

DRAFT

San Francisco Unified School District

Bessie Carmichael Elementary School

School Site Plan for 2001-2002

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Bessie Carmichael Elementary School
Introduction: Analysis of Current Conditions (Needs Assessment)
2001/2002

Process for Data Analysis

This year the school leadership team reviewed student data with two outside consultants provided by the State for PQR. The data reviewed included student test scores from the SAT 9 and IWA. Also student samples were collected and rubriced three times during the year. This data was also used to determine student achievement. A summary of findings was reported to the State in February and an improvement plan was developed and sent to the State in March. Monthly grade level meetings have been on-going to assess the effectiveness of instructional practices and delivery and identify areas of curriculum alignment with Content and Performance Standards and determine student needs in the curriculum area of math especially looking at problem solving.

Academic/Performance

The school met its API target for 1999-2000

100% of fourth grade students scored at or above the passing score for the IWA.

Third grade students scores fell by 1 point on the STAR in mathematics.

20% of students in third through fifth scored in the below average range in the areas of vocabulary multiple meanings and use of context, and reading comprehension

30% of third grade students scored in the below average range in mathematics in the areas of problem solving strategies, measurement, estimation, and mathematical procedures.

Filipino students showed major gains in all areas.

Latino and AA students showed less significant gains.

Bessie Carmichael Elementary School
Introduction: Analysis of Current Conditions (Needs Assessment)
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Areas of Success/Progress/Achievement

Second grade students have shown significant achievement over the past year, scoring at the national average in both reading and mathematics. Fewer than 40 % of all students scored below average range in the areas of math and reading. 100% of fourth grade students scored at or above passing on the IWA.

Areas of Concern

English Language Learners in non -English Plus classrooms sometimes lack access to core curriculum. Parents and students who speak languages other than the dominant other- than- English -languages (Spanish, Tagalog and dialects) are excluded from school information because of lack of translation services. School facilities are old and dilapidated.

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Current Programs

Reading recovery is provided for 1st and second grade students who have low reading skills and performance.

Eight teachers are Reading Results trained by BAWP and Sonoma State University.

Three teachers are USP teacher leaders.

Four teachers make up a leadership team that is effective in planning professional development and analyzing data.

Five teachers are on the Literacy committee and are responsible for integrating extra curricular activities to the core Language Arts program, selecting and purchasing books and mentoring teachers.

Two teachers are Linking San Francisco lead teachers and responsible for service learning projects at the site.

All new and beginning teachers are linked with BTSA and a site mentor.

USP provides a TSA to work with teachers one day a week integrating science, math ,technology with literacy and once a month having grade level meetings about math. Primary Intervention Program , a mental health program works with selected kindergarten and first grade students to help them adjust more easily into the school population.

There is a nurse one day a week, a social worker two days a week, and a therapist three days a week for health services.

There is an elementary advisor on site to handle student attendance and discipline problems.

Bessie Carmichael Elementary School

School Year: 2001/2002

Vision Statement

We, the staff and community of Bessie Carmichael School, care about children and aspire to create a safe, peaceful, caring, and welcoming atmosphere that promotes, stimulates and enhances student learning. We strive to develop a community in which all students are well educated, learn to be critical thinkers, reach their fullest academic and human potential and are respectful of themselves and others.

We believe in multiculturalism and have created a safe multicultural environment that includes everyone's culture and language. Where all students and adults share, are sensitive and aware of each others' culture, language and feelings.

We are committed to the whole child. We believe that an educated person knows how to read and write well, deeply understands math, science and history and also is exposed to and participates in poetry, music, song, dance, movement and the visual arts. We are aware that an educated person needs to be computer literate and we provide computers and training in all classrooms. We are dedicated to teaching all of these domains to our students to give them the fullest educational experiences possible so as to achieve their fullest human potential.

We have zero tolerance for slurs of any nature, sexual harassment, drugs, alcohol or smoking.

We believe that every child can and will learn. We have clear and high expectations for everyone.

We welcome parents as our partners in teaching and in fostering responsibility in our students.

Action Plan Overview
Bessie Carmichael Elementary School
 School Year: 2001/2002

Priority Area	Objectives	Measures	Major Benchmarks
I. Academic Achievement: Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on the 2000-2001 achievement data. Focus must be on reading and mathematics as measured by the Stanford 9 Achievement tests and other assessments as appropriate.	Student achievement will increase by 15% in reading and writing proficiency. Student achievement will increase by 15% in math and science.	The SAT9 scores will improve by 15% IWA scores will improve by 15%. ABC scores will improve by 10% SAT 9, MPA, PASS	By Sept. 15, staff reviews data from previous years and creates an on-going needs profile for each class of students. SAT9, PASS, MPA and on going assessment scores will improve by 15% by May.
	Teachers will participate in professional development activities that target math, science, technology and literacy to improve instructional delivery. All targeted populations will improve academic performance by 15%.	Students SAT 9 scores will improve . Students will demonstrate greater mastery in all content areas. All literacy assessments will show improvement. SAT9, IWA, PASS, MPA, ABC, BRIGANCE, READING RESULTS and on-going assessments.	Sat 9 test scores will reflect 10% improvement . All targeted groups will show 15% on all standardized tests.

Action Plan Overview
Bessie Carmichael Elementary School
 School Year: 2001/2002

Priority Area	Objectives	Measures	Major Benchmarks
<p>II. Academic Achievement: Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies) visual and performing arts, health and physical education, world languages, and school-to-career and technical programs where appropriate.</p>	<p>All students will receive the required number of weekly instructional minutes from standards based math and science curriculum.</p> <p>Teachers lesson plans will reflect the use of adopted instructional materials for all students and address the Content and Performance Standards for all students and reflect modified, adapted or extended best teaching practices for all students including those with an IEP or GATE.</p> <p>ELL students will be provided with appropriate language support and materials.</p> <p>Students scoring in the 50th% and below will be provided with extra instructional time and more one-on-one instruction.</p>	<p>Teacher lesson plans will reflect appropriate instructional times. 60 minutes of daily instruction from standards based mathematics curriculum. 150 minutes of weekly instruction from standards based science curriculum.</p> <p>Classroom instruction will be aligned with district adopted texts. Supplemental texts will be available in the classroom.</p> <p>Teacher lesson plans will show adaptations, modifications, and extensions for IEP, Gate and ELL students and differentiated teaching strategies.</p> <p>Adopted and supplemental texts will be available in other languages when possible.</p> <p>Teachers will have the appropriate credential to work with ELL students</p> <p>Post test in march will show academic improvement.</p>	<p>Student SAT9 ,MPA PASS and on-going classroom assessment scores will increase by 15%.</p> <p>All students, in all sub groups will show a 15% improvement on the SAT9.</p> <p>Students will show mastery of the core curriculum in their native language.</p> <p>Students scores on the SAT9 will improve by 15%.</p>

Action Plan Overview
Bessie Carmichael Elementary School
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Priority Area	Objectives	Measures	Major Benchmarks
III. Initiatives to Improve Instruction: Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations (PQR/WASC, Compliance (CCR), whole school reform models, schoolwide programs, school-based curricular, instructional, or programmatic improvements.	All teachers will include the use of technologies -computer and hand-held into the curriculum. Instruction will be designed by studying student assessments that are based on sequential data conscientiously gathered and studied over time.	Student work will demonstrate mastery of technology. time. RESULTS assessments will reflect growth in all areas of literacy for all students. RR assessments will demonstrate growth. IWA test will show 15% improvement. Monthly portfolio review which show sequential growth. Pre,post and on-going assessments will reflect accurate student achievement.	Student standardized test scores will improve 15 % by May. Students post tests will improve. SAT 9 scores will improve by 15%
	Bottom quartile students will be provided with an extended day of instructional time and also morning homework help to facilitate access to the core curriculum. Teachers will participate in professional development that focus' on math, science, technology and literacy.	Students will do a pre and post test.	Student mastery of math, science, technology and literacy will improve.
IV. School Climate: Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with State requirements for a Safe School Plan.	All students will receive 30 hours of health education. Six hours will address tobacco and drug prevention. Student physical and emotional health will be monitored. Behavioral intervention will be provided.	Student health will improve.	Student attendance will improve.
	An SST will be convened to look at successful intervention strategies for at risk students, academically physically or emotionally.	Student behavior will improve. Discipline problems will be reduced. School attendance will increase. Student behavior will improve. Student attendance will improve. Discipline problems will decrease.	Student academic performance will increase. Student academic performance will improve.

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Priority Area	Objectives	Measures	Major Benchmarks
V. Parent and Community Involvement: Significantly increase the involvement of a broad base of parents and community at the school level.	The school will have a properly composed Site Council that meets on a regular schedule and completes required tasks.	Elections will take place in a timely manner. Attendance at SSC will reflect proper make-up of participants.	The SSC will be fully operational, making school descions.
	The school will increase parent participation in all areas of school function.	Parent participation will increase by 10% at all school functions. Parents will fully participate in all parent teacher committees , classrooms, and District functions.	Homework participation will increase.
VI. Additional Priority: Optional priority. (Required for schools selected to participate in Urban Systemic Program (USP))	Teachers will participate in 60 hours of professional development focused on math, science and technology.	Sign-in and Agendas. Profesional Growth manuels.	Teaching instruction in math, science and technology will deepen and improve. SAt 9 scores will improve by 15% PASS scores will improve by 10%
	Teachers will align their lessons plans and daily instruction with the science, and math Content and Performance Standards .	Student mastery of math and science concepts will improve based on on-going assessment.	
	Site leadership will develop and monitor the school site plan activies in mathematics and science.	Agendas, sign-in, classroom observations.	All teachers will participate in 60 hours of Professional development in math, science and technology.

I. Academic Achievement: Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on the 2000-2001 achievement data. Focus must be on reading and mathematics as measured by the Stanford 9 Achievement tests and other assessments as appropriate.

Student achievement will increase by 15% in reading and writing proficiency.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 1 1	The preschool program will be familiar with the Content and Performance standards of the kindergarten curriculum and align the pre school curriculum to support and scaffold with the kindergarten curriculum. It will also comply with the performance standards for Head Start. All preschool teachers and staff will use developmentally appropriate teaching practices.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	May Pre school students will write their first name and recognize the written names of other classmates. Count to ten.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Principal, Pre-school & Kindergarten teachers.
1, 1 2	Reading Recovery Teacher will implement a one on one reading recovery program in English and Spanish literacy to assist students with below average reading skills.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	By Sept.15 designated Students mastery in reading and comprehension will improve as measured by IWA, SAT9, ABC test.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Reading Recovery and first grade teachers .
1, 1 3	Teachers will provide a variety of writing opportunities for students such as letter writing, pen pals, narrative, persuasive and expository writing, bookmaking, poetry, writers workshop, and articles for magazines. All students will be provided with journals to use daily.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	On -going. The IWA scores will improve by 10%. All writing post assessments will show marked improvement.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Principal, Classroom teachers.
1, 1 4	Teachers will use data collected from a variety of sources such as Reading Results pre, mid year and post assessments, Brigance, ABC test scores, SAT9, and IWA scores to assess student needs in reading and writing. Based on individual students needs teachers will align their lesson plans with the District Content and Performance standards to deliver appropriate differentiated instruction to each student.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Sept., March ,May Student test scores will improve by 15%. Students will demonstrate deeper understanding of reading and comprehension and writing and meaning by getting higher test score on standardized tests and also on all reading and writing evaluations in class.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Principal and classroom teachers.

Targeted Population 1 = Bottom Quartile 2 = EDY 3 = ELL 4 = GATE 5 = Spec. Ed. 6 = All

Funding Source 1 = District 2 = CD 3 = SBPCP 4 = Title I 5 = LEP 6=IIUSP 7 = Other

I. Academic Achievement: Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on the 2000-2001 achievement data. Focus must be on reading and mathematics as measured by the Stanford 9 Achievement tests and other assessments as appropriate.

Student achievement will increase by 15% in math and science.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 2 5	USP lead team will assess the overall math and science program by reviewing the core curriculum, student work samples, achievement results, and rubrics for each grade level. Accomplishments, areas of needs and recommendations will be made to the staff and School Site Council. Staff and School Site Council will identify additional professional development and support programs that need to be revised or identified.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Monthly, Nov. March Monthly leadership team meetings. Collection, review and summary of student work.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Principal, USP teachers leaders.
1, 2 6	Teachers and Staff will analysis student achievement data in mathematics and science including SAT9, MPA, and PASS test scores to determine specific areas of need. Desegregated data trends will be used to guide school-wide planning, classroom instruction, and ongoing monitoring and review of student progress.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Nov. May Data analysis report for each class by Nov. Year-long curriculum overview for each grade level.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Principal, Classroom teachers, Staff
1, 3 7	Professional development will occur during monthly staff meetings, on professional development days, through summer institutes, grade level meetings, conferences, outside workshops and teacher committees. Teacher leaders, district staff and external consultants will conduct meetings. The activities will focus on strategies appropriate for all learners, problem solving strategies, integration of math, science and technology into literacy and language arts, and using technology as a language arts tool.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	August of SY. Individual professional growth plans and targets (on-going) Monthly reports from all committees at faculty meetings.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Principal, USP teacher leaders, leadership committee, technology committee
1, 4 8	Students will participate in grade level activities that enrich and improve their understanding of all core curriculum subjects by using teaching strategies that include inquiry investigation, real life applications, problem solving techniques, hands-on, exploratory, SDAIE and are developmentally appropriate.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	May Teachers lesson plans will reflect different teaching strategies. Students Standardized tests will improve by 15%.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	All Staff

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II. Academic Achievement: Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies) visual and performing arts, health and physical education, world languages, and school-to-career and technical programs where appropriate.

All students will receive the required number of weekly instructional minutes from standards based math and science curriculum.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 1 1	All students will receive 60 minutes daily of math standards based adopted curriculum instruction and 150 minutes of standards-based science adopted curriculum instruction. The adopted text will be supplemented with supplemental material that specifically targets problem-solving strategies. Teachers will meet in grade level meetings to review student work and design effective instructional delivery models to teach math. Each teacher will maintain student math portfolios that are regularly assessed. Math instruction will be adapted and modified based on students needs.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	May On going Monthly review of Portfolios, Monthly grade-level meetings	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Principal, Classroom teachers.
2, 2 2	Every identified special education student as defined by their IEP will receive developmentally appropriate access to the core curriculum through modified lessons, and a wide range of supplementary materials with the RSP teacher and/or paraprofessional support.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Monthly Review student work samples in accordance with IEP. Lesson plans showing modified instruction.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Special Education Teacher.
2, 2 3	Classroom instruction practices will reflect "best practices": from State Frameworks and Standards exemplars. Classroom instruction will demonstrate the use of modifications, adaptations, extensions and differentiation to address identified learning needs of students and meet California Standards for the Teaching Profession.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	August, Ongoing Teacher evaluations, informal teacher observations	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Principal, Classroom teachers, Lead teachers.
2, 2 4	Teachers lesson plans will reflect alignment with the Core Curriculum, address, Content and Performance Standards and meet State guidelines for instructional time. All students will receive and use adopted instructional materials and have access to all core programs offered at the school. Supplemental materials will be purchased and provided to enhance the core curriculum in all subject matters.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Monthly, Each Lesson plans, Daily class schedules, Assigned textbook sign-out logs.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	All classroom teachers, Principal
2, 2 5	Gate students will be provided with challenging and appropriate opportunities that extend or enhance the core curriculum. Additional materials will be purchased to build students' capacity to apply and extend learning, skills and concepts.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Monthly Lesson plans showing differentiated instruction.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Principal, Classroom teachers, Gate coordinator.

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ELL students will be provided with appropriate language support and materials.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 3 6	All teachers with ELL students will use the appropriate SDAIE strategies to facilitate greater access to the core curriculum. Students needing more language support will be recommended for placement in English Plus classes or dual immersion classes. Adopted materials will be purchased in different languages when available. Supplemental materials in languages other than English will be purchased to enhance access to the core curriculum. Translation will be made available for parents whenever possible.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	August, on-going Bilingual committee review bi-monthly. Principal observations. Teacher evaluations.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Principal, ELL teachers.
2, 4 7	Targeted students scoring below the 50 NCE will be provided with extra tutorial time during the school day. This will include working one-on one with a para professional, teacher or classroom volunteer. They will also be assigned a preferential placement in both the After School Tutorial and the Before School Tutorial programs.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Sept. March. Pre/post leveled assessment will reflect academic improvement.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Principal, Classroom teachers, Staff.

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III. Initiatives to Improve Instruction: Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations (PQR/WASC, Compliance (CCR), whole school reform models, schoolwide programs, school-based curricular, instructional, or programmatic improvements.

All teachers will include the use of technologies -computer and hand-held into the curriculum.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
3, 1 1	Teachers will teach a balanced and sequential phonics program school wide using supplemental materials to strengthen and improve the literacy skills for all students especially those in the bottom quartile.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	May Student post reading and writing assessments will show 10% improvement.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Principal, Classroom teachers.
3, 1 2	All students will have access to the computer and other technology to support all curriculum areas. Students will use the computer to improve reading, writing and math skills. 4th and 5th graders will do research and maintain files. Student work will reflect computer literacy. Teachers will continue to incorporate software and web-sites into their curriculum that supplement the core curriculum. More computers, software and digital cameras will be purchased to further access.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Each month through-out Monthly portfolio review.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Principal, All teachers, USP lead teachers
3, 2 3	Through the implementation of RESULTS (California Reading Project) periodic pre, mid and post assessments will take place to assess each student's literacy ability and inform teacher instructional delivery. Letter recognition, decoding, reading comprehension, and fluency of all students with emphasis on targeted students scoring below the 50thNCE on SAT9, including ELL and Special education students will improve.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Sept., Jan., April Identification of areas for reteaching in early literacy skills. Review of student portfolios and work samples. Review of student progress on assessments.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	RESULTS teachers, Principal
3, 2 4	Reading Recovery teacher will work with identified first grade students to develop phonemic awareness, phonics, decoding, and beginning reading skills. Literacy groups will be developed to extend the Reading Recovery program through 2nd grade. Reading Recovery teacher will provide professional development and mentoring to the k, and 1st grade teachers.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Sept. Jan. May Reading recovery pre/post. Classroom observations	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Reading Recovery teacher.

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III. Initiatives to Improve Instruction: Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations (PQR/WASC, Compliance (CCR), whole school reform models, schoolwide programs, school-based curricular, instructional, or programmatic improvements.

Instruction will be designed by studying student assessments that are based on sequential data conscientiously gathered and studied over time.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
3, 2 5	Teachers will maintain a working portfolio on all students that is shared both with the student and the parent. The parent will receive and review the portfolio during parent conference. The portfolios will be used to assess student outcomes and achievement in reading and writing. The portfolios will demonstrate growth and long-range, high quality reading and writing programs. Classroom teachers will assign rubric scores to each student assignment. The portfolio will show academic progress based on the uniform rubric score.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Each month the Student rubrics will rise.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Classroom teacher
3, 2 6	The SST committee will meet weekly to assess students who have been referred as potentially at-risk, look at student program placement, meet with parents, make recommendations for program changes or support and review student progress against access to the core curriculum.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	On-going SST Log, 2.0, SST file	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	SST Coordinator, Principal
3, 2 7	Teachers will use USP developed pre,post and on-going assessment to demonstrate achievement of Standards in mathematics and science. Teachers will design instruction to include inquiry based learning experiences and adapt lessons to address diverse learning styles and needs. All classroom teachers will finished at least two science units.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Monthly meetings, June Year long grade- level science schedules based on selected units aligned to standards. pre and post tests.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	All classroom teachers, Principal, USP Team.
3, 3 8	An after-school tutorial ,developed in participation with the YMCA ,will continue to be offered specifically to all bottom quartile students in grades 1-5 to extend their academic instruction and offer more one on one instruction with a tutor or teacher. A Before School Program will provide homework help. Teachers will identify students who are not meeting Content and Performance Standards. The Principal will schedule students to attend before and after school tutorials.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	September 2001 Students in the bottom 50% will increase achievement in all academic areas. Their SAT9 scores will rise by 10%. Classroom work will show 20% improvement. Homework participation will improve.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Principal ,YMCA Staff, academic tutors,all teachers grades 1-5

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III. Initiatives to Improve Instruction: Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations (PQR/WASC, Compliance (CCR), whole school reform models, schoolwide programs, school-based curricular, instructional, or programmatic improvements.

Teachers will participate in professional development that focus' on math, science, technology and literacy.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
3, 4 9	Though the implementation of USP all teachers will participate in professional development focused on math, science, technology and literacy. Teacher leaders, USP staff person and outside experts will provide the professional development.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	on-going monthly Individual Professiona Growth Plans. Sign-in and Agendas.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	All classroom teachers.Principal , USP

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IV. School Climate: Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with State requirements for a Safe School Plan.

All students will receive 30 hours of health education. Six hours will address tobacco and drug prevention.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
4, 1 1	Thirty hours of health education will be delivered by all teachers based on the District Health Curriculum.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	On-going Student health will improve. Attendance will improve by 10%.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	All classroom teachers.
4, 1 2	Teachers will teach comprehensive health services coordinated through the SST and Healthy Start staff.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	On-going. Students will make better personal health choices. Attendance will improve.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Principal, Teachers
4, 1 3	Educational programs will be presented on specific health issues such as alcohol, tobacco and drug abuse, AIDS awareness, nutrition, puberty education, dental screening and care, Open Airways Asthma program, anti-violence and anti-discrimination. Information will be shared with parents.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Student's health will improve. Slurs, discrimination and violence will diminish. Suspension will be reduced by 40%.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Principal, Staff, Health Advocate
4, 2 4	A school social worker, counselor and /or elementary advisor will be available at all times for psychological counseling, attendance help, or health interventions.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	On-going Student attendance will increase by 10%. Student behavior will improve.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Principal, Elementary Advisor
4, 2 5	School Nurse will work with SST to provide services, screening and referrals, health and puberty counseling and teacher training on health issues.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	On-going Student attendance will improve by 10%.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Principal, Nurse, SST

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V. Parent and Community Involvement: Significantly increase the involvement of a broad base of parents and community at the school level.

The school will have a properly composed Site Council that meets on a regular schedule and completes required tasks.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
5, 1 1	The School Site Council composed of administrators, staff, parents, and students will review Analysis of Current Conditions, progress of program implementation, achievement results and activities in the school plan. They will revise the school plan as needed.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	On-going. Academic achievement will increase by 5%.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	School Site Council.
5, 2 2	Encourage greater number of parents to enter fully into the Bessie Carmichael community; that includes Kindergarten orientation, PTO, Back to School Night, all school-wide events including an annual meeting of parents to describe the school-wide programs: such as SBCP, SWP and Consent Decree programs, classroom volunteers, and community meetings about new school site.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	On-going. Parent participation will increase by 10% school-wide.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Principal, Staff,
5, 2 3	Parents will be invited to attend parent education meetings, committee meetings, board meetings and community alliance meetings.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	On-going. Parent participation will increase school-wide.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Principal, Staff
5, 2 4	School staff will develop a series of 4 parent education sessions focused on mathematics, science and technology education.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	May Parents will gain deeper understanding of science, math and technology education and be given resources to support home learning.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Principal, USP teacher leaders
5, 2 5	All parents will be provided with at-home learning activities to support learning at home. Parent responses and/or reviews of student work will be incorporated into the homework or projects of all core content classes. Parents will sign off on student reading logs and Binder Reminders. Staff will assist parents in supporting learning activities at home, parenting workshops, provide a parent room on-site.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	May Homework participation will increase by 15%. Parent participation will increase by 10%.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Principal, Staff, PTO

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V. Parent and Community Involvement: Significantly increase the involvement of a broad base of parents and community at the school level.

The school will increase parent participation in all areas of school function.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
5, 2 6	The school will establish effective school/home/community communication tools that will include parent newsletters, home visits by staff, telephone outreach, lending libraries, community meetings and Parent Resource Center. A written school-parent compact explaining how parents, school staff and students will share responsibility for improved student achievement will be sent home for every student. Primary communications will be translated using parents' primary language.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	May Parent participation will increase by 10%.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7	Principal, All staff, PTO

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VI. Additional Priority: Optional priority. (Required for schools selected to participate in Urban Systemic Program (USP))

Teachers will participate in 60 hours of professional development focused on math, science and technology.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
6, 1 1	All staff will participate in professional development during staff meetings, summer institutes and through targeted study groups, focusing on application of the principles of inquiry, student learning of science, student-teacher dialogue, and investigative laboratory science. Literacy strategies will be employed to support student access to science content. Additional workshops from consultants or teacher leaders will provide content knowledge for teachers.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	On-going Teachers will improve instructional delivery of science content. Students scores will improve on science post assessments. PASS scores.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Principal, Staff, USP lead teachers.
6, 1 2	Teachers will participate in at least 60 hours of professional development that targets best teaching practices and strategies for math, science and technology. The USP site leadership team will be responsible for aligning the PD with the site plan objectives.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Students will increase achievement in science and math as measured by the PASS, MPA, SAT9 and on-going classroom assessments.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	USP leadership team
6, 2 3	Teacher will use science journals, portfolios and science performance tasks to monitor student progress in achieving science standards. Each grade level will identify and implement four performance tasks each year based on core curriculum and standards. Third-fifth grade students will maintain weekly science journals to communicate their learning in science.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	May PASS test scores will improve by 10%.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Classroom teachers
6, 2 4	At all grade levels, teachers will articulate and align the instructional strategies to address the conceptual understanding of students in order to meet the math standards. Teachers will meet on a bi-weekly basis to establish a common sequence for the delivery of instruction and coordinate the use of resources to maximize efficiency, equitable instructional delivery, and preparation time.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	May. SAT 9 scores will improve by 15%. Students will demonstrate deeper understanding of math content.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Principal, Classroom teachers

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Programs in District Schools 2001/2002

Bessie Carmichael Elementary School

Priorities Addressed					PROGRAM
PR1	PR2	PR3	PR4	PR5	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	After School Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Bay Area Writing Project (BAWP)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	California Reading & Literacy Project--RESULTS
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Healthy Start
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Junior Achievement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Linking San Francisco
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	MathLand & Beyond
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NSF--Urban Systemic Program (Priority 6)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Primary Prevention Program (PIP)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reading Recovery
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Safe School Healthy Student Initiative (SS/HIS)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21st Century Learning Centers