

(Name) School

### SCHOOL PROGRAM IDENTIFICATION

School Name:	Local District:
District CDS Code: 1964733	School CDS Code:
Initial Year: 2010-2011	

**For additional information on our school programs contact the following:**

Principal:	E-mail address:	
Contact Person:	Position:	E-mail address:
Address:	Telephone Number:	

Indicate which of the following Federal, State and Local Programs are consolidated in this plan:

<input type="checkbox"/> English Learners Programs (EIA-LEP)	<input type="checkbox"/> Special Education/Least Restrictive Environment (LRE)
<input type="checkbox"/> Gifted and Talented Education (GATE)	<input type="checkbox"/> Title I Schoolwide Program (SWP)
<input type="checkbox"/> Los Angeles Educational Alliance for Restructuring Now (LEARN)	<input type="checkbox"/> Title I Targeted Assistance School (TAS)
<input type="checkbox"/> Quality Education Investment Act (QEIA)	<input type="checkbox"/> Title II Professional Development
<input type="checkbox"/> School Based Coordinated Programs (SBCP)	<input type="checkbox"/> Title III English Language Acquisition, Language Enhancement, and Academic Achievement
<input type="checkbox"/> School Based Management (SBM)	<input type="checkbox"/> Tobacco Use Prevention Education (TUPE)
<input type="checkbox"/> School Governance Council (SGC)	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Program Improvement (PI)	

Year 1    Year 3    Year 4    Year 5+    LAUSD School of Choice

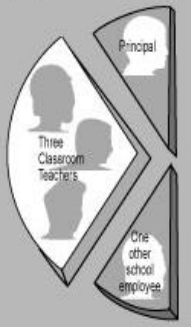

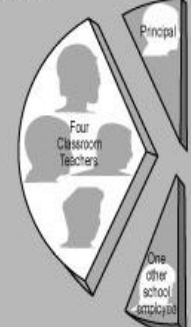

The District Governing Board approved this Revision to Update the <i>Single Plan for Student Achievement</i> on:	
	Date

The Local District staff has reviewed the School Plan with the principal and agreed to support and provide feedback for implementation.			
Signature		Signature	
_____	_____	_____	_____
Local District Director of School Services	Date	Local District Superintendent or Designee	Date

(Name) School

## School Site Council Composition (SSC)

EC 52012, 52852

<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>Total 5</b></p>  </div> <div style="width: 45%;"> <p><b>Total 5</b></p>  </div> </div> <div style="text-align: center; margin-top: 10px;"> <h3>Elementary</h3> <p>In elementary schools, half of the members are the principal, classroom teachers, and other school personnel; half are parents or other community members. Classroom teachers are a majority of the first group. (EC 52852)</p> </div> <p>The membership of the council shall be no fewer than 10 members.</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>Total 6</b></p>  </div> <div style="width: 45%;"> <p><b>Total 6</b></p>  </div> </div> <div style="text-align: center; margin-top: 10px;"> <h3>Secondary</h3> <p>In secondary schools, half of the members are the principal, classroom teachers, and other school personnel; half are students and parents or other community members. Classroom teachers are a majority of the first group; students make up one-half of the second group. (EC 52852)</p> </div> <p>The membership of the council shall be no fewer than 12 members. *</p>
---	---

\* A School Site Council at the middle school may, but is not required to, include student representatives (EC 33133-C).

Part A – School Staff				Part B – Parents/Community			
Name	Principal	Classroom Teacher	Other Personnel	Name	Parent	Community	Student

Total number in each column \_\_\_\_\_  
 Total number in Part A \_\_\_\_\_

Total number in each column \_\_\_\_\_  
 Total number in Part B \_\_\_\_\_

\_\_\_\_\_  
 Name of SSC Chairperson                      Position (e.g., Parent, Teacher)

\_\_\_\_\_  
 Signature of SSC Chairperson                      Date

\_\_\_\_\_  
 Name of Principal

\_\_\_\_\_  
 Signature of Principal                      Date

(Name) School

## COMMITTEE RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval and assures the board of the following:

1. School site councils have developed and approved a plan, to be known as the *Single Plan for Student Achievement* for schools participating in programs funded through the consolidated application process, and any other school programs or grants they choose to include.
2. School plans must be developed “with the review, certification, and advice of any applicable school advisory committees.”

The school site council sought and considered all recommendations from the following groups or committees before adopting this plan. **Signatures** are requested for those advisory committees/groups providing input in the development of this plan.

Committees	Chairperson		Check		Date of review of recommendation
	Print Name	Signature	Parent/Community	Staff	
Compensatory Education Advisory					
English Learner Advisory					
Gifted & Talented Education Program Advisory					
UTLA Chapter Chair or Chapter Chair's Designee					
Other (list)					

3. The content of the plan must be aligned with school goals for improving student achievement.
4. The plan must be reviewed annually and updated, including proposed expenditures of funds allocated to the school through the consolidated application, by the school site council.
5. Plans must be reviewed and approved by the governing board of the local educational agency “whenever there are material changes that affect the academic programs for students covered by programs” funded through the consolidated application.
6. The school minimizes the removal of identified children during the regular school hours for supplemental Title I instruction. (Targeted Assistance Schools only)
7. This school plan was adopted by the school site council on:

\_\_\_\_\_

Date

Attested:

\_\_\_\_\_  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

**Florence Griffith  
Joyner  
Elementary School  
Budget &  
Budget Narrative**

**SIG Form 4b–School Projected Budget**

**School Projected Budget - Revised**

**Fiscal Year 2009–10**

Name of School: <b>Griffith Joyner Elementary School</b>	
Name of LEA: <b>Los Angeles Unified School District</b>	
County/District (CD) Code: <b>19-64733</b>	
County: <b>Los Angeles</b>	
LEA Contact: <b>Sharon Robinson</b>	Telephone Number: <b>213-241-7000</b>
E-Mail: <b>sharon.robinson@lausd.net</b>	Fax Number:
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	\$1,352,318	\$1,369,354	\$1,369,354
2000– 2999	Classified Personnel Salaries	\$ 11,941	\$ 11,941	\$ 11,941
3000– 3999	Employee Benefits	\$ 285,167	\$ 287,139	\$ 287,139
4000– 4999	Books and Supplies	\$ 133,618	\$ 107,618	\$ 94,618
5000– 5999	Services and Other Operating Expenditures	\$ 103,900	\$ 73,900	\$ 73,900
6000– 6999	Capital Outlay			
7310 & 7350	Transfers of Indirect Costs			
7370 & 7380	Transfers of Direct Support Costs			
<b>Total Amount Budgeted</b>		<b>\$1,886,944</b>	<b>\$1,849,952</b>	<b>\$1,836,952</b>

**SIG Form 5 – School Budget Narrative**

**School Budget Narrative - Revised**

Provide sufficient detail to justify the budget. The budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

**School Name: Griffith Joyner Elementary School**

Activity Description	Subtotal	Object Code
<p><b>New evaluation systems for teachers and principals –</b>                      Stipends for participation in prototype:                      51 teachers and school leaders x \$1,250 x 1 year = \$63,750  <i>(Year 1 only)</i></p>	<p>\$ 63,750</p>	<p>1100 3101 3201 3301 3401 3501 3601</p>
<p><b>New evaluation systems for teachers and principals –</b>                      Training and individual growth allowances:                      51 teachers and school leaders x \$500 = \$25,500 x 3 years                      = \$76,500</p>	<p>\$ 76,500</p>	<p>5800</p>
<p><b>Rewards for teachers and leaders who have increased student achievement:</b>                      51 teachers and school leaders x \$1,500 = \$76,500 x 2 years = \$153,000  <i>(Years 2-3 only)</i></p>	<p>\$ 153,000</p>	<p>1100 3101 3201 3301 3401 3501 3601</p>
<p><b>Individual growth plans &amp; professional development –</b>                      Stipends for teachers and school leaders to develop individual growth plans:                      51 teachers and school leaders x \$1,250 x 1 year = \$63,750  <i>(Year 1 only)</i></p> <p>51 teachers and school leaders x \$1,000 = \$51,000 x 2 years = \$102,000  <i>(Years 2-3 only)</i></p>	<p>\$ 63,750</p> <p>\$ 102,000</p>	<p>1100 3101 3201 3301 3401 3501 3601 1100 3101 3201 3301 3401</p>

		3501 3601
<b>Summer PD by UCLA Coaches</b> – Hire 4 UCLA instructional experts for 5 days: 4 coaches x 5 days x \$670 / day = \$13,400 x 3 years = \$40,200	\$ 40,200	5800
<b>Summer PD Teacher Training Time</b> – Provide additional PD time for teachers: 45 teachers x 5 days x 8 hrs/day x ~\$65.56 / hr = \$118,000 x 3 years = \$354,000	\$ 354,000	1100 3101 3201 3301 3401 3501 3601
<b>Instructional Coaches</b> – Hire 3 instructional coaches in English, Math and Science: 3 coaches x \$87,134 = \$261,402 x 3 years = \$784,206	\$ 784,206	1100
<b>Weekly Teacher Planning</b> – Provide an additional hour each week for teachers to collaborate: 45 teachers x 1 hr /week x 36 weeks x ~\$27.89 / hr = \$45,186 x 3 years = \$135,558	\$ 135,558	1100 3101 3201 3301 3401 3501 3601
<b>Summer Pay for Principal</b> – Pay our principal to work during the summer months of July and August = \$12,000 x 3 years = \$36,000	\$ 36,000	1300 3101 3201 3301 3401 3501 3601
<b>Summer Pay for Assistant Principal</b> – Pay our assistant principal to work during the summer months of July and August = \$15,000 x 3 years = \$45,000	\$ 45,000	1300 3101 3201 3301 3401 3501 3601
<b>Substitutes for Instructional Rounds Training</b> – Provide substitutes so teachers can implement the instructional rounds protocol: 8 substitutes x 1 day / month x 10 months x \$260 / day = \$20,812 x 3 years = \$62,436	\$ 62,436	1200 3101 3201 3301 3401 3501 3601
<b>Saturday School</b> – Implement Saturday school to support the academic needs of the larger population as a whole and to provide intervention to the highest need students:		1100 3101 3201

10 teachers x 36 weeks x 4 hours x \$66 / hr = \$95,040 x 1 year = \$95,040 (Year 1 only)	\$ 95,040	3301 3401 3501 3601
12 teachers x 36 weeks x 4 hours x \$66 / hr = \$114,048 x 2 years = \$228,096 (Years 2-3 only)	\$ 228,096	1100 3101 3201 3301 3401 3501 3601
1 administrator x 36 weeks x 4 hours x \$66 / hr = \$9,504 x 3 years = \$28,512	\$ 28,512	1300 3101 3201 3301 3401 3501 3601
1 classified staff x 36 weeks x 4 hours x \$20 / hr = \$2,880 x 3 years = \$8,640	\$ 8,640	2200 3202 3302 3402 3502 3602
Custodial services \$4,000 x 3 years = \$12,000	\$ 12,000	2000
Instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies) \$11,618 x 3 years = \$34,854	\$ 34,854	4300
<b>Summer Intervention</b> – Implement an 8-week summer intervention program to provide academic support and skill building to students who do not demonstrate proficiency: 15 teachers x 8 weeks x 20 hrs / week x \$66 / hr = \$158,400 x 3 years = \$475,200	\$ 475,200	1100 3101 3201 3301 3401 3501 3601
1 classified staff x 8 weeks x 20 hrs / week x \$20 / hr = \$3,200 x 3 years = \$9,600	\$ 9,600	2200 3202 3302 3402 3502 3602
Custodial services \$3,000 x 3 years = \$9,000	\$ 9,000	2000
Instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies) \$10,000 x 3 years = \$30,000	\$ 30,000	4300



<p><b>Psychologist and Counselor</b> – Hire a psychologist and at-risk counselor:  \$94,758 for psychologist + \$94,759 for counselor = \$189,517  x 3 years = \$568,551</p>	<p>\$ 568,551</p>	<p>1200 3101 3201 3301 3401 3501 3601</p>
<p><b>RTI Shadowing</b> – Provide substitutes so that instructional leaders can learn best practices by visiting other schools that have successfully implemented the RTI model:  10 subs x 2 sessions x \$260 / day = \$5,203 x 3 years = \$15,609</p>	<p>\$ 15,609</p>	<p>1200 3101 3201 3301 3401 3501 3601</p>
<p><b>Intervention Teacher</b> – hire an intervention teacher who will be able to provide targeted intervention support to those students who are struggling in the core subject areas.  \$87,134 x 3 years = \$261,402</p>	<p>\$ 261,402</p>	<p>1200 3101 3201 3301 3401 3501 3601</p>
<p><b>ELL Coach</b> – Hire an ELL Coach to train staff members in ELL strategies and techniques.  \$87,134 x 3 years = \$261,402</p>	<p>\$ 261,402</p>	<p>1200 3101 3201 3301 3401 3501 3601</p>
<p><b>Instructional Technology Integration Training</b> – Hire a consultant to provide training for teachers to maximize the impact that technology can have on providing standards based instruction and increasing student achievement.  \$10,000 x 3 years = \$30,000</p>	<p>\$ 30,000</p>	<p>5800</p>
<p><b>Intervention Math Software Program</b> – Implement an online software program that uses technology to provide struggling students with an alternative to the traditional ways of learning math, such as Destination Math or Envision.  \$19,000 x 3 years = \$57,000</p>	<p>\$ 57,000</p>	<p>4200</p>
<p><b>Accelerated Reader</b> – Upgrade the Accelerated Reader software program to increase the reading comprehension for struggling students  \$8,000 x 3 years = \$24,000</p>	<p>\$ 24,000</p>	<p>4200</p>
<p><b>Student Computers</b> – purchase new computers so that students will be able to access online programs such as Accelerated Reader and Destination Math:  30 computers x \$1500 = \$45,000 x 1 year = \$45,000  <i>(Year 1 only)</i></p>	<p>\$ 45,000</p>	<p>4400</p>

<p><b>Parent and Community Engagement Grant</b> – Form a Family Action Team, comprised of parents, students, teachers and staff who will have access to these funds and will decide how to best utilize this funding to increase the level of parent engagement at the school.  <math>\\$10,000 \times 1 \text{ year} = \\$10,000</math>  <i>(Year 1 only)</i>  <math>\\$16,000 \times 2 \text{ years} = \\$32,000</math>  <i>(Years 2-3 only)</i></p>	<p>\$ 10,000 \$ 32,000</p>	<p>4300 4300</p>
<p><b>Parent Training</b> – Collaborate with a community provider to develop and implement parent workshops designed to help parents provide a home environment that is most conducive to meeting their children’s educational needs.  <math>\\$20,000 \times 3 \text{ years} = \\$60,000</math></p>	<p>\$ 60,000</p>	<p>5800</p>
<p><b>After School Advisory</b> – Implement an Advisory program after school that focuses on character building and other social / emotional development:  <math>12 \text{ teachers} \times 36 \text{ weeks} \times 10 \text{ hrs / week} \times \\$66 / \text{hr} =</math>  <math>\\$285,120 \times 3 \text{ years} = \\$855,360</math></p> <p>Instructional materials (copier paper, poster paper, markers, pencils, pens, office supplies)  <math>\\$10,000 \times 3 \text{ years} = \\$30,000</math></p>	<p>\$ 855,360  \$ 30,000</p>	<p>1100 3101 3201 3301 3401 3501 3601 4300</p>
<p><b>Capturing Kids’ Hearts Training</b> – Hire a consultant to provide a 3-day training session at the beginning of year for all staff, and mid-year for any new staff:  <math>\\$35 / \text{student} \times 1000 \text{ students} = \\$35,000 \times 1 \text{ year} = \\$35,000</math>  <i>(Year 1 only)</i></p> <p><math>\\$5 / \text{student} \times 1000 \text{ students} = \\$5,000 \times 2 \text{ years} = \\$10,000</math>  <i>(Years 2-3 only)</i>  Total = <math>\\$35,000 + \\$10,000 = \\$45,000</math></p>	<p>\$ 45,000</p>	<p>5800</p>
<p><b>Capturing Kids’ Hearts Substitutes</b> – Provide substitutes so teachers can attend the 3-day training:  <math>45 \text{ teachers} \times 3 \text{ days} \times \\$260 / \text{day} = \\$35,119 \times 3 \text{ years} =</math>  <math>\\$105,357</math></p>	<p>\$ 105,357</p>	<p>1200 3101 3201 3301 3401 3501 3601</p>
<p><b>Student Materials</b> – Set aside funding to create and implement student incentives to enhance positive behavior (ex., books, scholarships, buses for field trips, etc.):  <math>\\$20 / \text{student} \times 1000 \text{ students} = \\$20,000 \times 2 \text{ years} = \\$40,000</math>  <i>(Years 1 and 3 only)</i>  <math>\\$33 / \text{student} \times 1000 \text{ students} = \\$33,000 \times 1 \text{ year} = \\$33,000</math>  <i>(Year 2 only)</i></p>	<p>\$ 73,000</p>	<p>4300</p>

<p><b>Pre-K Teacher</b> – Hire a Pre-K teacher to bolster students' vocabulary and support their developmental skills to better prepare them for kindergarten.  \$84,275 x 3 years = \$252,825</p>	<p>\$ 252,825</p>	<p>1100  3101  3201  3301  3401  3501  3601</p>
--	-------------------	---

**Florence Griffith  
Joyner  
Elementary School**

### SIG Form 10–Implementation Chart for a Tier I or Tier II School

<b>Required Component Acronym Legend: Restart</b>			
<b>RP</b>	Replace the principal who led the school prior to commencement of the transformed model.	<b>SD</b>	Promote the continuous use of student data.
<b>ES</b>	Use rigorous, transparent, and equitable evaluation systems for teachers and principals	<b>ILT</b>	Provide increased learning time.
<b>IRR</b>	Identify and reward school leaders, teacher, and other staff and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	<b>FCE</b>	Provide ongoing mechanisms for family and community engagement.
<b>PD</b>	Provide staff ongoing job-embedded professional development.	<b>OF</b>	Give the school sufficient operational flexibility.
<b>RPR</b>	Implement strategies that are designed to recruit, place, and retain staff.	<b>TA</b>	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.
<b>IP</b>	Use data to identify and implement a new instructional program.	<b>EMO</b>	Select an education management organization (EMO) that has been selected through a locally-determined rigorous review process.

School: <b>Griffith Joyner Elementary School</b> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>	<input checked="" type="checkbox"/>	Tier I	<input type="checkbox"/>	Tier II
Intervention Model:	<input type="checkbox"/> Turnaround	<input checked="" type="checkbox"/> Restart	<input type="checkbox"/> Transformation	
Total FTE required:	6.5 LEA <hr style="width: 50px; margin: 0 auto;"/>	8 School <hr style="width: 50px; margin: 0 auto;"/>	Other <hr style="width: 50px; margin: 0 auto;"/>	

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
<b>Teachers and Leaders</b>						
<b>ES, TA</b>	<p><i>Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</i></p> <ul style="list-style-type: none"> <li><b>Transparent, rigorous, and equitable evaluation systems for teachers and principals</b> – In alignment and coordination with the District's larger initiative entitled Building Our Certificated Employee Development System (see Attachment X). We will develop new or adapt existing research-based observation rubrics and corresponding protocols to replace the current approach for evaluating teachers, and our current evaluation form and process for school leaders. One key piece of the new protocols will include observation and review by expert peers or 'Teacher Leaders,' in addition to administrator observations so that teachers will have multiple observations of professional practice. Further, the rubrics we will prototype will involve collecting evidence of professional practice reflective of student achievement and increased high school graduation rates (e.g., lesson plans, sample student work). We will also develop and incorporate measures of each individual educator's contributions to student</li> </ul>	<p><b>SY 2010-2011 – Prototyping:</b> As part of a district-wide effort, two groups of schools will be involved in prototyping the new evaluation systems in LAUSD during SY 2010-2011. The first includes schools involved in this School Improvement Grant. The second group will include a small set of voluntary schools. Participating schools will 'beta test' new</p>	<p><b>\$63,750</b> <i>(Year 1 only)</i></p> <p>for participating in prototyping process</p> <p>[51 teachers and school leaders x \$1,250]</p> <p><b>\$76,500</b> <i>(Years 1-3)</i></p> <p>[51 teachers and school</p>	\$68,835		Superintendent's Office

learning (with a focus on increasing student achievement and/or high school graduation rates), including approaches that use open-ended student assessments (e.g., standardized writing assignments) and closed-ended student assessments (e.g., formative assessments, California Standards Tests). We will develop mechanisms for incorporating the feedback of students and parents into teacher reviews. Further, we will develop an approach to incorporating feedback from students, parents and school site employees into school leader reviews. Finally, we will develop a mechanism for measuring an educator's contribution to his/her school community as part of the review process.

evaluation protocols. We have designed prototyping efforts in consultation with the Los Angeles Educational Research Consortium so that we can isolate the quality and efficacy of these new protocols as we design the approach that will be fully implemented in the School Improvement Grant schools in SY 2011-2012. For instance, we will not use the same observation rubrics and protocols with all teachers in the Prototyping Phase. Instead, we will divide the teachers into groups. Some of the groups will work with the prospective new frameworks being recommended by a multi-stakeholder

leaders x  
\$500 X 3  
years]

Steering Committee and a Technical Advisory Group that includes experts in various methods of teacher and school leader evaluation systems. As a comparison, one of the groups will use our current STULL form. We will include high schools, middle schools and elementary schools so that we can study which approaches work best at each school level. Further, we will not only analyze quantitative data about how well these new approaches are working vis-à-vis student achievement and graduation rates, but we will also gather feedback from participating teachers, reviewers,



principals, parents and students. From the quantitative and qualitative analyses during the prototyping phase, which will carefully involve the input of teachers and leaders, we will collectively design the new system to be used in SY 2011-2012 and SY 2012-2013.

**SY 2011-2012 and SY 2012-2013 – Implementing the new systems:** In SY 2011-2012 and SY 2012-2013, we will implement new evaluation systems for our teachers and leaders in the School Improvement Grant schools. Following from the prototyping process described above, these evaluation systems

<p>IRR, TA</p>	<ul style="list-style-type: none"> <li> <b>Identifying and rewarding (incentivizing) teachers and leaders who have increased student achievement and/or high school graduation rates</b> – Using the evaluation systems developed in the Prototyping process, we will identify effective teachers and leaders who have increased student achievement and/or high school graduation rates. In consultation with the teachers and leaders at each school, we will then design an approach for rewarding these teachers and leaders. Each school will have rewards for individual educators, groups of educators (e.g., teachers in the same subject and grade), and/or the entire school. These rewards will come from a </li> </ul>	<p>will (a) take into account student growth as a significant factor (details to be determined during the Prototyping process), (b) include multiple observations of performance, and (c) include collecting evidence of professional practice reflective of student achievement and increased graduation rates.</p> <p><b>SY 2010-2011 – Develop:</b> In alignment with the Prototyping process for the new evaluation systems and the involvement of teachers and leaders at each school, we will develop the rewards system during SY 2010-2012.</p>	<p><b>\$153,000</b></p> <p><i>(Years 2-3 only)</i></p> <p>for rewards pool for improving student learning</p> <p>[51 teachers and school leaders x</p>	<p>Superintendent's Office</p>
----------------	--	---	--	--------------------------------

	<p>defined pool. All teachers and leaders will know exactly what their individual, group or whole school targets are at the beginning of the school year. They will also be given mid-year indicators of progress toward the targets to know if they are on track or not.</p>		\$1,500]		
<p>PD, TA</p>	<ul style="list-style-type: none"> <li> <p><b>Individual Growth Plans &amp; high-quality, job-embedded professional development</b> – Each teacher and school leader will participate in Individual Growth Planning, tying each educator’s previous and current evaluations to actionable goals and activities each year. These plans will include education (attending classes and workshops), exposure (watching someone else demonstrate excellence in the development area) and experience (targeted attempts at trying out new skills in one’s role as a teacher or school leader). Some subject-specific, grade-specific, and school-wide professional development will be developed based upon common goal areas in teacher and leader Individual Growth Plans. Teachers and leaders will receive incentives for developing and executing their plans. Teachers and leaders will be supported by their administrative supervisors or by a Teacher Leader as they develop and execute their plans.</p> </li> </ul>	<p><b>SY 2011-2012 and SY 2012-2013 – Implement:</b>  Rewards will be implemented in SY 2011-2012 and SY 2012-2013</p> <p>Implemented all three years of the grant. A basic prototype of these plans will be developed by the Ad-hoc Stakeholder Advisory Group by September 2010. This template will set out parameters and establish consistency of approach, but be customizable by schools based on site goals and context. Each teacher and leaders plan will be developed and approved by the second month of school. Teachers</p>	<p><b>\$1,500]</b></p> <p><b>\$63,750</b>  <i>(Year 1 only)</i></p> <p>for developing individual growth plans</p> <p>[51 teachers and school leaders x \$1,250]</p> <p><b>\$102,000</b>  <i>(Years 2-3 only)</i></p> <p>for developing individual growth plans</p> <p>[51 teachers</p>		<p>Superintendent’s Office</p>

		<p>and leaders will pursue professional development activities throughout the course of each school year, collecting artifacts and reflecting on their experiences. Artifacts and reflections will be due in the last month of each school year, and must be turned in and approved prior to receiving the incentive.</p>	<p>and school leaders x \$1,000]</p>			
<p><b>IRR</b></p>	<ul style="list-style-type: none"> <li> <p><b>Removing teachers, who after ample opportunities to improve have not done so –</b>  Based upon full implementation of the new evaluation systems in 2011-2012, we will provide intensive support to teachers who need substantial improvement. These teachers will receive additional coaching in the development and execution of their Individual Growth Plans. If such teachers do not improve (according to criteria to be determined in consultation with our collective bargaining partners, and the teachers and leaders at each school), they then will be removed from the school.</p> </li> </ul>	<p><b>SY 2010-2011 –</b>  Develop evaluation system</p> <p><b>SY 2011-2012 –</b>  Identify teachers in need of improvement, identify improvement criteria and minimum improvement thresholds, and</p>	<p>N/A</p>			<p>Superintendent's Office</p>

		begin providing intensive support			
		<b>SY 2012-2013</b> – Provide intensive support and identify teachers to be removed who have not met improvement criteria.			
<b>IRR</b>	<p>Opportunities for promotion and career growth:</p> <ul style="list-style-type: none"> <li><b>Teacher Leaders</b> – We will identify highly effective teachers to be Teacher Leaders, involved in teacher observations and reviews for the new evaluation systems. These teachers could work as classroom teachers and also spend time as Teacher Leaders conducting observations and follow-up consultations during the school year. These teachers will receive compensation for their additional work.</li> </ul>	Identified and trained prior to the beginning of each school year. Active throughout the school year.	N/A		Superintendent's Office
<b>PD</b>	<ul style="list-style-type: none"> <li><b>National Board Certified Teachers</b> – Each school has several National Board Certified Teachers. National Board Certification is awarded to teachers who demonstrate effectiveness in the classroom. In addition to a 7.5% salary increase for being certified, these teachers are eligible for an additional 7.5% salary increase for providing 92 hours of service. At SIG schools, at least half of these hours will be dedicated to supporting fellow teachers in the development and</li> </ul>	<p>Already identified. Trained prior to the beginning of each school year. Actively involved throughout the school year.</p>	N/A		Superintendent's Office

<b>PD</b>	<p>implementation of Individual Growth Plans, and/or in providing job-embedded professional development in alignment with this grant.</p> <ul style="list-style-type: none"> <li> <b>Summer PD by UCLA Coaches</b> – One of the core tenets of the Partnership for Los Angeles Schools’ restart model is to strengthen quality instruction by building the capacity of teachers and administrators. As such, we will hire 4 UCLA instructional experts for 5 days during the summer to provide professional development for teachers to develop standards based instructional content and a professional development program for the entire school year. Professional development provided by outside experts is critical for Griffith Joyner because the skills of the existing staff have not yet been developed to the point where they are able to help students attain sustainable achievement gains, as evidenced by their 19 point drop in API from 2008 to 2009. </li> </ul>	Aug	<p><b>\$40,200</b>  <i>(Years 1-3)</i>  [4 coaches x 5 days x \$670 / day]</p>	Assistant Superintendent of Instruction / Principal
<b>PD, SD, EMO</b>	<ul style="list-style-type: none"> <li> <b>Instructional Coaches</b> – The Partnership works with UCLA Center X to support the coaching model at its schools. Griffith Joyner will hire instructional coaches in English, Math and Science to provide ongoing professional development and support to teachers on lesson design, delivery, and curriculum materials during the school year. Coaches will use research based strategies that are vertically aligned. The coaches are highly qualified candidates, selected based upon their skills to mediate and support the thinking of teachers so that they develop the ability to own their professional growth instead of having it directed to them by a scripted program or textbook. </li> </ul>	Sep – Jun	<p><b>\$784,206</b>  <i>(Years 1-3)</i></p>	Assistant Superintendent of Instruction / Principal

<p><b>PD,SD, EMO</b></p>	<ul style="list-style-type: none"> <li>• <b>Weekly Teacher Planning</b> – Another key strategy of the Partnership’s restart model is to create consistent opportunities for grade level/content area collaboration during the school day. Teachers typically do not have enough time to plan together and share best practices. Partnership schools prioritize the creation of common planning periods for teachers within the school day. Therefore, we will provide an additional hour each week for teachers to collaborate by content and grade level. Teachers will review student level data and findings from classroom observations. Based on these findings, teachers will develop intervention plans to address specific needs of students, revise pacing guides, review content standards, and recommend / provide best teaching strategies to meet the needs of diverse learners.</li> </ul>	<p>Sep – Jun</p>	<p><b>\$135,558</b> <i>(Years 1-3)</i></p> <p>[45 teachers x 1 hr /week x 36 weeks X 3 years]</p>		<p>Principal</p>
<p><b>IP, SD, EMO, TA</b></p>	<ul style="list-style-type: none"> <li>• <b>Summer Pay for Administrators</b> – The Partnership believes administrative teams need to use the summer months for planning and preparation. Funds will be used to pay our principal and assistant principals to work during the summer months of July and August because we believe this additional planning time is critical in overcoming the significant challenges that face low performing schools in high poverty neighborhoods. School administrators will spend the summer reflecting on the challenges and achievements of the prior year, planning for the next school year, and supporting summer school.</li> </ul>	<p>Jul – Aug</p>	<p><b>\$36,000</b> <i>(Years 1-3)</i></p> <p>for Principal</p> <p><b>\$45,000</b> <i>(Years 1-3)</i></p> <p>for AP</p>		<p>Assistant Superintend ent of Instruction</p>
<p><b>RP</b></p>	<p>Principal has been replaced and is implementing reform efforts.</p>				

<p><b>PD, SD, EMO, TA</b></p>	<p><i>Institute a system for measuring changes in instructional practices resulting from professional development.</i></p> <ul style="list-style-type: none"> <li> <p><b>Substitutes for Instructional Rounds Training</b> – Instructional Rounds is the main mechanism Partnership schools utilize to guide and coordinate a coherent instructional program for students. Through this process, educators develop a shared practice of observing, discussing, and analyzing learning and teaching. The focused observations, the analysis of data, collaborative dialogue and decisions lead to the continued development of common goals to accelerate student achievement. Funds will be used to provide substitutes so Griffith Joyner teachers can implement the instructional rounds protocol, which will enable the staff to evaluate changes in instructional practice resulting from professional development.</p> </li> </ul>	<p>Sep - Jun</p>	<p><b>\$62,436</b> <i>(Years 1-3)</i> [8 substitutes x 1 day / month x 10 months x \$261 / day x 3 years]</p>			<p>Assistant Superintendent of Instruction / Principal</p>
<p><b>Instructional Support and Strategies</b></p>						
<p><b>EMO, TA</b></p>	<p><i>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.</i></p> <p>A performance culture is an essential foundation for school success. As part of the restart model, the Partnership builds performance cultures at its schools where data is used to design rigorous learning opportunities for all students and to drive key decisions related to curriculum, professional development, and resource allocation.</p>					



<p><b>SD</b></p>	<ul style="list-style-type: none"> <li>• <b>Interim Assessments</b> – Griffith Joyner will implement the LAUSD Interim Assessments, which are aligned with the California academic standards. This will enable the school staff to effectively gauge student progress throughout the school year and make changes to instructional practices to better meet student learning needs.</li> </ul>	<p>Oct, Dec, Feb, Apr</p>	<p>N/A – already developed</p>			<p>Assistant Superintendent of Instruction / Principal</p>
<p><b>PD</b></p>	<p><i>Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</i></p> <ul style="list-style-type: none"> <li>• <b>Data System</b> – After the LAUSD Interim Assessments are given, we will train teachers and administrators on how to more effectively utilize LAUSD’s MyData system to report the student-level assessment results back to teachers.</li> </ul>	<p>Oct, Dec, Feb, Apr</p>	<p>N/A – training provided by PLAS staff</p>			<p>Assistant Superintendent of Instruction / Principal</p>
<p><b>PD, SD</b></p>	<ul style="list-style-type: none"> <li>• <b>Differentiating Instruction</b> – Once teachers have been trained on how to analyze student-level data, instructional coaches will train teachers on how to use this information to differentiate instruction to meet the unique needs of their individual students.</li> </ul>	<p>Oct, Dec, Feb, Apr</p>	<p>N/A – costs covered above</p>			<p>Assistant Superintendent of Instruction / Principal</p>
<p><b>ILT</b></p>	<p><i>Establish schedules and implement strategies that provide increased learning time.</i></p> <ul style="list-style-type: none"> <li>• <b>Saturday School</b> – A majority of students in low performing schools are consistently under-performing on standardized academic assessments. Students need extended</li> </ul>	<p>Sep – Jun</p>	<p><b>\$95,040</b> <i>(Year 1 only)</i> [10 teachers</p>			<p>Administrator</p>

learning opportunities where they receive targeted intervention beyond what is offered during the school day. Funds will be used to implement Saturday school to support the academic needs of the larger population as a whole and to provide intervention to the highest need students. Part of the program will be dedicated to project-based learning and hands-on experiential learning in core subject areas. Saturday school will provide students with increased learning time, which research has shown will have a direct impact on improving student achievement. This is critical for a school with low student proficiency rates like Griffith Joyner where 80% of the students are not proficient in English. For subgroups of students proficiency rates are even lower. For African American students the ELA proficiency rate is 16% and for ELLs it is 8.3%. Mathematics is slightly better, with 31% of all students proficient in math. African American students have the lowest proficiency rates of all the significant subgroups at 20% and ELLs are 27%.

x 36 weeks x  
4 hours x \$66  
/ hr]

**\$228,096**

*(Years 2-3  
only)*

[12 teachers  
x 36 weeks x  
4 hours x \$66  
/ hr]

**\$28,512**

*(Years 1-3)*

[1  
administrator  
x 36 weeks x  
4 hours x \$66  
/ hr]

**\$8,640**

*(Years 1-3)*

[1 classified  
staff x 36  
weeks x 4  
hours x \$20 /  
hr]

			<p><b>\$12,000</b> <i>(Years 1-3)</i></p> <p>for custodial services</p>	
			<p><b>\$34,854</b> <i>(Years 1-3)</i></p> <p>for Instructional materials</p> <p>(copier paper, poster paper, markers, pencils, pens, office supplies)</p>	
ILT	<ul style="list-style-type: none"> <li> <p><b>Summer Intervention Program</b> – Summer represents a critical opportunity for impacting/accelerating student achievement. Studies have demonstrated that children who lack engaging activities during the summer lose two months’ grade-equivalent skills that have to be relearned when they return to school in the fall. Griffith Joyner will implement an 8-week summer intervention program to provide academic support and skill building to students who do not demonstrate proficiency, with a particular focus on SpEd and ELL students (4% and 8% ELA proficiency on 2009 ELA CSTs, respectively).</p> </li> </ul>	Jul – Aug	<p><b>\$475,200</b> <i>(Years 1-3)</i></p> <p><b>\$9,600</b> <i>(Years 1-3)</i></p> <p><b>\$9,000</b> <i>(Years 1-3)</i></p>	Principal

			for custodial services			
			<b>\$30,000</b> <i>(Years 1-3)</i>			
			for instructional materials			
			(copier paper, poster paper, markers, pencils, pens, office supplies)			
<b>IP,SD</b>	<p><i>Provide appropriate social-emotional and community-oriented services and supports for students.</i></p> <p>We understand that student needs extend well beyond the classroom. As part of the restart model, Griffith Joyner is implementing initiatives and programs that address the “whole child”—social-emotional as well as academic needs.</p> <ul style="list-style-type: none"> <li>• <b>Psychologist and Counselor</b> – Hire a psychologist and at-risk counselor to help our students cope with the social-emotional issues and trauma that they face as a result of growing up in this challenging community, where there is a high foster population, and gangs and drugs are ubiquitous. As a result, our students have extreme emotional and psychological needs that the existing staff is unable to</li> </ul>	Sep – Jun	<b>\$568,551</b> <i>(Years 1-3)</i> [\$94,758.50		Assistant Superintendent of Instruction /	

	adequately serve. Student suspensions declined 1.9% during the 2008-09 SY to 4.9% overall. All other Partnership elementary schools have student suspension rates below 2%. Our goal is to reduce Griffith-Joyner’s suspension rate by at least 2% in the 2010-11 SY. We also experience high rates of student transiency – 31.3%. This demonstrates that students and families are often dealing with complex problems outside of school, such as poverty, homelessness, and instability in the home. Psychological and counseling services can help both students and their family members.		each for psychologist and counselor]			Principal
<b>IRR</b>	<p><i>Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having intended impact on student achievement, and is modified if deemed ineffective.</i></p> <ul style="list-style-type: none"> <li><b>Daily classroom observations by administrators:</b> Griffith Joyner administrators, coaches, and coordinators will visit classrooms to monitor the practice of teachers on an individual basis and offer support and written feedback.</li> </ul>	Sep – Jun	NA			Principal
<b>SD</b>	<ul style="list-style-type: none"> <li><b>Benchmark Assessments:</b> Administrators and individual teachers will monitor benchmark assessments to ensure students have received instruction on core curricular content.</li> </ul>	Sep – Jun	NA			Principal
<b>EMO, TA</b>	<p><i>Implement a schoolwide “response-to-intervention” model.</i></p> <p>As a Partnership school, Griffith Joyner will be provided with professional development and technical support to implement the RTI model, inclusive of assessing the strengths/weaknesses of the general and special education instructional program, conducting a professional development needs assessment, and designing and monitoring a comprehensive intervention</p>					

<p><b>IP,PD,SD</b></p>	<p>plan to address the unique needs of historically underperforming student sub-groups.</p> <ul style="list-style-type: none"> <li>• <b>RTI Shadowing</b> – Provide substitutes so that instructional leaders can visit other schools that have successfully implemented the RTI model, enabling the Griffith Joyner staff to learn best practices in implementation.</li> </ul>	<p>Sep, Jan</p>	<p><b>\$15,609</b> <i>(Years 1-3)</i></p> <p>[10 subs x 2 sessions x \$260 / day]</p>			<p>Principal</p>
<p><b>IP,SD</b></p>	<ul style="list-style-type: none"> <li>• <b>Intervention Teacher</b> – hire an intervention teacher who will be able to provide targeted intervention support to those students who are struggling in the core subject areas. These students will be identified by analyzing student level data on CST and periodic benchmark assessment results in LAUSD’s MyData and CORE K-12 systems. Analysis of strand level data in mathematics and Open Court Skill areas enable teachers to design lessons that are targeted specifically to the differentiated needs of students.</li> </ul>	<p>Sep – Jun</p>	<p><b>\$261,402</b> <i>(Years 1-3)</i></p>			<p>Assistant Superintendent of Instruction / Principal</p>
<p><b>EMO, TA</b></p>	<p><i>Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that English Learner students acquire the English proficiency skills necessary to master academic content within a certain time period.</i></p> <p>The Partnership ensures schools implement a research-based approach to supporting ELLs and students with disabilities by providing professional development, instructional coaching and feedback, teacher-led collaborative planning using the Lesson Study and Instructional Rounds models, and student progress monitoring. As part of its restart model, Griffith Joyner</p>					

<p><b>PD,SD</b></p>	<p>will hire an ELL Coach.</p> <ul style="list-style-type: none"> <li>• <b>ELL Coach</b> – Hire an ELL Coach to train staff members in ELL strategies and techniques to bridge the gap between advanced ELL’s and mainstream English classes, thereby increasing the number of students who are able to be reclassified. The Griffith Joyner staff is currently unable to adequately serve the 44% of the student population who are ELLs, as evidenced by the fact that 8% of ELL students are proficient in English. An ELL coach will also work to improve the ELL reclassification rate. The 2008-09 English Learner reclassification rate was 10.8%. The school’s goal is to increase this to 15% during the 2010-11 SY.</li> </ul>	<p>Sep – Jun</p>	<p><b>\$261,402</b> <i>(Years 1-3)</i></p>			<p>Assistant Superintendent of Instruction / Principal</p>
<p><b>EMO, TA</b></p>	<p><i>Use and integrate technology based supports and interventions as part of the instructional program.</i></p> <p>Increasing access to information technology and improving teacher and student’s capacity for its use are key components of the Partnership’s restart model. Technology is a complement to excellent teaching; therefore, Griffith Joyner is providing access to technology resources for students and staff as well as helping build capacity through professional development.</p>	<p>Aug, Oct, Dec, Feb</p>	<p><b>\$30,000</b> <i>(Years 1-3)</i> [stipend for consultant plus training</p>			<p>Assistant Superintendent of Instruction / Principal</p>
	<p><b>PD, SD</b></p> <ul style="list-style-type: none"> <li>• <b>Instructional Technology Integration</b> – Although some staff at Griffith Joyner may have access to technology such as laptops, computer labs, and LCD projectors, they often lack the ability to effectively integrate technology into their lesson design and delivery. We will hire a consultant to provide training for teachers to maximize the impact</li> </ul>					

<p><b>IP, SD</b></p>	<p>that technology can have on providing standards based instruction and increasing student achievement.</p> <ul style="list-style-type: none"> <li>• <b>Intervention Math Software Program</b> – As in many urban schools, Griffith Joyner is struggling to help their students master math concepts, resulting in 68% of all students unable to demonstrate proficiency. To provide additional intervention and support to these students, we will implement an online software program that uses technology to provide struggling students with an alternative to the traditional ways of learning math, such as Destination Math or Envision. These programs are ideal for students who require explicit instruction or need concepts explained to them using multiple methods.</li> </ul>	<p>Sep – Jun</p>	<p>materials]</p> <p><b>\$57,000</b> <i>(Years 1-3)</i></p> <p>for training and setup</p>		<p>Assistant Superintendent of Instruction / Principal</p>
<p><b>IP, SD</b></p>	<ul style="list-style-type: none"> <li>• <b>Accelerated Reader</b> –Implement the Accelerated Reader software program to increase the reading comprehension level for the 89% of students at Griffith Joyner who are reading below grade level. Accelerated reader is a god tool to improve student’s reading comprehension, which is a particular struggle for Griffith-Joyner’s lowest performing subgroups, ELLs and African-American Students</li> <li>• <b>Student computers</b> – purchase new computers so that students will be able to access online programs such as Accelerated Reader and Destination Math.</li> </ul>	<p>Sep – Jun</p>	<p><b>\$24,000</b> <i>(Years 1-3)</i></p> <p>to upgrade the Site License</p> <p><b>\$45,000</b> <i>(Year 1 only)</i></p> <p>for computers</p> <p>[30 computers x \$1500]</p>		<p>Assistant Superintendent of Instruction / Principal</p>



Time and Support						
	<p><i>Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.</i></p> <p>Because low performing schools have for the most part been unsuccessful at engaging parents and community members, the Partnership is deliberate and focused in its efforts to involve parents, families and communities in its restart work.</p>					
<b>EMO, TA</b>						
<b>FCE</b>	<ul style="list-style-type: none"> <li> <b>Parent and Community Engagement Grant –</b> One of the keys to increasing student achievement in low-performing urban schools is to increase the level of parent engagement in their children's education. Griffith Joyner will form a Family Action Team, comprised of parents, students, teachers and staff who take responsibility for parent engagement. This Family Action Team will have access to funds and will decide how to best utilize this funding to increase the level of parent engagement at the school. Only 20% of parents reported that they volunteered at Griffith-Joyner during the 2008-09 SY. Our goal is to increase that by 10% to 30% during the 2010-11 SY. </li> </ul>	Sep - Jun	<p><b>\$10,000</b></p> <p><i>(Year 1 only)</i></p>			Principal
<b>FCE</b>	<ul style="list-style-type: none"> <li> <b>Parent Training –</b> Many of the parents at Griffith Joyner may not have the time or skills to best support their children academically. We will collaborate with a community provider or non-profit (ex., LACOE) to develop and implement parent workshops designed to help parents provide a home environment that is most conducive to meeting their children's educational needs. On the LAUSD annual </li> </ul>	Sep, Dec, Mar	<p><b>\$32,000</b></p> <p><i>(Years 2-3 only)</i></p>			
			<p><b>\$60,000</b></p> <p><i>(Years 1-3)</i></p> <p>[stipend for trainer and materials]</p>			Director of Family and Community Engagement

	<p>parent survey from 2008-09, 84% of parents report that they are involved with their student in “home learning.” This represents working with kids to support them academically outside of school. The focus of these trainings will be on teaching parents how to integrate home learning activities into everyday interactions. Our goal is to increase this measure by 6% to 90% by the end of the 2010-11 SY.</p>				
<p><b>ILT</b></p>	<p><i>Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.</i></p> <ul style="list-style-type: none"> <li> <p><b>After School Advisory</b> – Implement an Advisory program after school that focuses on character building and other social / emotional development to better support our students and the severe challenges that they face. In addition, the school will offer theater, debate, and creative writing as elective classes. This will bridge the gap between the time school ends and when parents return home from work, which research has shown is when students’ needs are not being met.</p> </li> </ul>	<p>Sep – Jun</p>	<p><b>\$855,360</b> <i>(Years 1-3)</i></p> <p><b>\$30,000</b> <i>(Years 1-3)</i></p> <p>for Instructional materials  (copier paper, poster paper, markers, pencils, pens, office supplies)</p>		<p>Principal</p>

<p><b>IP, SD</b></p>	<p><i>Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.</i></p> <ul style="list-style-type: none"> <li> <p><b>Capturing Kids’ Hearts</b> – Because building strong relationships between teachers and students has such a strong impact on student achievement, Griffith Joyner will implement the Capturing Kids’ Hearts training program (CKH). CKH is a key component of the Partnership’s restart model. Capturing Kids’ Hearts is a 3-day off-site learning experience that provides tools for staff to build positive, productive, trusting relationships among themselves and with their students. These processes can transform the classroom and campus environment, paving the way for high performance. In order to implement this program effectively, we will hire a consultant to provide a 3-day training session at the beginning of year for all staff, and mid-year for any new staff. The consultant will also evaluate the extent to which the program is being implemented with fidelity throughout the year.</p> </li> </ul>	<p>Sep, Jan</p>	<p><b>\$35,000</b> <i>(Year 1)</i></p> <p><b>\$10,000</b> <i>(Years 2-3)</i></p> <p>for trainers</p> <p><b>\$105,357</b> <i>(Years 1-3)</i></p> <p>for substitutes</p>			<p>Assistant Superintendent of Instruction / Principal</p>
<p><b>IP, SD</b></p>	<ul style="list-style-type: none"> <li> <p><b>Enrichment Activities</b> – Early research shows that positive reinforcements can have a strong influence on behavior and can make a significant impact on children. Therefore, we will set aside funding to create and implement enrichment activities to reward positive behavior, such as college visits, field trips to gain exposure to various career paths, books, etc.</p> </li> </ul>	<p>Sep – Jun</p>	<p><b>\$40,000</b> <i>(Years 1 AND 3)</i></p> <p><b>\$33,000</b> <i>(Year 2)</i></p>			<p>Principal</p>

<p><b>SD</b></p>	<p><i>Expand the school program to offer full-day kindergarten or pre-kindergarten. (Elementary School)</i></p> <ul style="list-style-type: none"> <li> <p><b>Pre-K Teacher</b> – While the average student enters kindergarten with a vocabulary of 3500 root word meanings, the students at Griffith Joyner enter kindergarten with fewer than 1000 words in their vocabulary. These students often continue to acquire fewer words during the primary grades, so by the end of second grade, they have 2000 fewer word meanings than the average child. This is a significant inhibitor to increasing student achievement because research has found that the size and effective use of a child’s vocabulary is an important indicator of future literacy ability. To counter this deficit, we will offer a Pre-K course to students so that we can bolster their vocabulary and support their developmental skills to better prepare them for kindergarten.</p> </li> </ul>	<p>Sep – Jun</p>	<p><b>\$252,825</b> <i>(Years 1-3)</i></p>			<p>Principal</p>
<p><b>Governance</b></p>						
	<p><i>A new school model (e.g., themed or dual language academy)</i></p> <ul style="list-style-type: none"> <li> <p>NA</p> </li> </ul>					

## Implementation Chart for a Tier I or Tier II School

**Directions:** Please respond to the elements listed below for the School Improvement Grant application.

School: <b>Florence Griffith Joyner ES</b>	<input checked="" type="checkbox"/> Tier I	<input type="checkbox"/> Tier II	
Intervention Model:	<input type="checkbox"/> Turnaround	<input checked="" type="checkbox"/> Restart	<input type="checkbox"/> Transformation

### Recruitment, Screening, and Selection of External Provider

*Describe the process for ensuring the quality of the external provider [Education Management Organization (EMO)]*

The Partnership for Los Angeles Schools was selected as the external provider to manage Florence Griffith Joyner (Griffith Joyner) Elementary School through LAUSD's Public School Choice Process (PSCP) described in more detail previously in this application. In PSCP, LAUSD asked for external providers as well as internal candidates to take over management of some of its lowest performing schools. Through PSCP, the Partnership submitted to the LAUSD staff and Board a detailed plan for how it would accelerate student achievement at Griffith Joyner and also committed to be held accountable by the LAUSD School Board for dramatically accelerating student achievement and increasing student safety at Griffith Joyner. The Partnership competed against other applicants to operate Griffith Joyner and was chosen by the LAUSD Board due to the strength of the Partnership's plan and the Partnership's track record for managing other low performing schools. The PSCP process included a number of community meetings regarding the plans, advisory votes from the school community, two different sets of independent readers of the different plans, a review by the Superintendent and a review and ultimate decision by the LAUSD Board of Education.

## Recruitment, Screening, and Selection of External Provider

During PSCP, LAUSD looked closely at the track record of the applicants who applied to operate Griffith Joyner. The Partnership has been serving a number of low performing schools in Los Angeles since July 2008 and has delivered strong results. The Partnership schools went up on average 17 points on the API last year which was higher than the State and district averages as well as higher than comparable schools. Attendance is up in Partnership schools, suspensions are down and the number of 8<sup>th</sup> graders taking Algebra 1 has increased significantly. LAUSD also closely examined the strength of the senior leadership team at the Partnership which includes education leaders who have delivered increased student achievement results both in traditional school districts and in charter schools. The Mayor of Los Angeles launched the Partnership and is deeply committed to its success. The Partnership's CEO is the former President of Green Dot Public Schools (a leading charter operator) and its Superintendent of Instruction was a former Assistant Superintendent in San Diego Unified School District. Since its inception, the Partnership has secured over \$60 million over ten years in financial commitments to transform low performing schools in LAUSD. The Partnership's private funding to date and its ability to generate additional philanthropic funds and partnerships was a factor analyzed during the PSCP process. The Partnership also engaged in outreach to the Griffith Joyner school community before LAUSD agreed that the Partnership would be the external provider to operate Griffith Joyner. As a part of PSCP, LAUSD required the Partnership to submit copies of the Partnership's Articles of Incorporation, Bylaws, and Certificate of Incorporation evidencing the Partnership's incorporation as a non-profit corporation.

The Partnership proved to LAUSD that it had the plan, the proven track record, the leadership team, and the funding to successfully restart and transform Griffith Joyner Elementary School. The Partnership will be considered a Network Partner working through LAUSD's iDesign division and will have a 5-year Memorandum of Understanding (MOU) with LAUSD to manage Griffith Joyner beginning July 1, 2010. This MOU lays out the terms of the agreement between LAUSD and the Partnership and helps ensure that the Partnership delivers accelerated student academic achievement at Griffith Joyner. The MOU holds the Partnership accountable to the LAUSD Board, and contains a performance management agreement that defines the performance metrics to which Griffith Joyner and the Partnership will be held accountable. To ensure continued quality, the Partnership will submit an annual plan that outlines the budget, programmatic milestones and deliverables for Griffith Joyner to LAUSD. Annually, the Partnership will also submit a report on Griffith Joyner's performance as well as the Partnership's financial statement audit. Any material updates to the Partnership's restart model and to its financial and administrative procedures will be delivered regularly to LAUSD.

LAUSD will review the School Report Card for Griffith Joyner annually to monitor improvements in student achievement and will have controls in

## Recruitment, Screening, and Selection of External Provider

place to intervene if Griffith Joyner is not improving under the management of the Partnership. Through the MOU, LAUSD will be able to intervene in the Partnership's management of Griffith Joyner if there are *dramatic* decreases in student achievement or *material* problems with the financial management of the school. The MOU will also lay out a process for renewal of the MOU for another five years if the Partnership's management at Griffith Joyner is leading to accelerated academic achievement.

*Describe the process that will be undertaken to recruit, screen, and select external providers, including specific criteria such as experience, qualifications, and record of effectiveness in providing support for school improvement*

As described above, LAUSD has already chosen the Partnership for Los Angeles Schools to be the external provider to operate Griffith Joyner Elementary School through the PSCP process. The Partnership will begin to manage Griffith Joyner ES beginning July 1, 2010 and will have an initial MOU for five years. In choosing the Partnership to manage Griffith Joyner, LAUSD reviewed the Partnership's detailed improvement plan for Griffith Joyner, the Partnership's performance to date at other schools, the qualifications and track record of the Partnership's leadership team, the funding the Partnership had secured, the Partnership's unique relationship with the Mayor and City of Los Angeles, and the Partnership's capacity to accelerate achievement at Griffith Joyner. The Partnership's team was background checked and a team at LAUSD reviewed and evaluated the following criteria related to choosing the Partnership as an external provider:

- Business qualifications – Partnership's number of years as a non-profit school management organization; the Partnership team's track record and specific experience with public school turnaround and transformation; depth and extent of the Partnership's local presence in Griffith Joyner's area; and a description of the relationships the Partnership has established with local community groups;
- Personnel qualifications - background and professional qualifications of Partnership personnel assigned to work with Griffith Joyner including description of responsibilities, related experiences and references;
- Financial qualifications – financial viability of the Partnership and fundraising received by the Partnership to date.
- Experience with implementing instructional and operational strategies to improve student achievement; experience with full range of responsibilities contemplated for school management and support, performance on other school transformation efforts including data on student data performance measurements monitoring and benchmarking, teacher support and professional development, school site leadership and governance development, community relationships and parent involvement.

## Recruitment, Screening, and Selection of External Provider

*Indicate whether the EMO or external provider has previously provided support to the school, or whether they are new to the LEA*

The Partnership for Los Angeles Schools will begin the partnership with Griffith Joyner ES in July 2010. In addition, the organization already provides support to 12 other schools, through a Memorandum of Understanding (MOU), within the Los Angeles Unified School District. Including Griffith Joyner and the other two schools awarded to the Partnership through the Public School Choice Process, the Partnership will be managing 15 schools beginning in July 2010.

*Indicate evidence of the EMO's effectiveness to date*

On July 1, 2008, the Partnership took control of ten schools—a combination of elementary, middle, and high schools—under a Memorandum of Understanding (MOU) approved by the Los Angeles Unified Board of Education. In fall 2009, the Partnership took over management of two new small high schools, and in July 2010, the Partnership will add another three schools to its existing network. Combined, these 15 schools serve 20,000 students and close to 1,650 employees. The Partnership schools are among LAUSD's lowest performing schools. Our schools have struggled for many years under the management of LAUSD and have been unable to dramatically accelerate student achievement. However, under the management of the Partnership, our original 10 schools achieved strong academic results after just one year of support:

- The average API growth across all Partnership schools was 17 points, which outpaced the state, LAUSD, and comparable LAUSD Local Districts. 99th Street Elementary School, located in South Los Angeles, was in the top 2% in terms of API growth among all 469 district elementary schools and Hollenbeck MS, in East Los Angeles, was in the top 5% of all LAUSD middle schools.
- California Standards Tests (CST): 9 of 10 schools improved their proficiency rates in English Language Arts, 8 of 10 schools improved in math, 8 of 10 schools improved in Science and 5 of 6 schools improved in History-Social Science.
- The 4-year graduation rates increased from 37% to 42% at Partnership high schools.
- Partnership high schools experienced an increase of 4% in the number of 9th graders on-track to graduation (from 60% to 64%).
- Identified dozens of gifted students (GATE) whom the school district failed to identify.



## Recruitment, Screening, and Selection of External Provider

- The percentage of 8th graders passing Algebra 1 increased 5% from 56% to 61% across all our middle schools.

The Partnership for Los Angeles Schools will begin officially supporting Florence Griffith-Joyner Elementary School in July 2010. Florence Griffith-Joyner Elementary Schools is very similar to 99th Street Elementary School in terms of student demographics. Florence Griffith-Joyner Elementary School is the 6<sup>th</sup> lowest performing elementary school in the LAUSD. We plan to implement many of the same strategies for improvement at Griffith-Joyner that have helped us accelerate student achievement at 99<sup>th</sup> Street Elementary School moving in the right direction. Therefore, we are using our evidence of improvement from 99th Street Elementary School to provide the rationale for our transformation work at Florence Griffith-Joyner Elementary.

We started working with 99<sup>th</sup> Street in July of 2008. Since that time, we have hired a new administrative team, which includes the principal. We replaced the Assistant Principal with an Instructional Specialist. The Instructional Specialist is an administrator that focuses at least 75% of their time specifically on improving the instructional program. The creation of this position allowed us greater flexibility to hire staff with the instructional expertise needed to address areas of improvement related to teacher professional development, curriculum development, curriculum alignment, supporting teacher common planning time and developing formative assessments. Together with the Partnership's instructional experts, the administrative team has revamped teacher professional development to focus on improving teacher lesson planning, teaching classroom teachers how to incorporate high yield instructional strategies into their instructional repertoire and providing common planning time for teachers to work together on developing model lessons, mapping curriculum and using assessment results to guide instruction.

99<sup>th</sup> Street Elementary API grew 54 points last year. They had dramatic increases in student proficiency in English language arts and mathematics. Major accomplishments include:

- 15.4% increase in the percentage of students scoring Proficient and Advanced in **English Language Arts**.
- 13% increase in the percentage of students scoring Proficient and Advanced in **Mathematics**.
- 99th Street scored in the top 2% of all LAUSD elementary schools in terms of growth in **ELA** and **Math**.
- 17.9% increase in the percentage of Hispanic students scoring proficient in **English Language Arts**.

## Recruitment, Screening, and Selection of External Provider

- 14.6% reduction in the number of African-American students scoring Far Below and Below Basic in **ELA**
- 15.3% reduction in the number of African-American students scoring Far Below and Below Basic in **Mathematics**.

Other positive indicators of school improvement include an increase in the year-to-date attendance rate for students and staff. Staff attendance increased from 90.5% to 96.2% (from 2007-08 to 2008-09) and student attendance rate increased 94.7% to 96.3% (from June 2009 to April 2010). 99<sup>th</sup> Street also has reduced their year-to-date suspension rate. In 2007-08 the YTD suspension rate was 7.6%. As of April 2010, their YTD suspension rate is 0.0%.

We have also made a concerted effort to improve family engagement. 99<sup>th</sup> Street does an amazing job of reaching out to parents. Parent survey results from the 2008-09 school year report that 93.9% of parents report that the school has opportunities for parent involvement and 92.4% feel welcome at school.

At Griffith-Joyner Elementary School we expect to see similar improvements in student achievement data and other supporting factors such as attendance and suspensions.