teacher’s ability to provide hands-on experiences to students that will deepen their understanding of the curriculum.</li> </ul>

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*for all students and reinforcement of these skills throughout every school setting (social, emotional, behavioral)*

- *providing behavioral interventions and counseling to identified students (social, emotional, behavioral)*
- *providing consistent opportunities for daily physical activity and weekly standards-based physical education classes (physical)*

*so that students will possess an academic skill set, a social skill set, and positive attributes to be able to have the choice to continue their education to the highest level possible and to be able to enter their desired career pathway to become productive members of society.*

Areas to be addressed include:

## Academic:

- Provide standards-based curriculum, instruction, materials/supplies and supplemental programs
  - Tier 1 (all students)
  - Tier 2 (curricular modifications/instructional accommodations)
  - Tier 3 (targeted interventions)
- Universal screener usage
- Teacher collaboration (e.g. planning, articulation/data teams)

## Social-Emotional and Behavioral:

- Administer surveys and screeners to identify students social, emotional and behavioral needs
- Provide CASEL rated Social Emotional Learning (SEL) instruction, social support groups and counseling
  - Tier 1 (weekly SEL instruction for all students)
  - Tier 2 (social group support)
  - Tier 3 (individualized counseling)
- Address chronic absenteeism

## Physical:

- Provide weekly standards-based physical education instruction
- Provide daily opportunities for physical activity

## Specialized Populations:

- High-Needs subgroups

- Universal screeners are crucial to get normed baseline student achievement data at the beginning of each year. The same screeners are used to collect mid and end-of-year data that aligns to the baseline data so that teachers are able to make informed decisions about curriculum and instruction that meet their students' needs and track the effect of their instruction and a student's progress over time.
- Teacher collaboration (e.g. planning, articulation/data teams) time is needed for teachers to be able to analyze student data and work. Planning time is needed for teachers to be able to effectively modify curriculum and instruction based on the data analysis.

## Social-Emotional and Behavioral:

- There are many aspects to social, emotional and behavioral health that can be overlooked, especially if students are not open about sharing their feelings. Surveys and screeners provide data and help staff to identify students who may be at-risk in one or more areas and to plan and deliver interventions. Additionally, the school collects data over time which is important since the time a student spends in an at-risk state increases the likelihood that the social, emotional, and behavioral challenges will have long-term potentially negative effects.
- Social Emotional Learning (SEL) curriculum is needed to ensure that AES is intentional and systematic with SEL instruction for all students and to ensure that students' are able to develop a well-rounded social skill set that is able to be reinforced across grade levels. Social support groups and counseling will allow those who are at-risk to receive appropriate interventions to address their identified needs.

## Physical:

- AES must continue to provide personnel and equipment to continue to meet the HIDOE recommendations for physical activity.

## Specialized Populations:

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<ul style="list-style-type: none"> <li>○ Students receiving free/reduced meals (Low SES)</li> <li>○ English Learners (EL)</li> <li>○ Students with disabilities (IDEA)</li> <li>● Native Hawaiians</li> </ul>	<ul style="list-style-type: none"> <li>● Certain subgroups with historically poorer outcomes due to challenging circumstances are tracked to inform the school with data that allows challenges to be addressed early with the goal of reducing and reversing harm.</li> </ul>
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Planning			Funding/Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
<p><b>ACADEMIC:</b> <b>Indicators of academic achievement will show increases across the board.</b></p> <p>EARLY LITERACY (SW6i, SW6ii) Early literacy indicators will show that students are on-track to reading on grade level by 3rd grade by reaching or surpassing these percentages. <u>Outcome 1a:</u> EOY K-2 DIBELS proficiency: 75%</p> <p>i-Ready EOY percentage testing in the green level in grades K-2. <u>Outcome 1b:</u> K-2 average percentage: 85% (SY 2021-22: 80%)</p> <p>STANDARDIZED TESTING Percentages of students meeting proficiency for ELA, Math and Science will continue to increase from year-to-year.</p> <p>Percentage of students meeting proficiency on the SBA for ELA:</p>	<p>(SW6i) HMTSS - ACADEMIC Tier 1:</p> <ul style="list-style-type: none"> <li>● Fund duplication of materials and implement the Orton-Gillingham approach to early literacy in grades K, 1 and 2</li> <li>● All teachers will use universal screeners (i-Ready, DIBELS) to obtain baseline data and track progress</li> <li>● All teachers will use the i-Ready Personalized Learning Pathway for Reading and Math</li> <li>● Purchase and use rigorous and relevant standards-based curriculum and instruction (e.g. Wonders, Ready Classroom Math, STEMscopes)</li> <li>● Purchase supplies, materials, technology and equipment that support learning activities/standards (e.g. computer lab)</li> <li>● Purchase books and supplies to expand the collection of books in the library</li> </ul>	<p>Timothy Hosoda, Principal</p> <p>Dari Matsuura, Student Services Coordinator</p> <p>Annie Yokoyama, EL Coordinator</p> <p>Laurie Chang, Curriculum Coordinator</p>	<p><i>(Check applicable boxes to indicate source of funds)</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF</li> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul> <p>Curriculum, Materials and Supplies \$ 30,000</p> <p>Afterschool Tutoring: \$ 15,000</p>	<p>SBA proficiency scores</p> <p>WIDA scores</p> <p>i-Ready BOY, MOY and EOY diagnostic data, progress monitoring</p> <p>DIBELS data</p> <p>Student work and classroom assessments</p> <p>LEI Kulia reports</p> <p>Faculty meeting minutes</p> <p>Grade level minutes</p> <p>Fiscal documents</p> <p>Title 1 documents/compliance</p>

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<p><u>Outcome 1c:</u> Gr. 3-5 overall: 72% (SY 2021-22: 69%)</p> <p><u>Outcome 1d:</u> Low SES Subgroup: 62% (SY 2021-22: 59%)</p> <p><u>Outcome 1e:</u> EL Subgroup: 48% (SY 2021-22: 45%)</p> <p><u>Outcome 1f:</u> IDEA Subgroup: 30% (SY 2021-22: 25%)</p> <p><u>Outcome 1g:</u> Native Haw'n Subgroup: 49% (SY 2021-22: 46%)</p> <p>Percentage of students meeting proficiency on the SBA for MATH:</p> <p><u>Outcome 1h:</u> Gr. 3-5 overall: 77% (SY 2021-22: 74%)</p> <p><u>Outcome 1i:</u> Low SES Subgroup: 65% (SY 2021-22: 61%)</p> <p><u>Outcome 1j:</u> EL Subgroup: 40% (SY 2021-22: 33%)</p> <p><u>Outcome 1k:</u> IDEA Subgroup: 30% (SY 2021-22: 25%)</p> <p><u>Outcome 1l:</u> Native Haw'n Subgroup: 55% (SY 2021-22: 50%)</p> <p>Percentage of students meeting proficiency on the SBA for SCIENCE:</p> <p><u>Outcome 1m:</u> 5th Graders: 60% (SY 2021-22: 57%)</p>	<ul style="list-style-type: none"> <li>● Purchase and use supplemental programs and resources to reinforce ELA, Math and Science skills (e.g. IXL, Achieve 3000, Renaissance Accelerated Reader, Mystery Science)</li> <li>● Reprioritize standards to align to current student learning data</li> <li>● Engage in vertical articulation to ensure that there is consensus and continuity about the most important standards</li> <li>● Revise curriculum maps as needed</li> <li>● Grade levels continue to use the Common Formative Assessments and the Common Summative Assessments for priority standards</li> <li>● Embed research-based instructional strategies (e.g. UDL, sheltered instruction strategies, Hattie's indicators) into the whole class curriculum</li> <li>● Lead Team review universal screener data BOY, MOY, EOY with emphasis on high-needs subgroups</li> <li>● Provide 45 minutes/week of Computer Science, Fine Arts, and Physical Education instruction</li> </ul> <p>Tier 2: (SW6ii, SWiii)</p> <ul style="list-style-type: none"> <li>● Utilize the data team process to analyze student work samples to be able to make modifications and accommodations to curriculum and instruction</li> <li>● Fund after school tutoring for students with the greatest academic need</li> <li>● Fund qualified paraprofessional staff to provide interventions (Cost addressed in Goal 3)</li> <li>● Offer summer school focusing on the</li> </ul>			
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<p>UNIVERSAL SCREENER i-Ready EOY percentages testing in the green level in grades K-5.</p> <p><u>Outcome 1n:</u> ELA Overall K-5: 72% (SY 2021-22: 68%)</p> <p><u>Outcome 1o:</u> MATH Overall K-5: 75% (SY 2021-22: 70%)</p> <p>WIDA - English Learners Indicators will show that EL students are on track to becoming English proficient.</p> <p><u>Outcome 1p:</u> Percentage of students demonstrating growth on the WIDA from year-to-year: 75%</p> <p><u>Outcome 1q:</u> Percentage of students on track to English proficiency: 57% (SY 2021-22: 52%)</p> <p><u>Outcome 1r:</u> Percentage of students exiting EL program: 20% (SY 2021-22: 18.5%)</p>	<p>lowest 15% in a grade level</p> <ul style="list-style-type: none"> <li>All teachers will use the i-Ready Personalized Learning Pathway for Reading and Math</li> </ul> <p>Tier 3: (SW6i, SW6ii, SW6iii)</p> <ul style="list-style-type: none"> <li>Use the Orton-Gillingham scope and sequence to provide targeted interventions to students in grades K-2</li> <li>Purchase and use a program to provide targeted interventions for reading to students in grades 3-5 with i-Ready phonics levels 2 or more grade levels below</li> <li>Fund after school tutoring for students with the greatest academic need</li> <li>Fund qualified paraprofessional staff to provide interventions (Cost addressed in Goal 3)</li> <li>Offer summer school focusing on the lowest 15% in a grade level</li> <li>Refine inclusion practices and support with funding for materials and supplies as needed</li> <li>Fund specialized needs of SPED PreK and SMI classrooms</li> <li>All teachers will use the i-Ready Personalized Learning Pathway for Reading and Math</li> </ul> <p><u>Specifically for EL students:</u></p> <ul style="list-style-type: none"> <li>Teachers will complete EL PD credit requirements by the DOE deadline</li> <li>Teachers will provide sheltered instruction when warranted</li> </ul>			
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<p><b>SOCIAL, EMOTIONAL, BEHAVIORAL and PHYSICAL HEALTH</b>  <b>Indicators of student well-being will increase.</b></p> <p>PANORAMA STUDENT SEL SURVEY  Percentages of students answering positively will hit or surpass these outcomes.  <u>Outcome 1s:</u>  Emotional Regulation: 55% (Winter 2023: 50%)  <u>Outcome 1t:</u>  Grit: 70% (Winter 2023: 67%)  <u>Outcome 1u:</u>  Growth Mindset: 65% (Winter 2023: 61%)  <u>Outcome 1v:</u>  Self-Efficacy: 70% (Winter 2023: 64%)  <u>Outcome 1w:</u>  Self-Management: 77% (Winter 2023: 74%)  <u>Outcome 1x:</u>  Sense of Belonging: 82% (Winter 2023: 79%)  <u>Outcome 1y:</u>  Social Awareness: 75% (Winter 2023: 70%)</p> <p>SCHOOL QUALITY SURVEY (SQS)  Positive student responses for the following questions will increase. These questions were selected because they are well-below 80%, which is around the percentage of positive student responses for the other questions.  <u>Outcome 1z:</u></p>	<p><b>(SW6iii-I, SW6iii-III)</b>  HMTSS - SOCIAL, EMOTIONAL, BEHAVIORAL, and PHYSICAL HEALTH  Tier 1:</p> <ul style="list-style-type: none"> <li>• Fund a FTE Counselor and SEL PTT (addressed in Goal 3)</li> <li>• Fund and implement a Positive Behavioral Interventions and Support system (PBIS) to enforce the behavioral expectations and the GLOs</li> <li>• Purchase and implement CASEL rated Second Step SEL program</li> <li>• Provide 45 minutes/week of SEL instruction to every student in grades K-5</li> <li>• Administer Panorama Surveys, SQS, and SRSS-IE and monitor data over time to look for trends and determine the effectiveness of SEL classes</li> <li>• Analyze the different sources of Social, Emotional and Behavioral data and determine next steps</li> <li>• Create a system for tracking students at risk for adverse behaviors</li> <li>• Fund and use GoGuardian to increase online safety by monitoring students' online usage to flag inappropriate or concerning searches</li> <li>• Monitor attendance weekly and implement measures to address absenteeism</li> <li>• Create and fund an Attendance Improvement Plan that includes parent education, special events, incentives</li> <li>• Revise the <a href="#">AES Behavior Flowchart</a> with input from faculty</li> <li>• Provide after school activities and clubs</li> </ul>	<p>Timothy Hosoda, Principal</p> <p>William Donnelly, Counselor</p>	<p><i>(Check applicable boxes to indicate source of funds)</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF</li> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul> <p>PBIS  GoGuardian  Afterschool Clubs  Second Step Sensory Room  \$25, 000</p>	<p>Panorama Survey results</p> <p>SQS results</p> <p>SRSS-IE Screener data</p> <p>SEL Committee minutes  SEL grades</p> <p>Attendance data  Attendance Committee minutes</p> <p>PE grades</p> <p>Physical fitness data</p> <p>GoGuardian data</p> <p>System to track participation in afterschool programs</p> <p>Office Referral data</p>
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<p>Students at my school who do not behave are disciplined: 60% (SY 2021-22: 42.7%) <u>Outcome 1A:</u> I feel safe from the mean kids at my school: 55% (SY 2021-22: 46.9%)</p> <p><b>STUDENT RISK SCREENING SCALE (SRSS-IE)</b> Percentage of students rated by teachers as moderate risk or high risk will decrease in the domains of social, emotional or behavioral. <u>Outcome 1B:</u> High Risk Social: &lt;1% (SY 2022-23: 1%) Mod. Risk Social: &lt;3.6% (SY 2022-23: 3.6%) <u>Outcome 1C:</u> High Risk Emotional: &lt;5% (SY 2022-23: 6.5%) Mod. Risk Emotional: &lt;5% (SY 2022-23: 8.1%) <u>Outcome 1D:</u> High Risk Behavioral: &lt;4.4% (SY 2022-23: 4.4%) Mod. Risk Behavioral: &lt;10% (SY 2022-23: 13.7%)</p> <p><b>ABSENTEEISM</b> Attendance rates for subgroups will increase from the previous year. The DOE standard is 95%. <u>Outcome 1E:</u> All Students: &gt;91.2% Non-High Needs: &gt;94.6% High Needs Subgroups: Low SES:&gt;88.2%</p>	<ul style="list-style-type: none"> <li>● Hire and train paraprofessional staff to provide instruction and support at a high level (e.g. Physical Education - Cost addressed in Goal 3)</li> </ul> <p>Tier 2 and 3:</p> <ul style="list-style-type: none"> <li>● Counselor will help connect families with resources to address social, emotional, behavioral, mental health needs</li> <li>● Fund upkeep and expansion of the sensory room to be used by students to de-stress, self-calm, self-regulate</li> <li>● Provide individual or group counseling for students whose data indicates a need</li> <li>● Continue partnership with Malama Mentors</li> </ul>			
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<p>EL: &gt;92.7%          IDEA: &gt;82.1%          (Percentages for each subgroup were SY 2021-22 EOY numbers)</p> <p><u>Outcome 1F:</u>          Chronic absentee rate: &lt;28%          (SY 2021-22: 28%)</p> <p><b>DISCIPLINE</b>          Office referrals have skyrocketed with the combined total of offenses in the 2 years prior to SY 2021-22 being 7. So far in SY 2022-23, the count is at 31. Offenses are ones that have not been seen in the past such as disrespect, non-compliance and physical contact.</p> <p><u>Outcome 1G:</u>          Total referral offenses: &lt;35</p> <p><b>PHYSICAL FITNESS</b>  <u>Outcome 1H:</u>          100% of students in grades K-5 will have access to 45 minutes/week of physical education.</p>				
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**Goal 2: Staff Success.** Ali’iolani Elementary School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of the school year,	Rationale:
<p><b>Goal 2:</b>  <b>Ali’iolani Elementary School (AES) will meet the pedagogical and emotional needs of faculty and staff by providing material support, learning opportunities, time for teacher collaboration and open communication so they can effectively meet the multi-faceted needs of all students.</b></p> <p>Areas to be addressed include:</p> <p><u>Learning Opportunities:</u></p> <ul style="list-style-type: none"> <li>● Professional Development</li> <li>● Peer observations</li> <li>● Induction and Mentoring</li> </ul> <p><u>Teacher Collaboration:</u></p> <ul style="list-style-type: none"> <li>● Time provided for grade level planning, articulation and data teams</li> <li>● Time provided for vertical articulation</li> </ul> <p><u>Material Support:</u></p> <ul style="list-style-type: none"> <li>● Monetary support for classroom supplies</li> <li>● Funding for additional programs or materials</li> </ul> <p><u>Open Communication:</u></p> <ul style="list-style-type: none"> <li>● Administration’s open door policy</li> <li>● Transparency in operations and decision-making</li> </ul>	<p>Ali’iolani Elementary School believes that in order for faculty and staff to continue to learn, grow and thrive to be able to meet the ever-changing multi-faceted needs of our students, the school must cultivate a supportive culture of positivity and safety. This is accomplished through the responsible actions of the Administration to ensure that ample time and resources are available to teachers to execute their jobs at a high level.</p> <p><u>Learning Opportunities:</u></p> <ul style="list-style-type: none"> <li>● Professional Development is needed for teachers to be able to learn new research-based strategies to meet the complex learning needs of all students.</li> <li>● Peer observations are an excellent way for teachers to learn from others and are sustainable as the learning is from within our own faculty. They also open the door to articulation opportunities.</li> <li>● Official Induction and Mentoring is provided by a trained Mentor to all 1st and 2nd year probationary teachers to ensure that they are supported as they enter into the teaching profession.</li> </ul> <p><u>Teacher Collaboration:</u></p> <ul style="list-style-type: none"> <li>● Time provided for grade level partner planning, articulation and data teams is necessary for teachers to be able to compile student work samples and analyze student achievement data to make pedagogical decisions about modifications and accommodations to curriculum and instruction</li> <li>● Time provided for vertical articulation is important to build awareness of the current needs of the grade level above and below so that the transition from one grade level to the next is as smooth as possible</li> </ul> <p><u>Material Support:</u></p> <ul style="list-style-type: none"> <li>● Monetary support for classroom supplies is needed to ensure that teachers have everything they need to support student learning</li> <li>● Additional programs or materials are needed as the primary curriculum is not always enough to support all learners, especially students in Tiers 2 and 3.</li> </ul> <p><u>Open Communication:</u></p> <ul style="list-style-type: none"> <li>● Administration’s open door policy is key to creating an accepting and safe environment where staff feel heard, seen, accepted and supported.</li> <li>● Transparency in operations and decision-making is necessary to build trust in Administration so that staff can see how their voice is incorporated into the school processes.</li> </ul>

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<ul style="list-style-type: none"> <li>Frequent invitations to provide input on school issues and in decision-making</li> </ul>	<ul style="list-style-type: none"> <li>Frequent opportunities to provide input on school issues and decision-making are necessary for staff to be an integral part of the Continuous School Improvement process.</li> </ul>
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Planning			Funding/Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p><b>PEDAGOGICAL, EMOTIONAL AND MATERIAL NEEDS OF FACULTY/STAFF</b>  <b>100% of teachers' pedagogical, material, time and emotional needs will be met.</b></p> <p>LEARNING OPPORTUNITIES  <u>Outcome 2a:</u>            Teachers agreeing with the statement, "I am satisfied with the professional development opportunities the school provides for me": &gt;90%            (SY 2021-22: 87.4%)  <u>Outcome 2b:</u>            100% of teachers will participate in peer observations  <u>Outcome 2c:</u>            100% of 1st and 2nd year teachers will receive school level mentoring by a trained mentor            TEACHER COLLABORATION:  <u>Outcome 2d:</u></p>	<p>LEARNING OPPORTUNITIES  <b>(SW6iii-IV)</b>            Provide professional development based on teacher need and interest, including but not limited to:</p> <ul style="list-style-type: none"> <li>Orton-Gillingham for K-2</li> <li>EL Strategies that support implementation of the EL Success Plan</li> <li>Addressing SEL needs of students</li> <li>Complete selected Trauma-informed online modules</li> <li>Math Curriculum PD</li> <li>Other topics driven by teacher need</li> </ul> <p>Teachers will engage in peer observations to learn from each other.</p> <p>Provide time within the Master Schedule for teachers to engage in grade level planning, articulation and data teams</p> <p>Teachers will engage in grade level planning, articulation and data teams.</p>	<p>Timothy Hosoda, Principal</p> <p>Laurie Chang, Curriculum Coordinator</p>	<p><i>(Check applicable boxes to indicate source of funds)</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF</li> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul> <p>PD Cost: \$15,000</p> <p>Sub Days: \$5,000</p>	<p>School Quality Survey results from teachers</p> <p>Peer Observation checklists</p> <p>Induction and Mentoring documentation</p> <p>AES Master Schedule</p> <p>Faculty Meeting Minutes</p> <p>Grade level minutes documenting weekly articulation/data teams and planning</p> <p>Grade level minutes documenting sub day use for articulation/data teams and planning</p> <p>Vertical articulation documentation</p>

# One-Year Academic Plan SY 2023-2024

<p>100% of classroom teachers will be provided with time for articulation and/or planning. (SY 2021-22: 100%)</p>	<p>Provide mentoring for 1st/2nd year probies and teachers new to the school</p> <p>Fund sub days for teachers to engage in grade level planning, articulation and data teams, and/or standards and curriculum mapping.</p> <p>Teachers will engage in vertical articulation a minimum of once a year.</p>			
<p><b>MATERIAL SUPPORT:</b> It is the goal of AES that SQS results will show that teachers are satisfied with the resources the school provides. <u>Outcome 2e:</u> 100% of teachers will agree with the statement, “I am satisfied with the quality of the resources the school provides to teachers and students for learning.” (SY 2021-22: 100%)</p>	<p>Fund purchase of materials and supplies to support standards-based instruction at a high level (e.g. hands-on activities, project-based learning, STEM Day)</p> <p>Fund and provide technology that allows teachers instruct at a high level</p> <p>CC will confirm that purchases are aligned to needs identified in the CNA</p>	<p>Timothy Hosoda, Principal</p> <p>Laurie Chang, Curriculum Coordinator</p>	<p><i>(Check applicable boxes to indicate source of funds)</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF</li> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul> <p>Cost included in Goal 1</p>	<p>Purchase orders</p> <p>Teacher documentation of events (e.g. photos, write ups)</p> <p>CNA Implications for Continuous School Improvement</p>

# One-Year Academic Plan SY 2023-2024

<p>OPEN COMMUNICATION: It is the goal of AES that SQS results will show that teachers have a sense of trust and feel valued as an integral part of the school community.</p> <p><u>Outcome 2f:</u> 100% of teachers will agree with the statement, “I feel comfortable speaking to my school administrator.” (SY 2021-22: 100%)</p> <p><u>Outcome 2g:</u> 100% of teachers will agree with the statement, “I can offer my opinions freely on ways to make improvements at my school.” (SY 2021-22: 100%)</p> <p><u>Outcome 2h:</u> 100% of teachers will agree with the statement, “I feel I am an integral, vital part of the educational community in which I work.” (SY 2021-22: 100%)</p>	<p>AES will continue to maintain and update its staff portal with current information.</p> <p>Principal will maintain an open door policy.</p> <p>Principal will continue to email and post a weekly update to the staff portal.</p> <p>Principal will continue to share information and seek input to develop transparency and increase staff involvement around staffing, CNA and Academic Plan, budgeting and expenditure of funds, and decision-making processes.</p> <p>AES will maintain teams that are responsible for overseeing and providing decision-making guidance for specific areas (math/science, technology, safety, SEL, ELA/Literacy, Wellness, etc.)</p> <p>100% will complete the Teachers SQS Survey</p>	<p>Timothy Hosoda, Principal</p> <p>William Donnelly, Counselor</p> <p>Laurie Chang, Curriculum Coordinator</p>	<p><i>(Check applicable boxes to indicate source of funds)</i></p> <p><input 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"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input checked="" type="checkbox"/> N/A</p> <p>No cost for these activities</p>	<p>Principal’s AES Weekly Updates to staff</p> <p>Principal’s AES News to parents</p> <p>Staff portal</p> <p>Faculty meeting minutes</p> <p>Committee meeting minutes</p> <p>Leadership Team (Grade Level Chairs and Lead Team) minutes</p> <p>SQS Teachers Survey results</p>
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Continued on page 16

# One-Year Academic Plan SY 2023-2024

**Goal 3: Successful Systems of Support.** The system and culture of **Ali’iolani Elementary School** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of the school year,	Rationale:
<p><b>Goal 3: Ali’iolani Elementary School will administer responsible financial operations, communicate effectively, and increase the involvement and voice of stakeholders to attain a high level of support for student success.</b></p> <p><u>Financial Operations:</u></p> <ul style="list-style-type: none"> <li>• Allocation of human resources aligned to need</li> <li>• Allocation of financial resources aligned to need               <ul style="list-style-type: none"> <li>◦ Instructional materials (addressed in Goal 1)</li> </ul> </li> </ul> <p><u>Communication:</u></p> <ul style="list-style-type: none"> <li>• Regular communication with parents by teachers</li> <li>• Weekly updates to parents by administration</li> <li>• Administration’s open door policy for parents to have a voice</li> <li>• Communication platform that translates into different languages</li> </ul> <p><u>Community and Parent Involvement:</u></p> <ul style="list-style-type: none"> <li>• Parent Informational Sessions</li> <li>• Parent-Child Events</li> </ul> <p><u>Partnerships:</u></p> <ul style="list-style-type: none"> <li>• Continue successful partnerships</li> </ul>	<p><u>Financial Operations:</u></p> <p>Responsible allocation of finances is crucial to being able to provide the human and material resources needed to meet the needs of all students, staff and school operations</p> <ul style="list-style-type: none"> <li>• Human Resources: People are the most essential resource needed to run a school. Each member of the Lead Team is assigned responsibility for schoolwide initiatives and is held accountable by the Principal. HQ licensed teaching faculty will be able to deliver standards-based curriculum at a high level. Educational Assistants and paraprofessional staff will provide a variety of classroom support, including specialized instruction tailored to students in Tiers 1 (all students), 2 (curricular modifications and instructional accommodations), and 3 (targeted interventions). The office, custodial and cafeteria staff are the backbone - the human infrastructure - that keep everything running smoothly and efficiently.</li> <li>• Financial Resources: Curriculum, materials and supplies support classroom learning and was addressed in Goal 1.</li> </ul> <p><u>Communication:</u></p> <p>Open, honest and consistent communication is essential to building trust. Communication with parents also allows them to be informed and gives them opportunities to be more involved with the school community if they wish.</p> <ul style="list-style-type: none"> <li>• Having a 2-way parent/teacher communication platform is essential to maintaining regular communication between parents and teachers. This includes a school planner as well as an electronic platform.               <ul style="list-style-type: none"> <li>◦ A platform that translates communication into a family’s home language conveys respect, understanding and acceptance.</li> </ul> </li> <li>• Weekly emailed updates to parents from the Principal keeps parents informed of schoolwide happenings.</li> <li>• The Principal’s open door policy allows stakeholder voice to be an essential component in the Continuous School Improvement process.</li> </ul> <p><u>Community and Parent Involvement:</u></p> <ul style="list-style-type: none"> <li>• Parent Information Sessions are opportunities for parents to learn more about different topics related to their child’s education. Topic selection is driven by parents’ needs/requests.</li> </ul>



# One-Year Academic Plan SY 2023-2024

<ul style="list-style-type: none"> <li>Develop new partnerships that enhance the education and experiences for our students</li> </ul>	<ul style="list-style-type: none"> <li>Parent-child events are a key component to building a well-rounded educational experience for our students. When parents are involved, there is better support and follow through for the child.</li> <li>School will continue to partner with the SCC to provide input into the Academic Plan</li> </ul> <p><u>Partnerships:</u> Partnerships have the potential to bring resources and opportunities into the school community that can elevate the educational experience for our students.</p>
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Planning			Funding/Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
<p><b>FINANCIAL OPERATIONS:</b> Funds are responsibly allocated to have adequate highly qualified faculty and an adequate number of support staff to support interventions for students in Tiers 2 and 3.</p> <p>HUMAN RESOURCES <u>Outcome 3a:</u> 100% of teaching faculty are highly qualified. <u>Outcome 3b:</u> 100% of SPED teachers have access to an Educational Assistant.</p>	<p>HUMAN RESOURCES Fund positions</p> <ul style="list-style-type: none"> <li>Fund Lead Team: Principal, Counselor, Student Services Coordinator, EL Coordinator, Curriculum Coordinator</li> <li>Fund School Health Assistant</li> <li>Fund Highly Qualified Teachers to adequately staff general and special education classrooms</li> <li>Fund an adequate number of Educational Assistants to support the increasing number of SPED students</li> <li>Hire and train paraprofessional staff to provide instruction and support at a high level (e.g. PBL, Computer Science, Fine Arts, Physical Education)</li> <li>Fund Office, Custodial and Cafeteria staff</li> </ul>	<p>Timothy Hosoda, Principal</p>	<p><i>(Check applicable boxes to indicate source of funds)</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF</li> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul> <p>Personnel: \$1.7 Million for full time staff</p>	<p>Comprehensive Financial Plan</p> <p>Title 1 FRF</p>

# One-Year Academic Plan SY 2023-2024

<p>EFFECTIVE COMMUNICATION: Effective communication is essential to building a partnership between home and school.</p> <p><u>Outcome 3c:</u> 100% of teachers will use a communication platform (e.g. Seesaw, ParentSquare, school planner).</p> <p><u>Outcome 3d:</u> School will send an update to families for 100% of the weeks that school is in session.</p> <p><u>Outcome 3e:</u> 100% of parent respondents on the SQS will agree with the statement, “I am satisfied with the printed materials, e-mail/online, phone/text, or in-person meetings used by the school to communicate with me.” (SY 2021-22: 96.2%)</p>	<p>Teachers will implement a regular method of communication (e.g. planner, Seesaw, ParentSquare)</p> <p>Principal will send the AES News to parents every week school is in session.</p> <p>Increase parents responding to the SQS</p> <ul style="list-style-type: none"> <li>• Letter home</li> <li>• Email reminders</li> </ul> <p>Provide referrals links to resources for families</p> <p>Create an online portal or central place for parents to get information</p> <p>Principal will continue to share information to develop transparency around the development/revision of the Academic Plan (SW2)</p> <p>Lead Team will examine data related to the Academic Plan at least 1x/month and communicate relevant findings to staff and stakeholders. (SW3)</p> <p>The Academic Plan will be posted to the school’s website, parent portal, staff portal and the HIDOE’s public website. (SW 4)</p>	<p>Timothy Hosoda, Principal</p> <p>William Donnelly, Counselor</p> <p>Laurie Chang, Curriculum Coordinator</p>	<p><i>(Check applicable boxes to indicate source of funds)</i></p> <p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p> <p>Seesaw School Planner ParentSquare \$ 5,000</p>	<p>Seesaw usage reports</p> <p>Planner usage survey</p> <p>Principal’s weekly AES News</p> <p>Parents</p> <p>SQS Parent Survey results</p> <p>Parent Portal</p>
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# One-Year Academic Plan SY 2023-2024

<p>PARENT INVOLVEMENT: <u>Outcome 3f:</u> &gt;92.1% of parent respondents on the SQS will agree with the statement, “In the past year, I have attended virtual or in-person activities provided by the school for parent involvement.” (SY 2021-22: 92.1%)</p>	<p>AES will offer an open house for all parents, a parent orientation for all EL parents and a parent orientation for Kindergarten parents.</p> <p>AES will offer 1 parent informational/learning session per quarter with attendance in-person or virtually.</p> <p>AES will offer a minimum of 2 parent-child activities (e.g. STEM Day, Family Reading Night) each year.</p> <p>AES will offer fundraising opportunities for parents to get involved (e.g. technology fun run)</p> <p>AES will partner with the Friends of Ali’iolani PTA (FOA) to offer family and fundraising activities (e.g. movie nights, gingerbread nights, McTeacher nights)</p> <p>AES will maintain open and regular communication and partnership with the School Community Council (SCC) in development of the school’s Academic Plan (SW2)</p>	<p>Timothy Hosoda, Principal</p> <p>Laurie Chang, Curriculum Coordinator</p>	<p>(Check applicable boxes to indicate source of funds)</p> <p><input type="checkbox"/> WSF  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input type="checkbox"/> N/A</p> <p>Parent Engagement \$ 5,000</p>	<p>Open House sign-in sheets</p> <p>Parent informational sessions participants’ list</p> <p>STEM Day, Family Reading Night participants’ list</p> <p>FOA minutes</p> <p>Technology Committee minutes</p> <p>SCC minutes</p> <p>Event flyers for parents</p>
<p>PARTNERSHIPS: <u>Outcome 3g:</u> The school will communicate its long-term technology vision to the Wong Foundation.</p>	<p>(SW5)(SW6iii-I) Continue to foster partnerships with:</p> <ul style="list-style-type: none"> <li>● Wong Foundation</li> <li>● Malama Mentors</li> <li>● Sustainable Coastlines</li> <li>● Goodwill</li> </ul>	<p>Timothy Hosoda, Principal</p> <p>William Donnelly, Counselor</p>	<p>(Check applicable boxes to indicate source of funds)</p> <p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> CTE  <input type="checkbox"/> Other  <input checked="" type="checkbox"/> N/A</p>	<p>Malama mentors flyers</p> <p>Malama mentors documentation</p> <p>Wong Foundation correspondence</p> <p>Sustainable Coastlines correspondence</p> <p>Goodwill correspondence</p>

# One-Year Academic Plan SY 2023-2024

## Title I Addendum to the 2023 Academic Plan (AcPlan), School Year 2023-24

**School Name:** Ali'iolani Elementary School

**Date:** 04/10/23

The Title I Addendum is an assurance that a Title I school will meet the following Schoolwide (SW) Program Requirements for the school year.

Directions:

1. All schoolwide (SW) program plan requirements must be addressed in the AcPlan, if applicable
2. Within the AcPlan, label locations where the SW program plan requirement is addressed, if applicable
3. Check each box indicating the SW was met in the AcPlan process

Title I Schoolwide Program Requirements (ESSA 1114(b))	Component Met
<b>SW1:</b> The school's Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.	<input checked="" type="checkbox"/>
<b>SW2:</b> The school's Academic Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teacher, principals, other school leaders, paraprofessionals, complex area staff, to the extent feasible, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students and other individuals determined by the school.	<input checked="" type="checkbox"/>
<b>SW3:</b> The school's Academic Plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.	<input checked="" type="checkbox"/>
<b>SW4:</b> The school's Academic Plan is available to the Hawaii Department of Education, parents, and the public and the information contained in such plan is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.	<input checked="" type="checkbox"/>
<b>SW5:</b> If appropriate and applicable, the Academic Plan is developed in coordination and integration with other federal, state, and local services, resources, and programs (e.g. programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities).	<input checked="" type="checkbox"/>

## One-Year Academic Plan SY 2023-2024

<p><b>SW6:</b> The Academic Plan includes a description of the strategies that the school will be implementing to address school needs, including and description of how such strategies will -</p> <p>(i) provide opportunities for all children, including each of the subgroups of students (i.e. economically disadvantaged, major racial and ethnic groups, children with disabilities, English learners) to meet the challenging State academic standards;</p> <p>(ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and</p> <p>(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include -</p> <ol style="list-style-type: none"><li>I. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;</li><li>II. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);</li><li>III. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);</li><li>IV. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and</li><li>V. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs</li></ol>	<input checked="" type="checkbox"/>
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