

Standards-Based Student Learning: Instruction



Chapter 4.c

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Standards-Based Student Learning: Instruction

C1 : To what extent are students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?

Summary of Findings:

John F. Kennedy High School provides students with a challenging and enriching learning experience that enables them to achieve the academic standards and expected schoolwide learning results. A fall, 2007 Indiana University survey found that 60% of students said they felt challenged academically by their class work. In our parent survey, 99% of parents felt that Kennedy had high expectations and a focus on continuous learning for students. Our school offers a variety of classes including honors, advanced placement (AP), advanced placement classes offered by the Los Angeles Virtual Academy (LAVA), English as a Second Language (ESL), Developing Readers and Writers Course (DRWC), also known as Read 180, Special Education, Advancement Via Individual Determination (AVID), Gifted and Talented Education (GATE), School for Advanced Studies (SAS), the Architecture Digital Arts and Film Magnet, and vocational classes in addition to the general education course of study. Students of diverse backgrounds and abilities have equal access to a rigorous curriculum. Intervention programs are in place to ensure that our students achieve the academic standards and expected schoolwide learning results.

Before the start of every semester, department chairs and coordinators collaborate with the counseling office to assure that the master schedule meets the needs of all students. The master program is driven by the need to address the Critical Areas of Academic Need (CAAN's).

Great progress has been made in the integration of special needs students into the mainstream curriculum. Teachers accommodate these students with extra time for completion of tests and homework, modify curriculum as needed, and provide preferential seating. Some classes have aides providing one-on-one assistance. The English Language Development (ELD) program is an integral part of our learning community. Sheltered classes are offered by the English, social studies, mathematics, and science departments to assist English Language Learners (ELL's) in achieving the content standards and transitioning them into mainstream classes. Some 113 staff members (87%) hold a CLAD credential or its equivalent, which means teachers have had academic training in SDAIE methods to help improve the instruction of all students. In addition, more students with disabilities are now included in general education classes, with continued support provided by a study skills class, the learning center, and monitoring by resource teachers within a collaborative classroom environment. Special



Education classes prepare students to meet the expectations outlined in the students' Individualized Education Plan (IEP).

All teachers post standards and daily lesson objectives. Currently, ESLR, Mission and Vision posters are displayed in classrooms and are reinforced in the schoolwide bulletin distributed three times a week, as well as in twice-weekly student announcements. Although the ESLR's are well embedded in our curriculum, teachers on a school-wide level have been encouraged to focus on one ESLR a month. The English, math, science, social studies, health, and world languages and cultures departments have state-approved textbooks that present lessons based on the California content standards. In compliance with Williams legislation, all students are able to take home a textbook from all core classes. In our survey, 99% of parents indicated that their child had a textbook they could bring home for math, science, social studies, health, and English classes.

Findings	Evidence in Support of Findings



<p><u>English/Language Arts</u></p> <p>The English/Language Arts Department offers students a challenging learning experience that provides them with the opportunity to achieve the academic standards and the expected school-wide learning results. The teachers conduct unit overviews, sample and model activities, use rubrics, and post samples of benchmark papers for the culminating task. 9th and 10th grade English classes incorporate district designed lesson plans. 12th grade Expository Composition classes utilize lesson plans and thematic units created by California State University educators in order to better prepare our students for a higher education. Students also use readability statistics to improve their writing skills.</p> <p>Programs such as Wikispaces, Encarta, PowerPoint, and others are being utilized in the computer labs and classrooms to increase student interest and ability as well as academic rigor. The Developing Readers & Writers Course (DRWC) uses technology such as computers, voice recorders, and other tools to increase literacy for students scoring “basic” and “far below basic” on the CST.</p> <p>Students in the 11th and 12th grades, who have not passed the CAHSEE are placed in intervention courses where they receive extended test preparation in addition to the core curriculum. Members of the English Department teach CAHSEE intervention programs such as:</p> <ul style="list-style-type: none"> • Boot Camp: an intensive intervention course offered to 	<p>Differentiation of instruction Designed based lessons Oral presentations Cooperative group work Weekly class discussions Small group discussions Drafts, peer editing, and revisions Research projects Written assessments Teacher made exams Quizzes Projects Benchmark assessment data (princetonreview.com)</p> <p>Student power point presentations JFK Wikispaces website Research papers and projects Modified webquest DRWC classroom Read 180 data</p> <p>CAHSEE Boot Camp rosters CAHSEE Boot Camp sign-in Beyond the Bell coordinator records</p>
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<p>students during the instructional day one week prior to the CAHSEE</p> <ul style="list-style-type: none"> • Beyond the Bell: an after school CAHSEE preparation program offered to all students. <p>SDAIE methods are utilized to increase students' understanding of the content standards and expected schoolwide learning results. This year, we have taken direction from Local District 1 and have implemented a SDAIE strategy of the month and connected to an ESLR.</p> <p>Students in 9th and 10th grade classes use a readers/writers notebook to provide reading, thinking, and writing practice. Multicultural, high-interest texts are provided to students in order to increase interest in subject matter while emphasizing analytical and cognitive skills. Last fall, students in some 10th grade English classes compared the rhetorical speeches of presidential and vice presidential candidates. Then using rewrite persuasive techniques themselves, students also delivered speeches to classmates on topical issues. Students researched the topics through newspapers, magazines, and on the Internet. Some classes also held their own debates.</p>	<p>Beyond the Bell rosters Beyond the Bell student registration forms</p> <p>Think Pair Share Graphic Organizers GISTS statements Anticipation guides Group projects Models, posters, videos, supplemental texts Oral reports Writers notebook Higher level questions/thinking Peer editing Analyzing, synthesizing, evaluating</p> <p>Student notebook Student text Projects Assignments Presentations Student debates</p>

<p><u>English as a Second Language (ESL)</u></p> <p>The ESL Department provides students with a rigorous learning experience that allows them to achieve academically.</p> <p><i>John F. Kennedy High School has the highest re-designation rate in Local District 1, with 17% of English Learners re-designating in the 2008-2008 year.</i></p> <p>Each ESL teacher is using the State-adopted High Point Program. High Point textbooks are provided for all ESL levels. High Point requires that all teachers maintain and monitor students' progress through periodic assessments and a student portfolio. High Point lesson plans are symantic & scaffolding programs that leave some room for flexibility to provide students with a variety of experiences. The High Point curriculum is followed up with recent life experiences.</p> <p>The District and EL Program Coordinator monitor the progress and achievement of English Language Learner (ELL) students through uniform assessments. Teachers also use these assessments to plan curricular changes in order to increase student success.</p> <p>Kennedy's ESL counselor and part-time Bilingual Coordinator ensure the successful articulation and correct placement of ESL students from the local feeder middle schools.</p> <p>All core academic classes offer sheltered courses and utilize SDAIE strategies to provide English Language Learners with access to the academic standards.</p>	<p>LAUSD data Counseling office records</p> <p>High Point prepared exams Multiple choice, essay, true/ false, open ended questions, short answer tests Projects (individual) Models, posters, videos Oral presentations/ assessments High Point textbooks/workbooks Student portfolios Writing and research projects Symantic & scaffolding programs PowerPoint presentations</p> <p>Student Information System (SIS) data Student portfolio High Point assessments California English Language Development Test (CELDT) data LAUSD student records</p> <p>Bilingual office records Counselor Individualized Education Plans (IGP) for students. Counseling office articulation records Master schedule of classes</p> <p>Master schedule of classes SLC sign-up forms Counseling office records</p>
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<p>The English Language Skills (ELS) courses are English Language Development (ELD) academic support courses for ELL students in the Preparation for Reclassification Program (PRP). The PRP students that enroll in the ELS courses are those that meet the following criteria:</p> <ul style="list-style-type: none"> • Student who have exited ESL • CST ELA scores of Below Basic or Far Below Basic • CELDT Reading at 3 or below and CELDT Writing at 3 or below • A grade of Fail in a grade-level English course • Student in grades 9 or 10 <p>The goal of the program is to meet re-classification requirements and to support the ELA classes using conventional English and writing strategies.</p>	<p>Master program of classes ELS class roster Student language information Write assessment book Handbook Source book for application</p>
<p><u>Mathematics</u></p> <p>Since the last WASC visit, as a result of data analysis, the Math Department has made several changes and improvements in its instructional delivery.</p> <p>Uniform assessments and writing prompts have been created for Geometry, Algebra 2, and Math Analysis classes. Algebra and Geometry teachers are given two District Secondary Periodic Benchmark Assessments to administer during the semester. The math coach has disseminated information regarding the benchmark assessments and has provided practice assessments for teachers. These assessments and writing prompts have become useful tools for teachers in</p>	<p>LAUSD mandated benchmark assessments Math coach logs Benchmark assessment data (lauds.net) Department/ content area minutes Department sign-in sheets Writing prompts Quarterly assessments Final examinations Mid-term exams</p>

<p>analyzing how their classes learn and in pinpointing areas that need additional review. Each semester, all final exams are discussed and revised by the department. Through individual analysis and group discussion, teachers have modified their instructional strategies.</p>	
<p><u>Science</u></p> <p>The Science Department offers rigorous and relevant standards based curriculum. Professional development time has been used to implement the LAUSD Secondary Periodic Benchmark assessments for Biology & Chemistry. The Science Department uses the assessment data to modify its instruction and meet the needs of students.</p> <p>The department chairperson is an instructor at UCLA Center X, which provides continuing education for literacy in science and English. Information presented at UCLA is shared with department members, along with information from other conferences such as “With Different Eyes” and the annual National Science Teachers Association (NSTA) conferences. Science teachers use a variety of strategies, alternative assessments, and analytical projects learned at conferences and during professional development to promote student success. Among these are laboratory experiments that provide a number of experiences for students.</p>	<p>LAUSD benchmark assessment training Department meetings/ sign-in sheets Benchmark exams Benchmark data (princetonreview.com) Professional development sign-in Content area meetings Model lesson workshops</p> <p>Differentiation of instruction Design-based instruction Written assessments Teacher made exams/ unit exams Projects Labs Models and posters PowerPoint presentations Oral presentations/ assessments Internet and library research projects Visual audio, kinesthetic, collaborative hands-on activities SDAIE Demonstrations Graphic organizers Visual aids Content-based rubrics.</p>
<p><u>Social Studies</u></p>	<p>Students participate in visual projects and</p>

<p>The department shares a variety of teaching strategies designed to help students achieve the content standards and ESLR's. Teachers implement a number of instructional strategies learned during professional development and at a variety of conferences sponsored by organizations: the Museum of Tolerance, History Alive, and the California Department of Education.</p> <p>Some of these strategies include SDAIE, differentiated instruction, graphic organizers, presentations, simulations, projects, quizzes, term papers and teacher generated examinations.</p> <p>In 2008-09, the department has begun implementing the LAUSD mandated Secondary Benchmark Assessments. Teachers will utilize the data gathered from these assessments to alter their instructional practice. However, prior to the development of the benchmark assessments, the social studies department had created and continues to refine their own common assignments that are aligned with the standards and ESLR's. These assignments included ten- and twenty-week assessments.</p>	<p>discussions Cooperative groups Oral presentations Projects Multiple choice, essay, true/ false, critical thinking questions, short answer tests and document-based questions Group projects Independent and group research projects Models, posters, videos Audio-visual presentations PowerPoint presentations Oral presentations/ assessments Pair share Anticipation reaction guides Group instruction Use of multimedia</p> <p>Local Disrtict 1 professional development Objective exams Research papers Essays Position papers Student debates</p>
<p><u>World Languages and Cultures</u></p> <p>The World Languages and Cultures Department, formally known as the Foreign Language Department, works to provide a rigorous and relevant standards-based curriculum that is embedded with the ESLR's. Prior to starting any project, the</p>	<p>Oral presentations/ assessments Posters/graphic organizers SDAIE Repetition/review Directions Written assessments</p>

<p>students are exposed to a rubric that explains the teacher’s expectations. Teachers provide students with thematic unit lessons, writing, and a project-based curriculum. This includes a Family Tree project, a biographical-autobiographical common assessment that allows students to trace their family heritages. The department uses several instructional strategies to meet the needs of all students.</p> <p>Since many students enter classes speaking, understanding, and writing a foreign language at different levels, teachers structure their lessons to address the different levels of proficiency in a foreign language that students demonstrate.</p> <p>Standards based textbooks with ancillary components have been purchased and are utilized in all classes. Each textbook includes an assessment program and supplementary materials such as videos, CD/audio programs, workbooks, transparencies, and Internet activities.</p> <p>Teachers help students access the standards and ESLR’s by incorporating technology into its curriculum. Students are given assignments such as: PowerPoint presentations, projects involving the digital camera, and work in one of the campus computer labs.</p>	<p>Quizzes/ exams Projects/group assignments Models, posters, videos Realia Daily warm-up activities Grammar review Differentiation of instruction Projects: individual, pair and group Course outlines Master schedule of classes Family Tree</p> <p>Computer lab sign-ups Student projects Presentations</p>
<p><u>Health and Life Skills</u></p> <p>All incoming freshmen are required to take both life skills and health. The Health and Life Skills Department provides students with challenging learning experiences.</p>	

<p>The department collaborates with the various houses of the Freshman Academy to help create lessons that reach across the curriculum. Due to the variety of academic abilities and levels of English comprehension, teachers employ a variety of strategies that include SDAIE to ensure all students have access to a rigorous, relevant instructional experience.</p> <p>In both courses, students use peer discussion and presentations to increase their critical thinking and communication of various concepts, emerging trends, educational and career paths. Topics include but are not limited to: student resumes, job interviews, current events, the dangers of drugs and alcohol, economic planning, AIDS, and reproductive health.</p> <p>Life Skills students are taught to be responsible individuals by creating their four-year plan and future goals. The ninth grade counselors often visit the classes to inform students of the graduation requirements. The college counselor and career advisor both visit classes to provide students information on career planning and the benefits of a college education.</p>	<p>Written assessments Teacher-created exams SDAIE Vocabulary builders Concept maps Graphic organizers Note taking Question and answer sessions Homework assignments Debates Group projects Projects Independent research projects Models, posters, videos Oral presentations/ assessments Multiple choice, essay, true/ false, open ended questions, short answer tests Posters, audio-video presentations</p> <p>Counseling office records/IGP's College center records Career center records</p>
<p><u>Physical Education (P.E.)</u></p> <p>The P.E. Department uses a variety of teaching strategies to accommodate different learning styles and help deal effectively with diversity and individual differences. These strategies help teachers meet a wide range of objectives and employ the concept of inclusion so that every student feels successful and</p>	<p>Strategies include: Command Practice Self check Reciprocal Inclusion Guided discovery Peer teaching</p>

<p>challenged.</p> <p>Classes are structured to guide students to successfully use appropriate problem solving skills and decision-making strategies to adapt to a constantly changing environment. Students are guided to connect prior knowledge to new concepts and skills and continue to build on them.</p>	<p>Small group Modeling Teacher observations</p>
<p><u>Visual Arts</u></p> <p>In conjunction with the English Department, the Architecture, Digital Arts and Film Production classes require research papers on thematic topics using critical analysis pertinent to their field. Often these papers are inter-disciplinary and use work developed by students through cooperative teaching.</p> <p>The Visual Arts Department uses a variety of strategies to provide students with access to the content standards. These strategies include: rough sketches, sketchbooks, original works based on personal experiences, cultural and environmental concerns, historical styles, and the use of visuals to accompany verbal and written instructions.</p> <p><u>Performing Arts</u></p> <p>The Performing Arts Department is dedicated to providing all students with the challenging learning experiences needed to achieve or exceed the content standards and expected schoolwide learning results. Teachers use a variety of instructional strategies to ensure understanding of academic content. These events include:</p>	<p>Written assessments Teacher made exams Objective exams Oral reports Quizzes Projects Comprehensive finals Multiple choice, essay, true/ false, open ended questions, short answer tests Group projects Models, posters, videos PowerPoint presentations</p> <p>Concerts Common Performances Field Tournaments PowerPoint presentations Written assessments Teacher made exams Oral reports Quizzes</p>

<p>field tournaments, concerts, and parades.</p> <p>Play production stages full-length plays in both the fall and the spring, each is open and advertised to the community</p>	<p>Projects</p>
<p><u>Industrial Arts</u></p> <p>Industrial Arts courses are aligned with the State Standards, as detailed in the Competency Based Education (CBE), and the ESLR's. The goal of the Technical Arts program is to provide students with the skills needed to become effective employees. Instructors make every effort to diversify their instruction. This includes a number of cooperative group projects, individual projects, technology based projects, lectures, demonstrations, and hands-on situations.</p> <p>Computer Science/Technology</p> <p>The computer science department is utilizing departmental and industry exams to measure student achievement. The Cisco curriculum has been updated to address changes in the Cisco Certificated Network Associate Exam, that asses the foundations of networking in today's Internet and information technology. Graphic Design also provides students with the necessary training and skills to meet the needs of the multimedia industry. Teachers develop curriculum to help students meet the requirements and to pass the Comp-TIA A+ Certification Exam, an industry-standard exam that assesses the skills that computer support professionals need. The Introduction to Computers course provides students with the necessary skills to</p>	<p>Written assessments Teacher made exams/term papers Objective exams Oral reports Quizzes Unit exams Mid term exams Group projects Independent research projects Models, posters, videos Audio-visual presentations Power point presentations Oral presentations/ assessments Commercially prepared exams Cisco curriculum Comp-TIA exam Student projects Course outline</p>

<p>complete the advanced computer technology courses. Introduction to Computers also prepares students to integrate technology in their core classes.</p> <p>Wood Working</p> <p>Students in the wood working course take part in a number of projects that demonstrate their knowledge of the standards and ESLR's. In all of these projects, students must utilize a variety of mathematical concepts to build wall clocks, toys, furniture, coin banks, sailboats, and computer keyboard trays. In order to build the above items, students must be able to use a variety of mathematical concepts. In addition, students are also required to write essays and research papers that examine specific careers related to the fields of study. In this way, reading and writing skills are included in the curriculum.</p> <p>Architecture and Design</p> <p>Architecture students take part in a variety of assignments and projects that demonstrate their knowledge of the standards and expected schoolwide learning results. Some of student projects include creating and drawing models of buildings, buses, urban centers, and shopping complexes. Students also conduct Internet-based research projects, write term papers and give presentations on a variety of urban structures, cities, and historic landmarks.</p>	
<p>Home Economics-Family & Consumer</p>	

<p><u>Science</u></p> <p>Careers with Children</p> <p>Under the supervision of the instructor/ Director of the JFK Pre-School, students become teachers in training as they study the pre-school state standards and design lesson plans for the students attending the Kennedy Pre-School. In addition, students also organize a number of events that include field trips, holiday parties, parades, festivals, and lunch time activities for our pre-school students. Kennedy High School students demonstrate their development and growth as “effective communicators, effective thinkers, effective team players, and responsible individuals” by not only taking on the role of a teacher, but also by completing a portfolio project. This culminating assignment tracks a student’s development and progress.</p> <p>Independent Living</p> <p>The goal of the independent living course is to introduce students to the life-long skills needed to live independently. The course addresses a variety of topics such as reproductive health, economic planning, psychology, nutrition, safety, and sewing skills. Students demonstrate their mastery of the standards and expected schoolwide learning results by completing a variety of assignments that include group projects, individual projects, written assignments, examinations, presentations, and independent research.</p>	<p>Student portfolios Differentiation of instruction Designed based instruction Student-created lesson plans</p> <p>Group projects Oral presentations Business evaluations School community activities</p>
<p><u>Naval Science-NJROTC</u></p>	

<p>NJROTC instructors believe that their instructional program must be student centered. In addition to physical education and leadership, they also believe that students must be evaluated on four skills:</p> <ul style="list-style-type: none"> • Reading • Listening • Writing • Speaking <p>Reading/Speaking: Students must read the NJROTC textbooks, handouts, and field manuals. They present and demonstrate to their peers and or teach them the concepts addressed in the reading.</p> <p>Listening/Speaking: In a student-centered classroom, students must listen to their instructors and peers at all times. Students often call the class to order. Students, under the guidance of an instructor, lead exercise drills with their classmates. Students must also listen and follow directions when peers with a higher rank dismiss the class.</p> <p>Writing: Students are also required to meet writing standards in the School Developed Style Manual. This manual, designed by the English department, is aligned with the California State Writing Standards.</p> <p>NJROTC integrates the standards of other disciplines into its curriculum. Collaborative work with the science department enables students to better understand the oceanographic history of the earth, seas, meteorology, and weather. NJROTC instructors work with the P.E. department to make sure that all NJROTC students meet the P.E. standards and pass the Fitnessgram.</p>	<p>Course outline Revised course curriculum Department/content area meetings</p> <p>Student textbooks Field manuals Handouts Student presentations/demonstrations</p> <p>Student centered classes</p> <p>Student essays Written assignments</p> <p>Fitnessgram results NJROTC field trips Course outlines</p>
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<p>Students visit the library to research information, such as the ACT, SAT, and ASVAB tests. Computers are available in the classroom to help students prepare for and take exams.</p>	<p>Computer lab logs/sign-in sheets</p>
<p><u>Special Education</u></p> <p>The special education department consisting of teachers, teaching assistants, a special education coordinator, a behavioral intervention case manager, department of transition services teachers, and a school psychologist, work closely so that students can achieve the academic standards and the expected school-wide learning results. The instructional programs available to our students include:</p> <ul style="list-style-type: none"> • Special Day Program (SLD) • Community Based Instruction (CBI) • Mental Retardation Moderate (MRM) • Asperger High Functioning Autism • General Education Support • Inclusion Program <p>Special Education students are mainstreamed into general education electives and P.E. classes. RSP Students have access to a learning center, designed to provide additional support to students who are significantly below grade level. CBI and MRM students are provided with functional English, math, and science activities. RSP students are in general education classes when they are supported by special education staff. RSP students have a study skills class available to them</p>	<p>Master program of classes Student IEP's SST records Psychologist sign-in sheets Teacher assistant assignments Class rosters/course outline Master program of classes</p> <p>Study skills sign-in/ logs Special education office records</p>

<p>to help bridge the gap between general education and special education.</p> <p>Special Education classes, regardless of designation, are aligned according to State and District standards. General education English, math, science, and social studies curricula have been implemented in Special Day Classes (SDC's).</p> <p>General education teachers collaborate with the Special Education Department in the planning and implementation of Individualized Education Plans (IEP's) and provide all students access to rigorous, relevant instruction.</p> <p>Some classes at Kennedy with larger special education populations are team-taught, allowing for a collaboration of teaching styles and strategies. Special education students participate in district-designed lessons and assessments. In both mainstreamed and Special Education classrooms, methods such as Socratic Seminars, Readers/Writers notebooks, SDAIE strategies and other team collaborations help the students relate to each other while focusing on the curriculum.</p>	<p>Course outline Master schedule of classes</p> <p>Student IEP's Class rosters</p> <p>Master schedule of classes Designed based instruction Class rosters LAUSD benchmark assessment data District designed lesson plans Differentiation of instruction</p>
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C.2 To what extent do all teachers use a variety of experiences beyond the textbook & the classroom that actively engage students, emphasize higher order thinking skills, & help them succeed at high levels?

Summary of Findings:

Teachers at JFK continuously look for opportunities to provide students with rigorous, relevant enrichment opportunities that go well beyond the traditional textbook and classroom experience. Students interact with guest speakers, participate in field trips, attend performances, and collaborate on performances. The 29 official clubs and organizations, with more than 1,000 members, as well as 50 different athletic teams, on which some 850 students participate, offer a variety of experiences for our students that go far beyond the textbook and traditional classroom environment. These clubs and organizations help to build up our students' confidence. In our survey, 57.2% of students indicated that they feel confident about who they are on the Kennedy campus.

A work experience and career advisor helps students gain work experience credits and provides job/internship opportunities for students. These opportunities are provided through various partnerships with local community colleges, businesses, the North Valley Occupational Center, and the Regional Occupational Program Center (ROP). These job/internship opportunities are available in a variety of fields that include Architecture, Engineering, Business Education, Home Economics, Industrial classes, and automotive programs. Despite the various experiences offered that move beyond the traditional textbook, the Kennedy faculty and staff are in search of more partnerships to increase these out-of-classroom opportunities for our students.

Findings	Evidence in Support of Findings
<p><u>English Language Arts</u></p> <p>The English Department explores a variety of beyond the textbook and out-of-classroom strategies and experiences to promote higher order thinking skills to help students succeed at higher levels. Some teachers take students on field trips to theatrical productions, or the Los Angeles Zoo as part of ongoing projects. Teaching Academy English students prepare booklets on different animals, and read them to children at the Kennedy pre-school.</p> <p>Students are encouraged to participate in the school newspaper (<i>The Word</i>) and literary magazine (<i>Voices and Visions</i>). Journalism students have toured the newsroom and printing facilities of local newspapers.</p> <p>Students engage in Socratic Seminars. Students also create projects, based on units of study that show knowledge of standards and ESLR's.</p> <p>Student work shows the extent to which technology is used to achieve academic standards and the ESLR's. Students make reports using PowerPoint, such as presentations on Harlem Renaissance poets for an American Literature class, or Southern politics and culture while reading <i>To Kill a Mockingbird</i>. Students also use video cameras for presentations and work-based projects. For example, one teacher taped his students as they presented speeches in class, and then had them</p>	<p>Field trip logs Transportation records Historical documentaries Power point presentations Audio-visual presentations Group projects Oral presentations/ assessments Interviews by students Shakespeare performance</p> <p>Class roster Student enrollment Counselor office logs Student preference sheets Publications</p> <p>Projects/group projects Models, posters, videos Photo projects Audio-video presentations Oral presentations/ assessments English department computer lab logs Models/ videos Independent research projects Library logs/ sign-in sheets English department computer lab logs Video presentations English department wikispace</p>

<p>critique themselves, using a pre-designed questionnaire, before giving their “final” speeches to classmates. In addition, when students do research, they access both primary and secondary documents in order to write from multiple perspectives about one historical event.</p>	<p>(jfkenglish.wikispaces.com)</p>
<p><u>English as a Second Language (ESL)</u></p> <p>ESL students are exposed to a number of learning strategies.</p> <p>The summer school program, known as the Emergency Immigrant Education Program (EIEP), allows students to take community tours and attend workshops at the Los Angeles Zoo. EIEP also allows students to celebrate diversity by enabling them to host and organize a brunch that celebrates the various cultures within their own classroom.</p> <p>To activate their own cultural knowledge and promote respect for diversity, one class created a “class quilt” made up of student-made squares. Each student designed a square representing his or her country of origin and shared it with classmates. The squares were stitched into one quilt, which hangs on the wall of a classroom.</p> <p>ESL students also take part in fundraising activities. During a study of World War II and reading <i>The Diary of Anne Frank</i>, as part of the High Point curriculum, the students were able to practice and incorporate business skills. To obtain the funding from the Parent Teacher Student Association (PTSA) and Booster Club needed to take part in a field trip to the</p>	<p>Summer school master schedule of classes EIEP attendance roster Summer school rosters EIEP field trip records EIEP curriculum</p> <p>Field trip logs PTSA records Student presentations Booster club records</p>

<p>Museum of Tolerance. Students sold fruit smoothies drinks for the Booster Club during lunch. For the PTSA, ESL students gave presentations to school homerooms to encourage more people to join.</p> <p>ESL students take part in a number of culturally relevant events on campus. These events include <i>Baile Folkorico</i> performances, a Cultural Fair in recognition of the Hispanic Heritage Month, and <i>El Dia de Las Madres</i>. ESL students also work with teachers and staff to organize the Asian American Month Celebration.</p> <p>An ESL support club, known as “<i>Hola</i>,” has been formed and is sponsored by two teachers and two counselors. The purpose of “<i>Hola</i>” is to assist the transition of ESL students into the United States and the public school system.</p>	<p>Cultural celebrations <i>Baile Folkorico</i> class rosters Master calendar of events Filipino Club Asian American Month activities</p> <p>Multicultural Clubs and organizations (see appendix) Clubs and organization attendance logs</p>
<p><u>Math</u></p> <p>When appropriate, the Math Department uses a variety of strategies. Student work reflects activities that link curriculum to the real world. Teachers take students out of the classroom and use the campus to identify concepts taught in the classroom such as parallel lines and other basic geometric figures. Students also take part in various group and individual projects involving real life experiences.</p> <p>When appropriate, students use graphing calculators to investigate variables in the</p>	<p>Written assessments Oral reports Projects Individual/group projects Models, posters, videos Power point presentations Oral presentations/ assessments Differentiation of instruction Layered instruction Audio-video presentations Pizza project w/ concepts of ratio/ portion</p> <p>Tutoring sign-in sheets Projects</p>

<p>graphs of functions and to make conclusions about the behavior of functions. Students produce projects using different forms of technology.</p>	<p>Research projects Technology training logs Student work Internet research Web Quest</p>
<p><u>Science</u></p> <p>In addition to the traditional textbook instruction, the Science Department uses a variety of strategies and experiences to promote the higher order thinking skills of students. Students have access to the California State University Northridge library to use its digital media components. Students analyze and organize environmental data at California State University Los Angeles. Students enrolled in Advanced Placement courses take part in the AP readiness program offered at UCLA. After covering chemistry concepts, they visit the Los Angeles Coroners and Crime Lab to see real world applications.</p> <p>Students in the Teaching Career Academy also create their own lesson plans for elementary students. Students take field trips to local colleges. Students present findings to other classmates and then teach middle school students how to collect data.</p> <p>The Biomedical, Health & Fitness Academy has established a partnership with the USC Keck School of Medicine Medical-Counseling, Organization and Recruiting (Med-COR) Program. In this program, students are prepared to enter college, compete with others in the basic science courses, and subsequently apply to health professional schools. During the</p>	<p>Field trip logs Student internships Course websites</p> <p>Field trip logs CSUN records Student sign-in/ records Student community project Group projects Labs Oral reports Written assessments</p>

<p>academic year, students participate in the Saturday-School Year Program. This program stresses skills in English, math and science. During the summer months, students enter the Summer Program. This program provides students with experiences in the medical field.</p>	
<p><u>Social Studies</u></p> <p>The Social Studies Department provides a host of opportunities for students to experience the content beyond the traditional textbook and classroom experience. This includes debates on a variety of historical topics, video projects, a 5-minute radio show based on the Great Depression, and role-playing on the French Revolution and other historical events.</p> <p>Technology is integrated to assist students in experiencing the subject beyond the traditional textbook. Students perform Internet research at the school computer labs for a variety of term papers and classroom presentations. Students also access online historical archives and make PowerPoint presentations on a variety of topics.</p> <p>Students also research the stock market, prepare individual investment portfolios, and present their gains and losses. Guest speakers, such as representatives from the Veterans Of Foreign Wars, share experiences, and a Merrill Lynch analyst discusses career opportunities in finance.</p> <p>Due to a LAUSD mandate, all students are required to fulfill a service-learning</p>	<p>Role playing Student debates Oral reports Group projects Posters Oral presentations/ assessments Models</p> <p>PowerPoint presentations Audio-video presentations Research papers Term papers</p> <p>Student portfolios Guest speaker logs</p> <p>Service Learning records Health and Life Skills records</p>

<p>requirement prior to graduation. Service learning is a teaching/learning strategy in which students learn and develop through active participation in volunteer work that meets community needs. As a result, the social studies department has modified its curriculum to fulfill this requirement. Activities include working as poll workers during county, state and national elections.</p> <p>Students go on field trips to the Museum of Tolerance and the Getty Museum.</p>	<p>Service Learning coordinator records Senior portfolios</p> <p>Field trip records Student presentations</p>
<p><u>World Languages & Cultures</u></p> <p>This department integrates a number of opportunities for students to experience content beyond the traditional textbook.</p> <p>The cultures of the languages being studied are presented to students in a variety of ways. This includes building upon the knowledge a student has attained from home, the use of food, music, traditions, personal experiences, oral traditions, customs, and holidays.</p> <p>The department has developed a curriculum that involves students in a number of culturally relevant events on campus. These events include: <i>Baile Folklorico</i> performances, a Cultural Fair in recognition of the Hispanic Heritage Awareness Day, and <i>El Dia de las Madres</i> celebration in May. During these events, the world languages & cultures department receives a great deal of support from the students, parents, teachers, administrators and other community members.</p> <p>Students in the 10th grade Spanish Magnet</p>	<p>SDAIE Group projects Teacher made exams/ assessments Oral reports Models, posters, Written assessments</p> <p>Cultural events on campus Service learning projects Student work Holiday awareness Computer lab records/logs Tutoring</p> <p>Field trip logs</p>

<p>class take part in field trips to the Los Angeles County Museum of Art (LACMA) to <i>La Placita Olvera</i> in Los Angeles.</p> <p>Technology is also used in the classroom. Examples of technology include: Power Point presentations, digital camera projects, and the use of the computer lab on campus.</p>	<p>Computer lab records/ logs Audio-video presentations</p>
<p><u>Health & Life Skills</u></p> <p>The Health & Life Skills Department uses a number of instructional strategies that go beyond the traditional textbooks. All ninth grade students enrolled in life skills, monitor their four-year plan and set their future goals. In both classes, students use peer discussion and presentations to communicate various concepts and educational/career paths. Topics include personal health, the dangers of drugs and alcohol, economic planning, and reproductive health.</p> <p>Under the guidance of the service learning coordinator, the health and life skills department provide students with the opportunity to fulfill their service-learning requirement. During the fall semester, health students launched an anti-drug campaign. In cooperative groups, students researched the negative impact of drug use, gave presentations, and launched a schoolwide anti-drug campaign. Posters, designed by the students, were displayed throughout the campus warning their peers of the dangers of drug use.</p> <p>In life skills classes, students are given a research project on colleges and universities. In cooperative groups, students design a poster and give a</p>	<p>Freshmen counselor records Peer discussions Peer observations Group projects Presentations Oral presentations/ assessments Models, posters, videos Projects Oral reports Field trip logs</p> <p>Service Learning teacher records Course outline Student work/ posters Classroom presentations</p> <p>Field trip logs Student assignments/presentations Freshman academy office records</p>

<p>presentation on the university they researched. During the spring semester, all 9th grade students are given the opportunity to take a field trip to a local university. Last year, all ninth grade students visited Pepperdine University. In this way, students experience the college atmosphere and learn that a university education is accessible to all students.</p>	
<p><u>Physical Education Department</u></p> <p>Students engage in a variety of activities that promote character building and team play. Students take part in the mile run, basketball, baseball, soccer, volleyball, and weight training. Students also learn about weight control, nutrition, calorie intake, portion control, and the food pyramid. Students are also encouraged by the P.E. department to join the various athletic programs on the JFK campus</p>	<p>Course outlines Outdoor activities Group/ team projects California Fitnessgram Clubs and organizations on campus (see appendix)</p>
<p><u>Visual Arts</u></p> <p>The Visual Arts Department uses a variety of instructional strategies that go well beyond the traditional textbook.</p> <p>Students in the Film and Television program enter competitions such as the South Bay Video Festival, LAUSD Video in the Classroom, and the Hollywood International Film Festival. These students also receive information from guest speakers who include representatives from Universal Pictures, film editors, and directors.</p>	<p>Group projects Models, posters, videos Audio-video presentations Oral presentations/assessments</p>

<p>Utilizing resources on campus, the film and television classes broadcast our school's announcements via our cable television system. The entire student body views these on Fridays during the homeroom period.</p> <p>The digital imaging class has been an important aspect of this WASC process. Two of the digital imaging students developed the ESLR poster as well as the Mission and Vision posters for this accreditation visit. Three additional students also designed the art used on this WASC Focus on Learning Report. As a class assignment, students created a number of new CIF logos that have been submitted to the organization for consideration. It is likely, that one of our student's logos may be the new CIF logo.</p> <p>Student work from the ceramics, drawing, photo, painting, film/television and digital imaging classes is displayed on a regular basis. An art gallery of student work is set up during parent conference night. Exceptional student work is displayed at community events, such as California State University Northridge (CSUN) during the Fall/Winter Art Show and at the Otis College Scholastic Art Awards.</p>	<p>Weekly announcements Bulletin announcements Student archives</p> <p>Current ESLR posters WASC Focus on Learning book</p> <p>Displays of student work Back to School Night Parent Conference Night Open House Local competitions and awards Group projects Projects</p>
<p><u>Performing Arts</u></p> <p>The John F. Kennedy Performing Arts Program also showcases its talent at special school and community events. These community events include: the Pacoima Christmas Parade, Granada Hills Holiday Parade, Chatsworth Parade, and the City Band & Drill Championships, new local</p>	<p>Community events Field trip logs</p>

<p>business openings, and elementary school performances. On campus events include parent conference night, school concerts and plays.</p>	
<p><u>Industrial Arts</u></p> <p>The Industrial Arts Department is always seeking multiple ways to provide students a varied instructional experience that goes beyond the traditional textbook.</p> <p>Computer Science/Technology</p> <p>The computer science/technology instructors work with the community organization known as <i>El Proyecto del Barrio</i>, provides health and human services in communities with underserved populations. It's funding enables a supervising teacher to train our students to repair, maintain and address technological concerns on the JFK campus.</p> <p>Wood Working</p> <p>The wood working program provides students with several relevant projects. Under a partnership with NJROTC, the students build wooden airplanes that fly. Students, as they are building the airplane, learn aviation terminology.</p> <p>Students also work with LAPD to build wooden toys for children in need during the Christmas Holiday. Students produced over 100 toys for children in the community.</p> <p>Architecture</p> <p>Students enrolled in architecture courses</p>	<p>Student projects Class presentations/ demonstrations Models Group projects Oral presentations/ assessments</p> <p><i>El Proyecto del Barrio</i> records Class roster</p> <p>Student work Lesson plans</p> <p>LAPD certificate of recognition</p> <p>Student work</p>

<p>give presentations, conduct Internet based research projects, and have the opportunity to hear guest speakers.</p>	<p>Guest speaker log</p>
<p>Students also work with nonprofit organizations such as the Los Angeles Conservatory (LAC). Students are trained by LAC to give tours of the city of Los Angeles and its historic landmarks.</p>	<p>LAC training</p>
<p>Students also work with the Urban Land Institute (ULI), a non-profit organization that advocates for the responsible use of land. Students enter the ULI Urban Planning Competition. In this competition, students must design a city that is both within budget and meets the needs of the community.</p>	<p>ULI competition Student work</p>
<p>Students also take part in the yearly Building Industry Association Contest. During this contest students are given the parameters and limitations to design a house. During the 2007-2008 school year, Kennedy students were able to win 7 of 8 awards.</p>	<p>Student awards/recognition</p>
<p>Students also take part in a space planning, graphic design and interior design project. During this project, students create a model of a tour bus for their favorite musical artist. Students must begin their research by visiting an RV park, and looking at additional busses online. Students then study their musical artist and create a tour bus that reflects the needs and taste of the artist.</p>	<p>Student drawings Student models</p>

Home Economics-Family & Consumer Science**Careers with Children**

The Careers with Children Program offers JFK students hands-on experience as they work with pre-school children from the surrounding community. Students study the pre-school state standards, design and teach lessons for our pre-school students. JFK students also volunteer at neighboring Knollwood Elementary School where they work as teaching assistants. Students also take part in State Teaching Careers Competition. This competition requires students to present a ten-step lesson and share a portfolio that meets the criteria established by the State Teaching Careers Competition. In the past six years, Kennedy students have consistently placed no lower than second place in state competitions.

Independent Living

In the independent living course, students engage in a variety of strategies that go beyond the traditional textbook and emphasize higher order thinking skills. Students must complete a number of projects, presentations, and written assignments. One project includes the development, creation, and design of a restaurant. In this project, students must research and evaluate local restaurants. Once the restaurant is designed, students must present their restaurant to the class.

Students have the opportunity to listen to guest speakers from the Fashion Institute of

Field trip logs
Kennedy pre-school on campus
Student presentations
Student portfolios
Student projects

Student work
Projects
Student presentations
Guest speaker logs
Student mock interviews
Field trip logs

Guest speaker list
Class assignment

<p>Design and Merchandising (FIDM). This organization conducts lectures that stress to the students the importance of preparing themselves for a job interview. The students then take the skills learned and take part in a mock job interview.</p> <p>Students also attend an annual field trip to Mission College. At the college, students have an opportunity to tour the campus and witness the Spring Mission College Culinary Arts Competition.</p>	
<p><u>Naval Science-NJROTC</u></p> <p>The NJROTC department provides students with a varied instructional experience that goes far beyond the traditional textbook. Students take part in projects, discussions and debates. Students lead activities, which include student P.E drills, video reviews, manual count of arms and military formations. Former cadets and recruiters work with our students to demonstrate the job opportunities and higher education options that are available to NJROTC students.</p> <p>Students have opportunities to take part in community projects, field trips, and other real world experiences. NJROTC students attend the Navy-sponsored field meets, basic leadership course and leadership academy to get a better understanding of life in the Navy. Other field trips include visits to the USS Midway, UCLA, as well as Damage Control and Fire Fighting School. Experienced student cadets lead these events.</p> <p>NJROTC students are active community members. Students march in a variety of</p>	<p>Projects Student drills Video reviews Oral presentations/ assessments Presentations Models, posters, videos Group projects</p> <p>Community service logs/hours Field trip logs</p>

Areas of Strength

1. We provide a variety of research-based instructional strategies beyond the textbook that contribute to a rigorous instructional program.
2. We provide students diverse opportunities for connection and engagement outside the classroom.
3. We have increased opportunities for tutoring and mentoring.
4. Students with special needs are provided access to a rigorous curriculum.
5. Students have a variety of choice in courses, the SLC's, and Magnet.
6. Departments share best practices to improve instruction.

Areas of Growth

1. We must ensure that teachers continue to incorporate different and creative instructional modalities to increase student understanding, engagement, and literacy.
2. We must continue to identify professional development opportunities that contain research-based instructional strategies so that teachers continue to expand their knowledge.
3. We must incorporate more technology into both teaching strategies and student product.
4. We must continue to ensure that lessons are aligned with content standards and follow department pacing plans
5. We must increase the availability of remedial and intervention classes such as Saturday school.