

Letter of Intent

This Letter of Intent will provide formal notice to LAUSD regarding an applicant’s intention to submit a proposal for the 2010-2011 school year. The information presented therein is non-binding; specific details provided below may be finalized in the proposal submission.

Applicants must submit this Letter of Intent and the following data where applicable: CST, API, AYP, EL reclassification, CAHSEE, SAT and AP no later than 5 p.m. on November 16, 2009. If you should have any questions about any of the requirements listed in this Letter of Intent, please contact LAUSD at (213) 241-7000. Letters of Intent must be submitted via superintendent@lausd.net

Organization Information	
Name of applicant (for profit entities may not apply)	Florence Griffith Joyner Elementary
Address	1963 East 103 rd Street, Los Angeles, CA 90002
Phone	(323) 569-8141
Website (if applicable)	
Main contact name and phone number	John Sayers, Principal, (323) 569-8141 Melchor Cortez, UTLA Rep., (323) 569-8141
Basic Proposed School Information and Description	
Proposed neighborhood school/site name (must agree to serve all students in that community)	All students currently residing or attending the area within the boundaries for Florence Griffith Joyner Elementary School.
Brief description of community engagement activities planned or completed	We have held four community meetings thus far. The first, on October 27 th , brought in 160 parents. The second, on October 30 th , brought in 150 parents. The third meeting, on November 4 th , brought in 125. The fourth, on November 10 th . Our meetings focused around three areas: student achievement, parent involvement, and safe and clean schools. Much input has been taken. It is being processed and assessed to give starting points for future scheduled parent meetings. Next one being November 13 th . We will hold at least one a month, and many more if needed. Many partners from the community also attended including: Community Concern,

Kaiser, Watts Health Center, and Alafia (mental health agency). Many are scheduled to be at future meetings (November 1, November 18, December 2, January 11). We will continue to work with our many partners and parents in the community to provide the best services.

Brief description of proposed vision, mission, education plan, and partnerships

Our vision is that we will equip all students with the skills necessary to enter the college or career of their choice.

Our mission is that we, at Florence Griffith Joyner, through a collaborative effort, commit to developing culturally sensitive citizens equipped with the academic, as well as social skills, to become life-long learners in order to compete and contribute in this diverse world.

Data

2009 CST Data	Far Below Basic	Below Basic	Basic	Proficient and Advanced
ELA	20.7%	24.6%	34.4%	20.2%
Math	11.9%	27.2%	29.2%	31.7%
Science	20.9%	25.4%	38.1%	15.7%

	2005	2006	2007	2008	2009
AYP	10.9%	11.4%	16.5%	17.4%	20.2%
API	547	564	603	656	637

	2007	2008
EL Reclassification	7%	11%

Our Education Plan: Our instructional approaches include good first teaching through direct and explicit instruction, in-class interventions as needed on a daily basis, and pullout or full day interventions for those students significantly below grade level. These approaches have proven successful with other schools, in low-income areas, that have made substantial academic growth.

Our overarching goal is to have every student prepared for college or career. We will have increased parent involvement in all areas of school life. Our campus will remain safe and clean.

We will continue to use all LAUSD prescribed curriculum including OCR, EnVision, FOSS science, Into English, Second Step, McGraw Health and Wellness, and Scott Foresman Social Studies. For those 4th and 5th grade students at least two years behind we will use, *Language!*, for ELA. All chosen curriculums are research-based, standards-based and have already been proven to work with similar schools.

The professional development plan is outlined in the Single Plan for Student Achievement. It is focused around good first teaching, team building and teacher collaboration. Our areas of instructional focus, based on in depth data analysis, are vocabulary development, reading comprehension and the building of background knowledge. The professional development plan will also include refinement of implementation of the Open Court reading program. Open Court will be enhanced through Culturally relevant and responsive instructional strategies (SDAIE and AEMP). Formative and summative data will be used to refine our current professional development plan. Quantitative and qualitative data will trigger differentiated support for teachers and staff. Our desired result is more effective and rigorous delivery of the core curriculum (good first teaching), as well as differentiated support for all students.

The system for assessing, evaluating and monitoring instruction and student progress will involve formative and summative assessment data and feedback. We will use the California Standards Test, and any available alternative measures as needed, on an annual basis as a summative assessment. We will continue to use curricular periodic assessment to check mileposts along the way and redirect instruction as necessary. Teachers will use weekly grade level assessments and observations to drive and modify instruction along the way.

We anticipate, through the identification of high basic, proficient and advanced students, that the percentage of students scoring proficient or better in CSTs in ELA and Math will increase by 8% in our first year. This will allow us to make Safe-Harbor in AYP and we will hold at our current PI status while continuing to show improvement. After our one year decrease (2008-2009) we will return to our form of growth in API. Our target growth for the first year is 675, an increase of 38 points. Our English Learner reclassification rate will continue to increase by 3% or more each year keeping us in line with district goals. Teacher collaboration is the key to increasing our students' academic growth. Through collaboration and differentiation our teachers will be better equipped to deal with the diverse populations in their rooms including: English Language Learners, Special Education,

GATE, Hispanic, African-American, Foster children, homeless, etc...

Our partnerships are many. We work with many mental health agencies to help offset some of the issues of poverty: Alafia, Watts Health Center, Kedren, Healthy Start, Kaiser and Cedars-Sinai. We have partners that come on campus to assist with the academic and social growth of our students: Los Angeles Fire Department, Station 65, Community Concern, Magic Johnson Student Health Clinic, Community Build, LA's Best, Jeopardy (LAPD) , Healthy Food Network and The Light House (church). We have partners who simply provide our students with supplies necessary to be students: The Watts Coffee House and Randy's Market. Pearson Educational Services has partnered with us to provide a structured format for teacher collaboration. We also have partnered with Local District 7 and The Transformational Schools Program, formerly The Ten Schools Program. They are providing support in all areas as well as human and fiscal resources.

