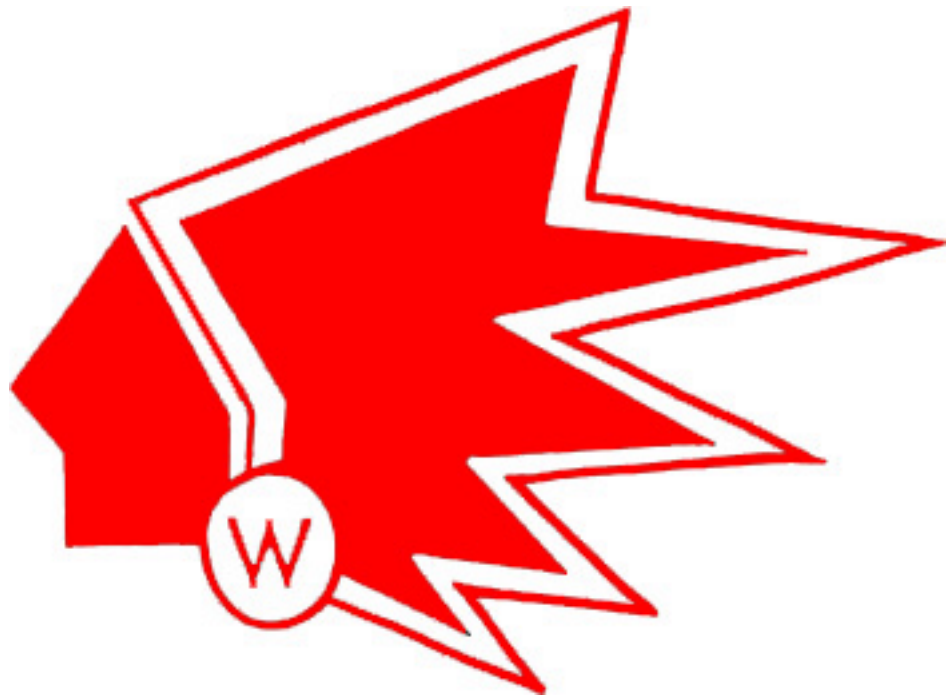


# WAPAHANI HIGH SCHOOL

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## **PL – 221 Plan 2009 – 2010 School Year**



*Principal Mike Schuck  
Assistant Principal Mark Fahey*

## **LOCAL INSIGHTS**

Wapahani High School (grades 9 – 12), located in the southeast quadrant of Delaware County, is part of the Liberty-Perry Community School Corporation, serving taxpayers in Liberty and Perry Townships, and also the town of Selma. The school serves a primarily Caucasian population with a socioeconomic level of lower-middle to upper-middle class. The 364 students at Wapahani primarily represent suburban and rural families, in occupations ranging from custodial and maintenance jobs to positions in higher education and professions in the medical field; however, the bulk of the population are employed in blue collar occupations. Continued plant closings and major layoffs are a concern within the community. The area unemployment is currently 5.4%, which is .3% greater than the state average. This year, 25% of the students receive free or reduced lunch prices. This data correlates to the information gathered in the 2000 U.S. census report, where the socioeconomic make-up of the community shows that 4.5% of the families live at or below poverty level. Additionally, there are 88 rental units, comprising 26% of the households in the community, and 10% of the households are single parents with children under the age of eighteen. As a result of this changing clientele, the staff is dedicated to finding new ways to serve the ever-increasing at-risk population.

The school district is made up of students from Liberty and Perry Townships, and consists of 66 square miles. The main town within the school district is Selma with a population of 829 residents. Selma is located approximately 4 miles east of Muncie, the home of Ball State University and Ball Memorial Hospital. The presence of Ball State University makes Muncie a prime center of cultural, academic, and entertainment

interests. The proximity of the campus to our school facilitates participation in a plethora of educational opportunities including libraries, museums, concerts, and theaters.

The Wapahani staff includes 24.2 full-time teachers, two administrators, one counselor, one media specialist, one health aide, four classroom aides, six custodians, and five cooks. The average age of our full-time teaching staff is 41.0 years. The average of years of experience for our teachers is 10 years. The ratio of students per teacher is 15:1. This low ratio of students per teacher benefits our students as it allows for more one-on-one instructional time. The staff encourages students to continue their education beyond high school. However, only 56% of the class of 2008 pursued college educations. Only fifty percent of seniors took the SAT in 2007-08. Our school has consistently been at or above the state average in these two tests. Furthermore, the ISTEP scores are consistently at or above the state average. The 2007-2008 attendance rate was 96 percent, which is above the Indiana average of 95.6 percent. Wapahani High School is the product of the consolidation of Selma High School and Center High School in 1967. The one level building houses 25 classrooms with computer access in each room, a library media center, three mobile computer labs, six fully equipped computer labs, a gymnasium, and an auditorium. All computers are networked to a Local Area Network offering a wide variety of software, and computers are connected to the Ball State University server to provide internet access. The school is set up for wireless Internet access throughout the building. Each teacher has email and a telephone in the classroom. The school district itself has four schools: Wapahani High School (grades 9-12), Selma Middle School (grades 6-8), Selma Elementary (grades 2-5), and Perry Elementary (grades K – 1).

Parents play an important role in the school, and this contributes to the school's success. Parents volunteer for field trips, PL221 committee, textbook adoption committees, convocations, and after-prom. Furthermore, the band and athletic departments boast a supportive group of parents who are active all year.

The Wapahani High School curriculum is aligned with the standards adopted by the Indiana State Board of Education. Teachers at Wapahani, under the direction of the building principal, provide enrichment of the curriculum with the assistance of district wide personnel.

The academic programs at Wapahani High School offer a full course of study designed to meet the needs of all students. The curriculum provides opportunities for students to do career internships with local businesses. We also have several students who attend half days at the Muncie Area Career Center to help gain immediate work related experiences that enhance and extend students' skills. Our curriculum is designed to enable students to explore their interests and discover new areas of individual development, while at the same time it allows each student to push themselves to the height of college level courses. Programs are available for students with learning disabilities and for students who are mentally or emotionally challenged. Also, Wapahani has provisions to offer courses that allow all students to become eligible to earn the Academic Honor's Diploma. Skill building classes offer language arts and math remediation for those students who scored below the state standard on the state required tests. Curriculum guides for all disciplines may be found in the principal's office as well as the teachers' preparation area off the guidance office. No Indiana statutes or rules are presently waived, nor will a request be made to do so.

## **MISSION STATEMENT WITH BELIEFS**

Wapahani High School staff and administration, along with parents and community members, strive to foster a safe, disciplined, educational environment. This atmosphere allows students the opportunity to develop academic, physical, technical, and cultural skills that should enable them to move into the next phase of becoming motivated, self-reliant, productive citizens.

Upon graduation from Wapahani High School, students will:

- ◆ be able to exhibit life-long learning skills that will prepare them to be productive honest citizens,
- ◆ have the ability to develop mental, physical, emotional and social competencies necessary to function as responsible members of an ever-changing world,
- ◆ be able to exhibit competencies that reflect state standards for a high school diploma, and
- ◆ be able to develop skills to be persistent, highly-motivated, independent and critical-thinking communicators who can take control of their personal and economic lives.

## SUMMARY OF DATA

Summary of data, derived from an assessment of the current status of educational programming. The percentages henceforth are reflected as Wapahani numbers first and state averages in parentheses.

### ISTEP Data

#### 2008-09

<i>Grade 10</i>	<i>WHS</i>	<i>State Avg..</i>
English/Language Arts	67%	(68%)
Mathematics	67%	(66%)

#### 2007-08

<i>Grade 9</i>		
English/Language Arts	69%	(67%)
Mathematics	76%	(70%)

<i>Grade 10</i>		
English/Language Arts	84%	(69%)
Mathematics	88%	(67%)

#### 2006-07

<i>Grade 9</i>		
English/Language Arts	81%	(67%)
Mathematics	88%	(68%)

<i>Grade 10</i>		
English/Language Arts	71%	(68%)
Mathematics	68%	(66%)

#### 2005-06

<i>Grade 9</i>		
English/Language Arts	65%	(68%)
Mathematics	76%	(71%)

<i>Grade 10</i>		
English/Language Arts	73%	(69%)
Mathematics	66%	(65%)

#### 2004-05

<i>Grade 9</i>		
English/Language Arts	72%	(67%)
Mathematics	82%	(69%)

<i>Grade 10</i>		
English/Language Arts	83%	(69%)

Mathematics	80%	(65%)
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**2003-04**

**Grade 10**

English/Language Arts	79%	(70%)
Mathematics	72%	(68%)

**2002-03**

**Grade 10**

English/Language Arts	76%	(70%)
Mathematics	78%	(68%)

**Other Testing Data**

**SAT Test**

	<b>SAT Composite Scores</b>		<b>Percent Taking the Test</b>	
2007-08	975	(1004)	50%	(58%)
2006-07	991	(1004)	58%	(58%)
2005-06	995	(1007)	54%	(56%)
2004-05	977	(1012)	70%	(56%)
2003-04	995	(1007)	54%	(56%)
2002-03	956	(1004)	55%	(57%)
2001-02	989	(1001)	62%	(57%)
2000-01	953	(1000)	59%	(56%)

**ACT Test**

2007-08	21.6	(22.0)
2003-04	21.3	(21.6)
2002-03	21.8	(21.6)
2001-02	19.0	(21.5)
2000-01	21.7	(21.4)

**PSAT Test**

2007-08	128	(137)
2006-07	126	(137)
2004-05	145	(143)
2003-04	143	(141)
2002-03	140	(142)
2001-02	138	(142)
2000-01	144	(142)

## Other Data

### Attendance Rate

2007-08	96%	(95.9%)
2006-07	96.2%	(95.8%)
2005-06	96.1%	(96%)
2004-05	97%	(95.9%)
2003-04	96.5%	(95.5%)
2002-03	96%	(95.8%)
2001-02	94%	(95.9%)

### Core 40 Diplomas

2006-07	68%	(71%)
2005-06	58%	(68%)
2004-05	67%	(68%)
2003-04	59%	(66%)
2002-03	51%	(63%)
2001-02	73%	(62%)

### Academic Honors Diplomas

2006-07	35%	(32%)
2005-06	20%	(31%)
2004-05	21%	(32%)
2003-04	32%	(30%)
2002-03	15%	(29%)
2001-02	27%	(27%)

### Graduation Rate

2007-08	90.9%	(77.8%)
2006-07	87.2%	(76.4%)
2005-06	85.9%	(76.5%)
2004-05	93.2%	(89.8%)
2003-04	98.7%	(89.8%)
2002-03	96.5%	(91.2%)
2001-02	93.5%	(91.1%)

### Students per Teacher

2008-09	15.0
2007-08	15.1
2006-07	15.9
2005-06	15.7
2004-05	15.9
2003-04	14.0
2002-03	14.4
2001-02	14.8

## **Conclusions of Current Programs**

### **Curriculum**

Wapahani High School strongly encourages all students to obtain either an Academic Honors Diploma or complete a Core 40 curriculum. The Academic Honors Diploma requirements are part of the student course description booklet. The Core 40 booklet and course description booklet are given to all students and their parents at the Freshmen Orientation Night, which is held every spring. Diploma options are discussed at this meeting. The student portfolio includes a four-year plan with the students checking the option of Academic Honors Diploma or Core 40. Furthermore, Wapahani High School offers five advanced placement courses, including: Environmental Science, English Language, English Literature, U.S. History and Calculus. The diploma requirements reflected under the P-16 plan have required teachers and administrators to develop creative solutions to meet the demands of these provisions.

### **Instruction**

The alignment of standards to the curriculum is the initial step in administering instruction that is tailored to the Indiana Academic Standards. Teachers are asked by the administration to address the standards through lesson plans. This is done in order to reinforce the importance of daily instruction and its alignment with the standards.

### **Assessment**

One of the primary focuses of the teachers and administration is to improve student achievement. Identifying student strengths and weaknesses is essential to creating ideal instruction for all students. Wapahani High School not only uses ISTEP data to

track student progress, but also uses Accelerated Reader, Accelerated Math, ASVAB, and PSAT results. Furthermore, we have used parent surveys, student surveys, and teacher surveys to identify areas of need.

## **Technology**

The use of technology is an integral part of the Wapahani High School curriculum. The current building is equipped with 3 mobile computer labs, classroom sets of computers in all four English classes, two business classrooms with computers, and a teacher station in each room. The library maintains a 28 station lab for student use. The mathematics classrooms are all fully equipped with state of the art Smart Boards. Projection devices, monitors, and digital cameras allow teachers to integrate technology into their instruction. This added technology allows for more student-based projects and presentations. All teachers have telephones in their rooms to facilitate communication with other faculty members and parents. Also, Wapahani has access to the Internet through the Ball State University server. Wapahani maintains its own student created webpage. The use of video conferencing has provided distance learning through Ball State University. The science department has a mobile computer lab to share among its department members. Furthermore, we have two ELMO digital workstations available to teachers. We also have 3 classroom sets of questioning and answer software which includes 30 hand-held answering remote controls. English teachers have access to Accelerated Reader, and math teachers have access to Accelerated Math. Finally, Wapahani is using Power School as our student information system. This technology has benefited parents, students, teachers and administration alike. Ultimately, there is a full time technology coordinator available to assist teachers.

## **Professional Development**

The professional development schedule is designed around the school's goals and objectives. These days focus on teacher needs to improve student performance.

Topics covered in recent years include school safety, including a presentation by the Delaware County SWAT team, a visit to the Youth Opportunity Center, PL221 planning, personal web design instruction, 6 + 1 Writing Traits, writing prompt training, Power Grade training, Indiana Writing Project, Smart-Board training for math teachers, Moodle and other technology software training, CPR training, and teacher collaboration between the high school and middle school,. Close collaboration among the staff on these days is one of the keys to tracking student progress and concentrating on specific student needs.

## **Cultural Competency**

Wapahani High School addresses the diversity of its students by utilizing many different tools to help students understand the effect of culture on their individual learning styles. In addition to appropriate convocations and annual foreign exchange students, the school provides the following cultural influences departmentally:

### **English/Language Arts/World Languages**

1. After studying Harper Lee's novel about racial diversity, *To Kill a Mockingbird*, ninth grade students participate in various projects depicting what they've gleaned from studying the African-American culture in America in the 1930's. Projects range from visual aids such as Power Point presentations, posters, and scrapbooks to demonstrations of dances or music representative of the

African-American culture of that day. Other projects depict the specific events that influenced the African-American culture on their road to Civil Rights.

2. Students studying the Spanish language explore the influences of Latin American countries on our own culture's products, language, and the importance of acknowledging that the Latin American culture is the fastest growing population in our country, which will ultimately affect their adult lives.
3. Students in advanced Spanish language classes participate in a simulated Mexican Open Market that is visited by students in grades 5-12 that are not all familiar with the Mexican culture or language. In preparation for the Mexican Open Market, the advanced Spanish students research and create appropriate products that would be typically be available at an open market in Mexico City.

### **Science / Health / Family & Consumer Sciences Departments**

1. In Advanced Nutrition class, students participate in a project that allows them to create various food dishes from around the world. Students are required to choose a country and study its culture, geography, history, apparel, and food history. Once possible foods are explored, students choose a typical meal from some point in history and recreate it for their classmates.
2. In Child Development, students study Child Labor Laws around the world and study their effects on child development and familial dynamics.
3. Consumer Economics Class requires students to research their family trees and the influence their families have had on community development. This project also includes opportunities to study our own culture's diversity and

requires students to complete a community project in direct response to their studies.

4. In the biology and advanced biology courses, students explore through research, videos, role-playing, and discussion Darwin's Theory of Evolution. This well-known and highly controversial theory serves as a springboard for studying diverse schools of thought in the realm of well-known scientists and how their ideas were accepted (or not) by their cultures. This opens the door to discussions of tolerance, patience, and looking at things through the eyes of someone who may be different from us.
5. Health classes study how human beings are different emotionally, mentally, socially, and physically. This class addresses the issues of tolerance, stereotypes, and prejudice and how these affect each of us as we set goals and make decisions.

### **Special Education Department**

1. One class of special needs students with disabilities ranging from mild to moderately severe participate in the "Very Special Arts" program at the Muncie Civic Center in Delaware County. This program allows these students to participate in a wider range of multi-cultural activities than what we can provide at school including dance, theater, and hands-on art projects.
2. The English class includes several pieces of literature and subsequent discussions that depict families and students from other cultures and backgrounds.

## **Safety**

The safety of the staff and the students remains the top priority at Wapahani High School. We have taken the following precautions to ensure safety in and outside of our building:

1. The corporation has representation at the School Safety Specialist Academy.
2. We have a crisis plan that is uniform throughout the corporation.
3. We have shared our crisis plan with law enforcement and fire department, and have established a rapport with them.
4. We have had training on bomb and lockdown procedures as a staff.
5. Each teacher has a posted flip chart that details the procedures for evacuation
6. Wapahani High School has routine fire, tornado, and lockdown drills
7. Crisis emergency response teams are in place in each building that are CPR/AED certified.
8. Exterior doors are locked during school hours.
9. Each bus within the corporation has a video camera.
10. There is a bullying policy and reporting format in place.
11. Secretaries, nurses, and administrators have radio communication throughout all four buildings.
12. We have recently implemented the "Operation Drive" safe driving campaign.
13. There are annual blood-borne pathogen in-services for staff.
14. There are phones in each classroom.
15. There is an in-house LPN available to students and staff.

## Benchmarks for Progress

### Grade 9 ISTEP Objectives

	2006-07	2007-08	2008-09
English/Language Arts	74	75	76
Mathematics	70	71	72

### Grade 10 ISTEP Objectives

	2006-07	2007-08	2008-09	2009-10
English/Language Arts	74	76	78	79
Mathematics	74	76	78	79

### Attendance Rate Objectives

	2006-07	2007-08	2008-09	2009-10
Attendance	96.5	97	97.5	97.5

### Graduation Rate Objectives

	2005-06	2006-07	2007-08	2008-09	2009-10
Graduation	94	95	96	96	97

### Core-40 Diploma Objectives

	2005-06	2006-07	2007-08	2008-09	2009-10
Core-40 Diplomas	70	72	74	74	74

### Academic Honors Diploma Objectives

	2005-06	2006-07	2007-08	2008-09	2009-10
Academic Honors	24	25	26	26	26

### Objectives to Meet Benchmarks

The following pages are the goals selected by the faculty and administration of Wapahani High School. Strategies and documentation are listed with each goal.

The beginning of the 2004-05 school year was the starting date for the goals.

The team will issue the assessment tools to the appropriate people, assign due dates for measurements, assess the information, disseminate the results, and fill out required forms and reports

**GOAL #1**

*All students will write to communicate effectively for a variety of purposes across the curriculum as identified in Indiana's Academic Standards*

<b>Strategies</b>	<b>Parties Responsible</b>	<b>Timeline</b>	<b>Assessments</b>	<b>Evidence of Completion</b>
Teachers will incorporate quarterly writing prompts into their lessons using the 6+1 Writing Traits	All teachers	Training beginning quarter 1, 2008 Assessment beginning quarter 3, 2010	School-wide writing rubric	Improvement of writing score by quarter 4, 2010

**DEPARTMENTAL CONTRIBUTIONS PURSUANT GOAL #1**

<b>Strategies</b>	<b>Department</b>	<b>Timeline</b>	<b>Assessments</b>
Students will view, critique, and write a movie review after viewing a film relevant to the subject matter.  Develop article summaries	Family and Consumer Sciences	Currently Implementing	School-wide writing rubric, teacher portfolio, student portfolio
Students will answer essay questions. Students will write historical biographies. Research papers	Social Studies	Currently Implementing	School-wide writing rubric
Students will write complete sentences for every answer to every question—eliminate fill-in type questions.	Industrial Technology	Currently implementing	Student portfolio
Students will complete persuasive writings, responses to poetry, journals, letter writing, and note-taking.	English	Currently implementing	Student portfolio

<p>All 9<sup>th</sup> graders will complete “fit facts” writing critiques  All 9<sup>th</sup> graders will complete a “Fit for Life” essay.  All 10<sup>th</sup> graders will incorporate “Smart” goals program.</p>	Physical Education	Currently implementing	Student portfolio
<p>Bell ringer activity requiring complete sentences.  Document creation  Maintain portfolios of work  Essay questions</p>	Business	Currently implementing	Participation  Peer evaluation Completion of portfolio Participation, school rubric
<p>Opinion-based evaluation of current science issues in written form.  Connecting concepts through vocabulary terms  Essay exams  Analysis and conclusions in lab reports  Case studies</p>	Science	Currently Implementing	Completion of work     Student portfolios
<p>Students will create skits, shows, and dramas in the target language.   Students will describe pictures in the target language.</p>	World Languages	Currently implementing	Student performance

**GOAL #2**

*Students will demonstrate competencies in reasoning and critical thinking skills.*

<b>Interventions</b>	<b>Strategies</b>	<b>Parties Responsible</b>	<b>Timeline</b>	<b>Assessments</b>	<b>Evidence of Completion</b>
Each curriculum area will be restructured to allow students to develop and demonstrate higher level thinking skills.	Teachers will incorporate the Bloom's Levels of Intellectual Behavior into their curriculum.	All teachers	Implementing	ISTEP+ Scores SAT scores Classroom Assessment Tools ACT scores	

<p>Teachers will incorporate alternative teaching methods that promote critical thinking and problem solving skills.</p>	<p>Teachers in each field of study will integrate a minimum of two critical thinking activities with assessments into each nine-week grading period.</p>	All teachers	Implementing	<p>ISTEP+ Scores SAT scores Classroom Assessment Tools ACT scores</p>
	<p>The school will integrate technology into the classroom in order to motivate and encourage students to become skillful problem solvers.</p>	All teachers	Currently Implementing	
	<p>The Math Department will incorporate the Accelerated Math program into its curriculum.</p>	Math Department	Implemented	
	<p>The possible addition of Plato will help students with credit recovery or remediation in the core classes.</p>	Principal / Designee	Fall 2009	

Signature of Building Representative: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Building Principal: \_\_\_\_\_ Date: \_\_\_\_\_