

# *DRAFT*

San Francisco Unified School District

## *El Dorado Elementary School*

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### **School Site Plan for 2001-2002**

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1. School Description (see SARC)
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**El Dorado Elementary School**  
***Introduction: Analysis of Current Conditions (Needs Assessment)***  
2001/2002

**Process for Data Analysis**

In August the staff review Stanford 9, 3rd grade math performance, and Science test scores to determine strengths and weaknesses of student skills in Reading , Writing ,Math and Science. Test scores are used at grade level meetings to create individualized plans for instruction.

**Academic/Performance**

Students scored below National Average in both Language Arts and Mathematics

**El Dorado Elementary School**  
***Introduction: Analysis of Current Conditions (Needs Assessment)***  
2001/2002

**Areas of Success/Progress/Achievement**

Students performed well on 5th grade writing assessment IWA. Third graders scored near the National Average in most areas.

**Areas of Concern**

Raising Reading, Mathematics SAT9 scores

**El Dorado Elementary School**  
***Introduction: Analysis of Current Conditions (Needs Assessment)***  
2001/2002

**Current Programs**

Open Court , MathSteps, Phonographix, RESULTS assessment

# **El Dorado Elementary School**

School Year: 2001/2002

## ***Vision Statement***

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All Stakeholders of El Dorado School including students, staff, parents and community are dedicated to providing a respectful environment in which students explore and develop the knowledge and skills needed to function as responsible citizens in our society.

**Action Plan Overview**  
**El Dorado Elementary School**

School Year: 2001/2002

<b>Priority Area</b>	<b>Objectives</b>	<b>Measures</b>	<b>Major Benchmarks</b>
<p><b>I. Academic Achievement:</b> 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.</p>	<p>By providing developmentally appropriate literacy and math practices for all children. Students will demonstrate the skills they need to read and write and to solve mathematical problems.</p>	<p>Results and MathSteps Assessment.</p>	<p>Results - monthly testing. MathSteps - 3x a year.</p>
<p><b>II. Academic Achievement:</b> 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>To develop and apply instructional strategies in all content areas to meet the needs of all El Dorado Students.</p>	<p>SAT9 results, 5th grade Science Assessment, Fourth Grade Writing Assessment, ABC Assessment, Results Assessment and MathSteps Assessments.</p>	<p>Ongoing assessment</p>
<p><b>III. Initiatives to Improve Instruction:</b> 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.</p>	<p>To further staff development in all curricular areas and to introduce new methodologies to help meet the needs of all El Dorado students.</p>	<p>Staff Feedback Forms</p>	<p>Number of books check out per month</p>

***Action Plan Overview***  
**El Dorado Elementary School**  
 School Year: 2001/2002

<b>Priority Area</b>	<b>Objectives</b>	<b>Measures</b>	<b>Major Benchmarks</b>
<p><b>IV. School Climate:</b> 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.</p>	<p>To create a safe, secure school to allow for an optimal learning environment</p>	<p>Disciplinary referrals</p>	<p>Quarterly review of the number of Discipline referrals</p>
<p><b>V. Parent and Community Involvement:</b> Significantly increase the involvement of a broad base of parents and community at the school level.</p>	<p>To increase family and community participation in the education of students of El Dorado by providing school activities that accommodate working parents.</p>	<p>Volunteer/Parent sign-in sheets and parents surveys.</p>	<p>Back to School Night, Parent Conference, and Spring Conference.</p>
<p><b>VI. Additional Priority:</b> Optional priority. (Required for schools selected to participate in Urban Systemic Program (USP))</p>			

**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.

By providing developmentally appropriate literacy and math practices for all children. Students will demonstrate the skills they need to read and write and to solve mathematical problems.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 1 1	In order to provide individualized instruction that will increase the quality of academic performance, a full time teacher will be hired. This will meet the needs of students scoring in the lowest quartile and decrease class size.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	June 2002 School will achieve it's API targets for significant subgroups. All students will use adopted instructional materials.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Staff
1, 1 2	Teachers review SAT9 test scores to determine strengths and weaknesses of student skills in reading and writing. The data will be disaggregated by gender, major ethnic or racial groups, Limited English Proficiencies status, and children with disabilities. The results will determine areas of need within the curriculum and be published in the parent news letter.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Individual classroom summaries of data analysis (Sept) Practice math performance test (Nov, March)	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Grade Level Coordinators Allen,Eva
1, 1 3	Students will be given a writing prompt once a month. Students will use The Quick-Word (Handbook for Beginning and Everyday Writers) as a resource for spelling, vocabulary and writing. A collection of writing samples will be maintained in each classroom to monitor the progress of each student. At grade level meetings, teachers will score writing samples and evaluate student progress in writing.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	June 2002 Writing rubric, writing assessments 1 per month: reviewed against rubric.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Grade Level Coordinators Allen,Eva

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.

By providing developmentally appropriate literacy and math practices for all children. Students will demonstrate the skills they need to read and write and to solve mathematical problems.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 1 4	Teachers will employ a variety of instructional materials and activities including SAIDE, Open Court, Word Walls, to serve the needs of English Language Learners, educationally disadvantaged students, Gifted and Talented students, students with exceptional needs, Latinos, African Americans and girls.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	September, Jan, May LEP and NEP students will work toward achieving competency in the language development through the use of visual organizers and other methods.	<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"/>	Grade Level Coordinators Allen,Eva
1, 1 5	All students designated with Special Education needs will have access to the core curriculum with modifications to meet their individual learning modalities. Paraprofessional will provide adaptations and alternative learning experiences to those students identified as requiring RSP services or SST intervention. Classroom teachers utilize the SST process to identify appropriate strategies for referred students. SST process includes the classroom teacher, the SST coordinator, parents, principal, elementary advisor, and school psychologist.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	June 2002 Students with special needs will be smoothly transitioned into the mainstream. At Grade level meetings, plans for mainstreaming will occur. Students utilizing special education services have access to the least restrictive environment.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Staff Allen,Eva

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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.

To develop and apply instructional strategies in all content areas to meet the needs of all El Dorado Students.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 1 1	To improve and maintain the overall health of the student body, Action for Health training will be given for new teachers and for those who have changed grade levels. Teachers will also be trained in the proper use of physical education equipment and will be instructed in how to integrate physical fitness activities into the 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	September 2001 Yearlong lesson design for PE and Health for each grade level will be developed	<input 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	Staff
2, 1 2	A designated time for Drop Everything and Read (DEAR) will be done daily with the use of library books. Each student will chart their reading selections. Students will make recommendations to other students, and demonstrate proficiency by writing summaries and editorial opinions. In addition, students will read Weekly Readers and other periodicals.	<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	June 2002 Student Reading Log will be maintained, book reports.	<input type="checkbox"/> <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 7	Staff
2, 1 3	Teachers will utilize a variety of teaching methodologies, strategies, and curriculum materials to celebrate ethnic diversity and activities geared towards meeting the needs of children with different learning styles.	<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	June 2002 Teacher's Lesson Plans, development of essential agreements for instructional strategies.	<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	Eva Allen
2, 1 4	Students will demonstrate knowledge of mathematical skills and concepts through integration of Math Steps and Mathland curriculum. Daily math journals will be maintained by students at each grade level to explain mathematical thinking processes.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Monthly Daily math journals	<input checked="" type="checkbox"/> <input 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	Staff Allen,Eva

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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.

To further staff development in all curricular areas and to introduce new methodologies to help meet the needs of all El Dorado students.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
3, 1 1	An after school tutoring program is provided to support academic success of 4th and 5th grade students to help transition into middle school. The Bridges to Middle School Program is a partnership with the Visitacion Valley Middle School. Primary students will receive tutoring from San Francisco State University students in Phonographix.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	June 2002 Individual student growth plan	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Eva Allen
3, 1 2	A paraprofessional will maintain the library and prepare literary works to support school themes	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	June 2002	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Paraprofessional Allen,Eva
3, 1 3	Teachers and paraprofessionals will receive professional development in the areas of literacy, mathematics, technology, learning styles, race, class, and culture, and health. Workshops will be presented by staff and/or consultants. They will be offered throughout the school year to acquire the teaching strategies necessary to optimize working with limited English Proficient students, educational disadvantaged students, gifted and talented students, students with exceptional needs, Latinos and African Americans. Release days and extended hours will be allocated for teachers to collaborate and plan activities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	June 2002 Schedule of professional development sessions. Knowledge gained from PD will lead to improved quality of instruction.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Staff Allen,Eva
3, 1 4	A site Urban Systemic Program team made up of three teachers will be continued to develop expertise in curriculum instruction and assessment in math, science, and technology and will facilitate site-based professional development for the staff based on District and State standards and identified improvement areas. Teachers will participate in 4-6 hours of site based professional development facilitated by the site Teacher Leaders with support of the USP District Staff.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	June 2002 Professional development sessions calendar Knowledge gained will be reflected in classroom teaching.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Staff Allen,Eva

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To further staff development in all curricular areas and to introduce new methodologies to help meet the needs of all El Dorado students.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
3, 1	Articulation across grade levels will ensure a single comprehensive school plan. The areas of improvement (math and literacy) identified by the PQR process will be implemented. There will be coordination of the schools' technology plan, math and science goals (Urban Systemic Program).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	June 2002	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Staff
5		1 2 3 4 5 6	Performance tasks for each grade level quarterly	1 2 3 4 5 6 7	Allen,Eva

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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.

To create a safe, secure school to allow for an optimal learning environment

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
4, 1 1	Two counseling interns from USF will provide therapy services to students.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	June 2002 Students will learn to deal with interpersonal conflicts constructively while maintaining and building self-esteem. Referral process developed. Conflict resolution log.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Staff Allen,Eva
4, 1 2	Students , parents, and teachers will participate in the maintenance of school-wide needs as determined by surveys.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	June 2002 PTA log, parent surveys, information distribution	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Staff Allen,Eva
4, 1 3	Staff will adopt a school-wide behavior management plan. A discipline committee (consisting of parents, staff, and students) will be created to use as a resource to support appropriate school-wide behavior.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	September 2001 Distribution of student handbook, return of parent sign-off.	<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"/>	Staff

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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.

To increase family and community participation in the education of students of El Dorado by providing school activities that accommodate working parents.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
5, 1 1	Staff will hold three academic fairs ( Family Literacy, Family Mathematics, and Family Science) to provide parents with techniques and strategies to improve their children's academic success.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	June 2002 parent surveys, information distribution	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Staff Allen,Eva
5, 1 2	Parents with students entering Kindergarten will receive an orientation package and attend a workshop to assist them in the transition period from early childhood education programs to elementary school	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	fall 2001, spring 2002 parent surveys, information distribution	<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"/>	Kindergarten Teachers Allen,Eva
5, 1 3	To build a consistent and effective communication between the home and school, teachers will develop a weekly homework plan.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	June 2002 Record of communication to parents, weekly parent envelopes	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Staff Allen,Eva
5, 1 4	Parents will receive the monthly newsletter encouraging parents to participate school-wide.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	June 2002 information distribution, parent involvement, monthly newsletter	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Staff Allen,Eva

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## Programs in District Schools 2001/2002

### El Dorado Elementary School

Priorities Addressed					
PR1	PR2	PR3	PR4	PR5	PROGRAM
<input type="checkbox"/>	<input 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"/>	Beginning Teacher Support & Assessment (BTSA)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	City Science
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Governor's Initiatives: (list)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I.R.I.S.E.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NSF--Urban Systemic Program (Priority 6)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21st Century Learning Centers
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open Court
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	MathSteps
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Phonographix