

William Howard Taft High School

WASC

**3 Year
Accreditation Review**

April 21, 2004

5461 Winnetka Ave., Woodland Hills, CA
www.tafthigh.org

**William Howard Taft High School
Administrative Staff**

Sharon Thomas Principal
Dr. Margaret Kearns Assistant Principal, SSC
Gerardo Barrios Assistant Principal, SSC
Dr. Frank Wells Assistant Principal
Terry Sciarrino Assistant Principal, SCS
Unfilled Position Assistant Principal

Leadership Team

Lead Teacher Tom Pease
English Dr. Arthur Berchin
Literacy Coach Susan Spica
Math Stacy Drucker
Math Coach Yun Yu
Social Studies Carol Spector
Science Ali Kabaissi
Art Kathi Flood
Foreign Language Harriett Sasson
UTLA Representative Richard Gibbons
Special Education David Douglas
Library Laura Graff
Title I Coordinator Tony Ransick
ELAC Coordinator Eileen Kassem
CEAC Representative Larry Alexander
Parent Center Directors Patricia Portis and Kimberly Schuler-Hall

School Site Council

Parents

Susan Israel
Elaine Klastorin
Karen Schreiber
Kimberly Schuler-Hall

Students

Jason Alexander
Jessica Bennett
Alma Hernandez
Jana Schreiber

Teachers

David Castro
Richard Gibbons
Howard Gillingham
Mark Mishkin
Larry Mutz
Tom Pease

Classified

Jill Jensen

Principal

Sharon Thomas

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School and Community Profile

School Demographic Information

William Howard Taft High School, established in 1960, is one of fifty comprehensive high schools in the Los Unified School District (LAUSD). Beginning with the 2000-2001 school year the LAUSD was divided into eleven mini-districts. Taft is part of District C led by Superintendent Robert Collins. Within this mini-district, there are six high schools, six continuation high schools, nine middle schools, forty-eight elementary schools, and two magnet schools that span grades k-12.

According to the *Los Angeles Daily News* and the Woodland Hills Chamber of Commerce, the community of Woodland Hills, with zip codes 91364 and 91367, has a population of approximately 59,000 people, consisting of 92% White, with Hispanics, Asian-Americans, and African-Americans comprising the rest of the community. Within the city limits, approximately 30% of the population own their homes. The average household income is approximately \$65,000 annually. One-fourth of the people residing in this community is over 55 years of age and one-fifth of the residents is in the 35-44 age group. Almost 50% of the population is married, and one-fourth of the population has college degrees.

Taft students enroll under one of four major attendance designations: Resident, Open Enrollment, Permits With Transportation (PWT), and the Capacity Adjustment Program (CAP). Resident Students, numbering 1186 or 33.5% of the student body, come from Woodland Hills, Tarzana, and Reseda. Approximately 1554 students or 43.8% attend on an Open Enrollment permit that gives students and parents the opportunity to select a school outside of their residential area. Taft receives more Open Enrollment students than any other high school in the state of California. Taft receives 199 students or 5.6% of its students from the Permits With Transportation Program (PWT). The PWT students come from communities in South-Central Los Angeles and Pacoima. The most recent addition to our traveling student population is the Capacity Adjustment Program (CAP) student who travels from neighborhoods in Sun Valley, North Hollywood, Van Nuys, and South-Central Los Angeles. Currently, there are 605 CAP students who comprise 17% of the total student body. Data show that students attending Taft come from 36 of the 50 high schools in the Los Angeles Unified School District.

Comment: Are we still the highest open enrollment school? What about our SAS program?

Currently, the student population is 3,544 with 1,842 (52%) male and 1,702 (48%) female. The white population numbers 1,323 (37.4%), and the minority population totals 2,221 with 1,311 (36.9%) Hispanic, 591 (16.8%) African-American, 200 (5.6%) Asian American, 88(2.5%) Filipino, 17 (.5%) American Indian, and 14 (.4%) Pacific Islander. The students are enrolled in grades nine through twelfth grade.

The School Site Council (SSC) is the governance body for Taft High School. It formulates and approves policies for the following areas: curriculum, student assessment, school-wide assessment, school finances, accountability, campus environment, personnel and information and communication. Its members include parents, faculty, administrators, students, classified staff and a community representative. An English Learners Advisory Committee (ELAC) has been formed to participate in the development, implementation, and evaluation of the school bilingual

education program. In addition there is now a Title I Compensatory Education Advisory Committee (CEAC) to meet the educational needs of economically disadvantaged children. Parents who have children being served have the opportunity to participate in the design and implementation of the program.

Special Education

Currently, there are 153 Resource and 103 Learning Handicapped-Special Day Class students in the Special Education Program. Seven Special Day Class teachers and six Resource teachers serve the students. The following shows the number of students by ethnicity:

	SDC	RSP
African-American	41	42
Hispanic	45	53
White	17	52
Asian	0	5
Pilipino	1	0
American Indian	0	2

English Language Development (ELD)

Currently, there are 375 Limited English Proficient students in our ELD program. Forty-three have redesignated this past semester. Of the remaining 332 LEP students, the home languages are the following:

Amharic	2	Dutch	1	Indonesian	1
Arabic	2	English	2	Korean	15
Armenian	15	Farsi	43	Mandarin	3
Assyrian	1	German	1	Pilipino	3
Bengali	2	Gujarati	1	Russian	8
Burmese	1	Hawaiian	1	Spanish	434
Cantonese	2	Hebrew	11	Vietnamese	6

Five hundred and twelve students, or approximately 15% of the school population, are identified as English Learners. One hundred and thirty of those EL students are in ESL classes: 77 are in Structured English Immersion (ESL 1 or 2) and 53 are considered to be reasonably fluent and are in ESL 3 or 4. Approximately 382 EL students are in the Preparation for Redesignation Program (PRP). Parents may sign a waiver to place their son or daughter in a Basic Secondary Language Learners program or in a mainstream program in accordance with District guidelines. Taft does not currently have a Basic Bilingual program as it has not been requested by parents. Students who have been waived out of the PRP program continue to receive language support services and are monitored by the English Learner program coordinator for redesignation. Counselors review their academic progress at every marking period.

Gifted and Talented (GATE)

This year, Taft has 733 Gifted and Talented students in the GATE program. For many years, Taft has had approximately 600 students per year in the GATE program. The following shows the number of students by ethnicity:

American Indian	5	Hispanic	114
Asian	75	Pacific Islander	6
African-American	43	White	471
Pilipino	19		

Many of the students in this group are highly gifted and in our Advanced Studies (AS) Program. These students are either in classes that are entirely AS students or are clustered together in specific classes.

Free and Reduced Lunch Program

Currently 951 students have been identified to participate in the free or reduced lunch program. Ethnically they are represented as follows:

American Indian	2	Pacific Islander	1
African-American	107	Pilipino	24
Asian	60	White	205
Hispanic	552		

Extracurricular Activities

Taft's focus on our "Individual Growth" ESLR has helped to strengthen our extracurricular programs. We offer a full range of sports, and several of our teams have had successful seasons. The 2002-03 football team played in the City Championship game; this year's basketball team won the City Championship. In addition, the volleyball and track teams have done exceptionally well. This year's academic decathlon team placed second in the city, and took third place in the California State competition in Sacramento. Our 2002-03 robotics team won the regional competition and competed in the national finals. Taft's drama students, band, vocal ensemble, dance team, and artists have consistently won top awards over the last several years. Taft's newspaper and speech and debate team have also received many top honors. Taft also offers students thirty-one clubs to join ranging from the Arab-Israeli Coalition to Teens Against Cancer.

Significant Developments Since Last Visit

Title I

Taft qualified for Title I funding in the school year 2003-04. We have written our interim plan and are currently working on our Single Plan for Student Achievement. This should be finished in May 2004. We have formed a Compensatory Education Advisory Committee (CEAC) and have transformed our Policy Council into a School Site Council (SSC). Our English Learner Advisory Committee (ELAC) continues to provide guidance for our EL program.

Increased Enrollment

Taft has seen its enrollment increase for the last three years. The District projected us to have as many as 3,700 students this year. This estimate was high however, and we currently have about 3,500 students. The increase in student population has required a corresponding increase in faculty. We now have 142 full-time teachers, and four part time teachers.

Administrative Changes

Our principal as of the last accreditation, Myra Fullerton, left Taft this summer for a job at the District. Our current principal, Sharon Thomas, had been our assistant principal. We have added an additional assistant principal position bringing the number to five assistant principals. Two of our assistant principals, Gerrardo Barrios and Frank Wells, are new to Taft this year. We are currently in the process of filling our fifth assistant principal position.

STAR Academy

Taft has created a STAR Academy designed to meet the needs of the average student (2.0 GPA and scoring in the 30th – 50th percentile). These students have double math and English classes. The goal of the academy is to transition these students into higher level classes by the eleventh grade. The academy is in its first year of operation and serves about 170 ninth graders.

Parent Center

Taft now has an active parent center that provides educational materials for parents, offers tutoring and guidance for students, and gives parent volunteers a place to work. We have recently hired a parent director to run the center.

Mini-Districts

The Los Angeles Unified School District has undergone a structural change since the last accreditation visit. The District is now divided into several mini-districts. The aim of this move was to provide better parent involvement in the District's decision-making process by bringing that process closer to the communities they serve. The mini-districts were designed to help schools cut through the District's bureaucracy.

Procedure for Implementation and Monitoring of the School-Wide Action Plan

Leadership Team

The Taft Leadership Team meets every Monday from 2:30 to 3:30. Part of its responsibilities is to monitor the status of the action plan. Department chairpersons report the progress of their department in teaching to the state standards, aligning the curriculum to the standards, implementing best practices, and developing instructional strategies for addressing the learning needs of all our students. The Title I coordinator works with the team to improve the academic progress of our at-risk population. Our math and literacy coaches along with the lead teacher and administration collaborate with the team in creating staff development. The Leadership Team also addresses textbook purchases, funding issues, marks analysis, course scheduling, the development of small learning communities, technology use, and parent concerns.

Learning Walks

For the last several years Taft has conducted learning walks on a regular basis in an effort to promote standards-based instruction in all classes. Teachers observe other classes both in and out of their discipline. Teachers look for the standards posted in all classrooms, daily agendas, displays of student work, and students on task. Summaries are taken from these walks and are used by the Leadership Team to guide staff development.

Administration Classroom Visits

As a result of the learning walks, the administration has made it a priority to be in the classroom more frequently. Administrators are specifically looking for standards based instruction, teaching strategies that address the needs of all our students, and students who are on-task. In addition, a full time literacy coach and a part time math coach have visited classes to monitor the progress of our action plan.

Report on the School-Wide Action Plan Progress

Action Plan #1: Instruction and Learning

There is a need to improve instruction and learning for all students.

Taft will align its curriculum to the state standards and the Taft ESLRs.

Areas of Accomplishment

Taft's curriculum is fully aligned to the California state standards. In addition, textbooks have been purchased that are aligned to the standards. Faculty discuss their progress in teaching to the standards in their department meetings, and department chairpersons report on the progress to the Leadership Team. Standards are required to be posted in all classrooms. We monitor our progress in teaching to the standards through analysis of our California State Standards Tests, periodic district assessments in English and math, and our CAHSEE results. In general, Taft has been successful in teaching to the standards as evidenced by an increase of 8 points on our API results.

Areas of Continued Growth

Taft needs to continue its work on insuring that standards-based instruction is taking place on a daily basis in all classes. We need to work on scope and pacing so that students transferring from one class to another are not missing instructional content or repeating material.

Taft will implement teaching strategies that directly relate to best practices.

Areas of Accomplishment

At several of our staff development meetings, teachers have demonstrated best practices lessons for the faculty as a whole and within their department. Algebra I teachers have had forty hours of instruction in best practices, the English department has created a grammar book, and the literacy cadre has instructed the staff on methods of teaching literacy across the curriculum. ESL teachers have been trained on High Point and on the WRITE Institute.

Areas of Continued Growth

Taft needs to continue its work on developing best practice teaching strategies. More staff development time should be devoted to this area. In addition, more work should be done in allowing student achievement statistics to guide best practice instruction.

Taft will utilize technology that supports instruction/learning.

Areas of Accomplishment

Taft has made limited gains in technology. We have purchased about 600 computers in the last three years, and there are currently at least two computers in every classroom. We have also been able to upgrade our computer labs. We use these labs for computer instruction, the Carnegie math program and various periodic assessments. We have approximately forty iBook laptop computers that are checked out by classes to be used by students in the classroom. We have 26 computers in our library that have Internet access. A number of our faculty has been trained by Futurekids on technology and using technology in the classroom. We have also been able to send several teachers to the Computer Using Educators conference this year.

Areas of Continued Growth

The implementation our technology plan and our ability to integrate technology into the curriculum have been hindered by numerous delays at the District level in wiring Taft to the Internet and to a central server. The current projection is that this work will be done by June of this year. We need to encourage the District to provide the needed technology support to provide Internet access to all classrooms. Many of our teachers who were trained under the Futrekids program have left, and we have a number of new teachers who could benefit from technology training. Taft needs to provide professional development in computer technology and integrating technology into the curriculum.

Action Plan #2: Targeted Student Groups

There is a need to improve academic achievement and school-wide participation for groups of students identified in the self-study: middle or average students, under-represented minority students, and at-risk ninth grade students.

We will identify our mid-range students and determine the needs for this group. We will examine successful on-site and off-site programs for the middle and average range students, and design and implement programs to meet their needs.

Areas of Accomplishment

Taft has created a STAR Academy designed to meet the needs of the average student (2.0 GPA and scoring in the 30th – 50th percentile). These students have double math and English classes. The goal of the academy is to transition these students into higher level classes by the eleventh grade. The academy is in its first year of operation and serves about 170 ninth graders.

Taft has created double periods of math and English for students who are having difficulties in those subjects. Taft has continued to support its Humanitas program. The program has increased in size, and we are currently awaiting the funding of a grant proposal to further expand the program.

Taft has created a Business Academy that serves about 35 tenth graders. These students have common English, history, and science classes, and most take a business law class. About ten of these students take a special business class at Pierce College. In addition, Taft offers several ROP classes.

Areas of Continued Growth

Taft needs to monitor the progress of these programs to evaluate their efficacy. Where programs are successful, we should increase enrollment. While many of our extracurricular activities are successful, we need to encourage average students to participate in them.

Taft will identify the causes for the limited numbers of under-represented minority students enrolled in Bridge, Honors, and Advanced Placement classes. We will examine on-site and off-site programs that enroll a representative number of under-represented minority students. Taft will design and implement strategies to increase enrollment of under-represented minority students in Bridge, Honors, and Advanced Placement classes.

Areas of Accomplishment

We have had several discussions on this problem during staff development meetings and at our Policy Council meetings. We concluded that we would need funding to help address this issue. From this, we created a campaign to identify Title I students so that we could qualify for Title I funding. In 2003-04 we qualified for Title I funding and have just finished creating our interim plan. Through this plan we will address the achievement gap that affects many of our minority students. This should eventually result in larger numbers of minority students enrolled in higher level classes. In addition, counselors have been meeting with parents and students to encourage students to take rigorous courses.

Areas of Continued Growth

Taft needs to effectively target its Title I resources to help those students identified as at-risk under the Title I program. We need to constantly evaluate which Title I programs are most successful and then expand those programs. We also need to make recommendations for changes in programs that are not entirely successful.

Continue to develop a more extensive ninth grade at-risk program

Areas of Accomplishment

Through our Title I program we will identify at-risk ninth graders and work with them to improve their academic success. We currently have a counselor assigned to many of our at-risk ninth grade students. In addition to his regular counseling duties, he monitors their weekly attendance and academic progress, conducts

individual and group counseling sessions, and works with teachers to develop instructional strategies that address the educational needs of these students. Taft has also developed a program with our nurse that addresses the special health needs of our Title I population.

Areas of Continued Growth

Next year Taft will start a new program in conjunction with John Hopkins University that will work with 200 of the lowest scoring ninth graders in an effort to raise their academic achievement. This program needs to be monitored in order to evaluate its effectiveness.

Action Plan #3: Campus Environment and Culture

There is a need to continue to improve campus environment and school culture.

Taft will continue to focus on campus beautification and cleanliness.

Areas of Accomplishment

As part of a District initiative, Taft now has bathroom monitors that work to insure that student bathrooms are clean and well supplied. Taft has continued to win awards for its campus beautification program.

Areas of Continued Growth

When the District directed that all student bathrooms be open, we had difficulty in maintaining them. Taft should look into ways in which we can keep all student bathrooms clean all the time.

Taft will continue to strive to meet District benchmarks for student in-seat attendance.

Areas of Accomplishment

Increased enrollment and a larger number of CAP students have impacted our ability to meet the District benchmarks for student in-seat attendance. As a result, our attendance figures have slipped slightly over the last two years.

Areas of Continued Growth

Taft needs to work on improving student attendance through a series of measures including communicating the importance of being at school, aggressively contacting the parents of students who have a high absence rate, and, in extreme cases, ticketing students who are consistently truant.

Taft will continue to keep in the forefront safety and security concerns.

Areas of Accomplishment

Taft has added an additional school police officer (bringing the number to two). Taft has adopted a “village policing” program which allows school police officers

to go into the community to deal with truant students. Taft has added three more security aides. Taft has worked with the MTA in moving a bus stop frequented by our students to a more secure location. Taft has stationed a security aid at the front door to check in visitors to our campus and now requires all visitors to present a picture ID. We have revitalized our safety committee. The members of the committee have devised a student drop off plan to insure greater safety for our students being taken to school by car. We have now implemented that plan. Taft also has a small number of students participating in the HEART program. This is a proactive student mediation program emphasizing anti-violence, peace, and the practice of positive human relations.

Areas of Continued Growth

Taft is exploring the use of video cameras to help monitor campus security. Funding has been the major hold up for this project. Alternative funding sources may need to be found to implement this project. Taft has experienced an increase in theft on campus which in part is due to the availability of easy to steal electronic devices such as cell phones, CD players, and MP3 players. Taft needs to encourage students not to bring these items on campus. In addition, we need to do a better job of educating students on how to protect their property from being stolen. We need to expand the HEART program and develop similar programs that encourage positive student behavior.

Taft will examine reasons for lack of parent involvement and design ways to include parent and community involvement.

Areas of Accomplishment

After several discussions with parents at Leadership Team and at Policy Council meetings, Taft has hired a parent to run our Parent Center located in the Annex. Among other duties, she will work to involve other Taft parents in the school community. With the continuation of our ELAC committee, and the establishment of our CEAC committee, we hope to further involve parents in the decision making process at Taft. Taft has an active Booster Club and PTSA.

Areas of Continued Growth

Taft needs to support the new Parent Center's effort to involve more parents in school activities. We need to continue our efforts to communicate to parents the various activities that are taking place on campus and to bring parents in to the decision making process. Our committees such as ELAC, CEAC, and SSC need to continue their efforts in attracting new parents.

Taft will examine, identify and design programs that recognize diversity of staff and students.

Areas of Accomplishment

Taft has sponsored activities such as the Afro-American Cook-Off and the International Food Fair that celebrate the diversity at Taft. We have established a Project 10 club that helps students deal with gay and lesbian issues. The faculty was given a presentation by this group and students involved with substance abuse at a recent in-service in an effort to help teachers become more sensitive to the needs of these students.

Areas of Continued Growth

Taft needs to find more activities that recognize the diversity of staff and students.

Continue to strengthen communication of student academic and behavioral expectations.

Areas of Accomplishment

Taft continues to conduct grade level assemblies at the beginning of the school year that instruct students on Taft's academic and behavioral expectations. Taft holds meetings for AP parents and students, and publishes an AP newsletter in addition to the school's regular newsletter. Meetings are held for parents of incoming freshmen, and Taft meets with parents of students coming from feeder schools, including schools outside our local area. Taft uses its Sprintel system as well as its website to communicate with parents. A voice mail system has also been created to allow better parent teacher communications. In addition, a group of parents sends out a weekly email of Taft news to about 25% of our parents. This email newsletter is also published on our website.

Areas of Continued Growth

Students who enter Taft late, as well as their parents, often do not get the academic and behavioral expectations communicated to them as effectively as other students. We need to make a greater effort to communicate to these students and their parents our expectations.

Growth Area #1: Articulation

Taft will increase primary feeder school departmental articulation and curriculum alignment with the ESLRs, district and state standards in order to provide systematic scope and sequencing of instruction.

Areas of Accomplishment

Taft counselors go to our feeder middle schools to program incoming ninth grade students. In addition, staff provides our feeder schools with information about incoming ninth graders who should be programmed into Lang! classes. Our Literacy Cadre, coaches, and principal meet with other middle and high school

teachers and staff to discuss training and share articulation issues. We recently had the teachers from Parkman Middle School (one of our main feeder schools) come to Taft on a staff development day to discuss articulation concerns. Taft classes are aligned to the state standards.

Areas of Continued Growth

The articulation we had with Parkman Middle School was extremely effective. We need to continue to have more articulations with Parkman and expand our articulation to other feeder schools. It would also be beneficial if we could have teams of teachers sit in on classes at the feeder schools, and have feeder school teachers do the same at Taft.

Growth Area #2: Communication

Taft will expand communication among students, parents, and staff to better ensure the dissemination of timely and accurate information.

Areas of Accomplishment

Taft communicates with parents regularly through a monthly newsletter, weekly phonemaster messages, and weekly webpage updates. Taft conducts grade level assemblies at the beginning of the school year that instruct students on Taft's academic and behavioral expectations. Taft holds meetings for AP parents and students and publishes an AP newsletter in addition to the school's regular newsletter. Our college office publishes a college newsletter. Meetings are held for parents of incoming freshmen, and Taft meets with parents of students coming from feeder schools, including schools outside our local area. Taft uses its Sprintel system as well as its website to communicate with parents. A voice mail system has also been created to allow better parent teacher communications. In addition, a group of parents sends out a weekly email of Taft news to about 25% of our parents. This email newsletter is also published on our website.

Areas of Continued Growth

Taft needs to make a better effort to acquire parent email addresses and use email as part of its regular communication process. There are still some teachers and staff who do not regularly check their voice mail and/or do not return phone calls in a timely manner. We need to improve in this area. We also need to set up a system by which teachers can make phone calls from their classrooms.

Critical Growth Area #3: Professional Development

Taft will encourage on-going professional development focusing on higher level thinking skills and learning experiences for all students.

Areas of Accomplishment

Taft's main staff development focus has been on standards based instruction and literacy strategies. Taft's full time literacy coach and literacy cadre conduct monthly staff development for Taft's faculty. They have worked with staff on Socratic seminars, Cornell note taking, reading in the content area, "deep" reading, the use of graphic organizers, concept building, modeling of the reading process, pre-reading methodology, and reciprocal reading. Taft departments meet regularly to ensure that content is aligned to the state standards, create standardized department finals, and model best practices. Taft's New Teacher Institute helps new teachers to be better prepared for the classroom.

Areas of Continued Growth

Taft needs to do more long-range planning in the area of staff development. There should be a year-long focus, and an effort should be made to bring in more outside speakers. Newly acquired Title I funds should help in accomplishing this.

Critical Growth Area #4: Technology

Taft will pursue the integration of computers and Internet technology into all areas of the curriculum.

(See page 10, section regarding technology)

Areas of Accomplishment

Taft has made limited gains in technology. We have purchased about 600 computers in the last three years, and there are currently at least two computers in every classroom. We have also been able to upgrade our computer labs. We use these labs for computer instruction, the Carnegie math program, and various periodic assessments. We have approximately forty iBook laptop computers that are checked out by classes to be used by students in the classroom. We have 26 computers in our library that have Internet access. A number of our faculty has been trained by Futurekids on technology and using technology in the classroom. We have also been able to send several teachers to the Computer Using Educators conference this year.

Areas of Continued Growth

The implementation our technology plan and our ability to integrate technology into the curriculum have been hindered by numerous delays at the District level in wiring Taft to the Internet and to a central server. The current projection is that this work will be done by June of this year. We need to encourage the District to provide the needed technology support to provide Internet access to all classrooms. Many of our teachers who were trained under the Futrekids program have left, and we have a number of new teachers who could benefit from

technology training. Taft needs to provide professional development in computer technology and integrating technology into the curriculum.

Critical Growth Area #5: Mid-Range Students

Taft will augment the educational program opportunities for middle range students.

(See page 10, Targeted Student Groups)

Areas of Accomplishment

Taft has created a STAR Academy designed to meet the needs of the average student (2.0 GPA and scoring in the 30th – 50th percentile). These students have double math and English classes. The goal of the academy is to transition these students into higher level classes by the eleventh grade. The academy is in its first year of operation and serves about 170 ninth graders.

Taft has created double periods of math and English for students who are having difficulties in those subjects. Taft has continued to support its Humanitas program. The program has increased in size, and we are currently awaiting the funding of a grant proposal to further expand the program.

Taft has created a Business Academy that serves about 35 tenth graders. These students have common English, history, and science classes, and most take a business law class. About ten of these students take a special business class at Pierce College. In addition, Taft offers several ROP classes.

Areas of Continued Growth

Taft needs to monitor the progress of these programs to evaluate their efficacy. Where programs are successful, we should increase enrollment. While many of our extracurricular activities are successful, we need to encourage average students to participate in them.

Critical Growth Area #6: Under-Represented Minorities

Taft will explore additional methods of attracting under-represented minority students into advanced classes.

(See page 11, in the under-represented minority students section)

Areas of Accomplishment

We have had several discussions on this problem during staff development meetings, and at our Policy Council meetings. We concluded that we would need funding to help address this issue. From this, we created a campaign to identify Title I students so that we could qualify for Title I funding. In 2003-04 we qualified for Title I funding and have just finished creating our interim plan. Through this plan we will address the achievement gap that affects many of our minority students. This should eventually result in larger numbers of minority

students enrolled in higher level classes. In addition, counselors have been meeting with parents and students to encourage students to take rigorous courses.

Areas of Continued Growth

Taft needs to effectively target its Title I resources to help those students identified as at-risk under the Title I program. We need to constantly evaluate which Title I programs are most successful and then expand those programs. We also need to make recommendations for changes in programs that are not entirely successful.