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IDEAS ACADEMY OVERVIEW

Welcome to the IDEAS Academy! Students in Grades 10-12 at Kapa'a High are enrolled in one of two academies. Students take all core subject classes with other students in their Academy. Students also select a strand to specialize in within their Academy and take at least one class per year related to that strand. Our IDEAS Academy is a smaller learning community with a unique focus on preparing students to be both college and career ready by emphasizing broad themes in the areas of Industrial & Engineering Technology, Arts & Communication and Business.

In our academy, teachers work as a team to develop & emphasize common values, expectations, consistency and joint curricular experiences that are meaningful, challenging and relevant. Students in the IDEAS Academy will experience a flexible project-based program that results in educational excellence and a positive school experience. Our primary goal is that you develop into a savvy, creative, problem-solver with a solid academic foundation and a clear, achievable post high school plan.

IDEAS ACADEMY VALUES FOR STUDENTS AND TEACHERS

- Respect
- Integrity
- Simplicity
- Kaizen - Continuous Improvement
- Self-Reliance
- Well-Being

IDEAS ACADEMY NORMS FOR STUDENTS AND TEACHERS

- Meaningful Meetings/Learning Experiences Guided By The Best Interest Of Our Students
- Begin & End On Time And Be Fully Present
- Maintain A Positive Tone
- Honor Each Other's Strengths & Challenges
- Share Responsibility

IDEAS ACADEMY GOALS FOR STUDENTS AND TEACHERS

- Create self-directed learners
- Create and complete common projects across the curriculum with common procedures
- Help students develop new relationships and work together effectively
- Ongoing communication and reflection amongst team & students
- Common ground rules for teachers & students

IDEAS ACADEMY MISSION

The IDEAS academy is dedicated to developing college and career ready students who possess a rich academic foundation. Students will utilize creativity & design principles to create innovative and sustainable products while solving real world problems.

IDEAS ACADEMY FACULTY & ADMINISTRATION

PRINCIPAL
VICE - PRINCIPAL
COUNSELOR
STUDENT SERVICES COORDINATOR
STUDENT ACTIVITIES COORDINATOR
ATHLETIC DIRECTOR
PCNC
ENGLISH TEACHERS

MATH TEACHERS

SCIENCE TEACHER
SOCIAL STUDIES TEACHER
IET CORE, BUILDING/CONSTRUCTION
IET CORE, AUTOMOTIVE
ARTS & COMMUNICATION CORE
ARTS

BUSINESS CORE

Daniel Hamada, ext. 102
Todd Harrison, ext. 103
Terri Christensen, ext. 133
Doris Morioka-Fulks, ext. 229
Harriet Watanabe, ext. 127
Greg Gonsalves, ext. 152
Nancy Borilez, ext. 106
David Mireles, ext. 212
Sharon Ornellas, ext. 167
Carleen Hanenberg, ext. 209
Wailana Cantere, ext. 167
Aaron Martin, ext. 123
Andrew Oda, ext. 164
Evan Costa, ext. 149
Ryne Terao, ext. 150
Michelle Rundbaken, ext. 121
Beth Pemberton, ext. 153
Vanessa Herlitz, ext. 215
Mary Ann Sadaoka, ext. 241

E-mail addresses for all DOE employees use the same format:
firstname_lastname@notes.k12.hi.us

Example:
todd_harrison@notes.k12.hi.us

SCHOOLWIDE ACADEMY OUTCOMES

Grade Level	Our students will....
Senior Year	<ul style="list-style-type: none"> ✓ Present a senior project to faculty and community members ✓ Design, analyze, implement, and evaluate a research project. ✓ Utilize innovative technology to demonstrate competency and effectively communicate ideas. ✓ Experience mentorships/internships to gain necessary work skill to succeed in post secondary choices. ✓ Have the ability to work independently and cooperatively to achieve success. ✓ Behave as agents of change through designing and participating in a community service project in a field related to their strand.
Junior Year	<ul style="list-style-type: none"> ✓ Present content based projects to peers ✓ Analyze and defend the results of the findings of a research project. ✓ Be familiar with various innovative technology and their applications to support and enhance their education ✓ Explore career choices through mentorships and community partnerships to determine post secondary options. ✓ Work collaboratively with mentors. ✓ Develop and execute a teacher given community service project mentoring students in the core class of their strand.
Sophomore Year	<ul style="list-style-type: none"> ✓ Analyze a variety of sources and be able to determine validity. ✓ Use technology ethically and effectively ✓ Complete the Personal Transition Plan curriculum (self & career exploration, and resume) ✓ Work collaboratively with their peers ✓ Participate in a community project
Freshman Hui	<ul style="list-style-type: none"> ✓ Be active and respectful members of our academic community ✓ Meet literacy standards across all subjects ✓ Have a purposeful sense of direction ✓ Actively contribute to the greater community by completing a service project ✓ Be comfortable using a variety of technology tools in an ethical manner ✓ Demonstrate self-direction, self-management, self-monitoring, and self-modifying skills ✓ Problem- solve and think critically ✓ Articulate how they are nurtured, supported, and valued

IDEAS ACADEMY OUTCOMES & SAMPLE EVIDENCE

GLO's	KHS OUTCOMES	IDEAS OUTCOMES	EVIDENCE Sophomores	EVIDENCE Juniors	EVIDENCE Seniors
EFFECTIVE COMMUNICATOR	<p>Communication</p> <p><i>Apply effective communication through interpersonal collaboration and the use of technology-based tools.</i></p>	<ul style="list-style-type: none"> • Present & defend ideas to an audience • Communicate orally and in writing in context 	Students will complete an oral presentation defending a particular stance utilizing presentation software	Content based project presentation to peers	Senior project presentation to faculty and community members
COMPLEX THINKER	<p>Critical Thinking</p> <p><i>Apply empathy, creativity, and insight to investigate, analyze, and find solutions to contemporary issues (design thinking)</i></p>	<ul style="list-style-type: none"> • Ask Effective Questions • Creatively Problem-Solve • Critically Analyze A Variety Of Sources • Determine Validity. 	Complete an inquiry based research project utilizing proper MLA format	Analyze and defend the results of the findings of a research project.	Design, analyze, implement, and evaluate the senior research project.
EFFECTIVE & ETHICAL USER OF TECHNOLOGY	<p>Technology</p> <p><i>Utilize technology ethically and effectively to explore trends and issues.</i></p>	<ul style="list-style-type: none"> • Access, Filter And Use Information Appropriately • Navigate And Complete One Online Learning Class • Effectively & Ethically Utilize Tools Of The Trades 	Showcase own creative products digitally	Contribute to a group created web-site	Create an individual web site.
SELF-DIRECTED LEARNER	<p>Employment Foundations</p> <p><i>Create and manage organizational systems to promote quality service.</i></p>	<ul style="list-style-type: none"> • Work Collaboratively • Explore Career Choices • Experience Mentorships & Internships • Demonstrate Resume And Interview Readiness 	Complete personal transition plan curriculum (career exploration, self-exploration, and resume)	Explore career choices through mentorships and community partnerships to determine post secondary options.	Experience mentorships / internships to gain necessary work skill to succeed in post secondary choices.
COMMUNITY CONTRIBUTOR	<p>Personal and Social Responsibility</p> <p><i>Understand the interrelationships between human health, the environment, the community, and the world.</i></p> <p><i>Utilize safety practices to protect self, other individuals, and the environment.</i></p>	<ul style="list-style-type: none"> • Demonstrate Personal Potential • Demonstrate Leadership • Behave As Change Agents • Embody Financial Responsibility • Self-Manage, Self-Monitor, Self-Modify • Provide Feedback And Support To KHS As Active Alumni • Demonstrate Holistic Well-Being 	Execute a community project	Develop and execute a teacher given community service project mentoring students in the core class of their strand	Behave as an agent of change through designing and participating in a community service project in a field related to their strand.

IDEAS ACADEMY STRAND DESCRIPTIONS

INDUSTRIAL & ENGINEERING TECHNOLOGY: AUTO, BUILDING CONSTRUCTION & DESIGN TECH

Students in this strand will learn to use new and emerging technology in the fields of Building/ Construction & Design Technology to design structures and devices. Students in the Automotive strand will utilize technology to diagnose and properly repair automobiles. Students will also learn to design and build solutions for growing communities.

INDUSTRIAL & ENGINEERING TECH REQUIRED COURSES

IET CORE (GRADE 9 OR 10)

AUTO	BLDG CONSTRUCTION	DESIGN TECH
AUTO 1	BLDG CONST 1	DESIGN TECH 1
AUTO 2	BLDG CONST 2	DESIGN TECH 2

INDUSTRIAL TECH RECOMMENDED COURSES

At least 2 years of Foreign Language

Physics

DIGITAL MEDIA & THE ARTS

Students in this strand will learn to express their ideas and stories using technology, traditional art mediums and/or music. Students will also learn to create and communicate messages through sight and sound.

DIGITAL MEDIA & ARTS REQUIRED COURSES

ARTS & COMMUNICATION CORE (GRADE 9 OR 10)

DIGITAL MEDIA	VISUAL ARTS	MUSIC
Digital Media 1	Art 1	Any Music 1
Digital Media: SD Studies	Art 2	Any Music 2

DIGITAL MEDIA & ARTS RECOMMENDED COURSES

At least 2 years of Foreign Language

Broadcast Journalism

At least 1 year Art or Music if Digital Specialty

At least 1 year Digital Media if Visual or Music Specialty or

At least 1 more year Art or Music if Visual or Music Specialty

ENGINEERING

Students in this strand will learn to employ mathematical and scientific principles to develop effective solutions to real-world, technical problems. Students will also learn to design and build solutions for growing communities.

ENGINEERING REQUIRED COURSES

IET Core: Engineering (Grade 9 or 10)
 Engineering Tech 1
 Engineering Tech 2

ENGINEERING RECOMMENDED COURSES

At least 2 years of Foreign Language
 Design Tech 1 and/or 2
 Physics

ADVENTURES IN BUSINESS

Students in this strand will learn to manage financial systems that drive the global economy. They will also use learn to use organized systems to solve problems & develop entrepreneurial skills.

ADVENTURES IN BUSINESS REQUIRED COURSES

BUSINESS CORE (GRADE 9 OR 10)

BUSINESS MGMT	ACCOUNTING
MARKETING MANAGEMENT	ACCOUNTING 1 ACCOUNTING 2
VIRTUAL ENTERPRISE/ECON (Grade 12)	

ADVENTURES IN BUSINESS RECOMMENDED COURSES

At least 2 years of Foreign Language
 Office Applications Technology
 Entrepreneurship
 A+ Certification

IDEAS students take Math, English, Science and Social Studies with students from all of the strands. Additionally, academy students select one of the above strands to complete during Grades 10-12.

IDEAS ACADEMY STUDENT EXPECTATIONS

STEP 1: BE PREPARED TO LEARN BY HAVING THE RIGHT MATERIALS

FOR YOURSELF*

- 1 Student Planner
 - 5 Composition Notebooks
 - 1 1.5" Binder,
 - 2 Glue Sticks
 - 4 Dry Erase Pens
 - 2 Packs of College Ruled Paper
 - 1 Binder Pen/Pencil Holder, Eraser
- Plenty of pens and pencils

FOR YOUR FIRST PERIOD TEACHER (Community Supplies)

- 1 Roll Paper Towel
- 1 Box Tissue

***Individual teachers may require additional materials!**

STEP 2: LEARN & FOLLOW THE COMMON ACADEMIC EXPECTATIONS

Assignment Format: All Assignments should have the following in the upper left hand corner:

- Your Name, Teacher Name, Subject/Period, Date Assignment Number.
- Typed Assignments should include the same heading format and be submitted using proper MLA format: 12 pt. font – Times New Roman, 1" Margin, Double spaced
- Web Based Assignments must use Arial 12 pt. font

Homework Policy: Homework will be purposefully assigned for reinforcement, review, and to continue/complete work in progress. The actual amount will vary depending on each teacher. Please refer to the specific class syllabus for details.

Grading Policy: All core subject Academy Teachers will use Engrade to communicate progress to students. Please check this regularly. In general, your grades will be based on the evidence such as projects/ tests, homework/classwork, misc. Individual teachers weight differently. Please refer to specific class syllabus for details.

STEP 3: LEARN & FOLLOW THE SCHOOL RULES

- When you request to leave the room to go to the library, counselor, or main office you need an orange pass. For the bathroom, you must leave your phone with the classroom teacher and take your planner as a pass.
- No bathroom visits the first or last 10 minutes of class.
- KHS Shirts are a must
- Cell Phone, iPod & iPad use is permitted only with teacher permission and only for academic purposes. Teachers are not responsible if cell phones, iPods or iPads are lost.

Behavioral Interventions – Teachers will work as a team to support you. We will discuss student behavioral challenges together with counselor involvement. If you are struggling and have three incidents of not being able to meet the above behavioral expectations, your parents will be contacted for a parent conference.

STEP 4 - STAY CONNECTED

ENGRADE - All Academy Teachers (Math, Language Arts, Science, Social Studies & CTE) will use this online program to communicate about academics. ENGRADE is a private and secure online grade book that students and parents can access 24/7 to see up to the minute grade and class information. You will receive access information from your teachers.

Write your access code here for future reference: _____ . The web-site is located at <http://www.engage.com/user/signup-student.php>

Daily Announcements - These announcements are made daily in the first class of the day. Please pay attention so you are aware of campus happenings.

Kapa'a High Web-Site - This site has a great deal of really important information! Check it regularly! Our website is <http://kapaahighschool.net/>

STEP 5 - LEARN HOW TO LEARN

Study Skills - You will practice study skills in all classes but different subjects will be responsible for introducing and reinforcing the following research based study skills:

English:	Setting Objectives & Providing Feedback
Math:	Identifying Similarities & Differences, Homework & Practice
Science:	Non-Linguistic Representation, Generating & Testing Hypothesis
Social Studies:	Summarizing & Note Taking
CTE:	Reinforcing Effort & Providing Recognition, Cooperative Learning
All Subjects:	Cues, Questions & Advance Organizers

Be Organized

- * Use your student planner to record assignments
- * Get organized the night before
- * Be prepared for class with homework, materials and a positive attitude
- * Keep your backpack neat and your binder organized

Manage Your Time Well

- * Stay on task in class
- * Create a schedule for completing work at home - use a calendar!
- * Plan ahead to avoid conflicts with sports & other after school activities
- * Review notes and materials daily

Classroom Success

- * Be respectful
- * Participate in class and ask questions
- * Attend class, be on time and get make-up work if necessary
- * Always do your homework
- * Study for tests and quizzes
- * Get help when you need it.

STEP 6 - TURN EVERYTHING IN

No Zero Policy

- You may **NOT** choose to not complete an assignment or project. You will be required to turn in all assignments. Missing assignments will be treated as incomplete until you complete the work. Though your overall score may suffer for late/incomplete work, you still will be required to turn **ALL** assignments. Participations in other classes/activities may be curtailed. Parents **WILL** be contacted.
- **Due Dates:** If you have compelling reasons, you may negotiate a particular due date with your teacher; this negotiating must take place at least twenty-four hours before the assignment is due. There will be no negotiating on the day that an assignment is due.
- **For Absences:** If you are absent when an assignment is due, turn in your work on the day you return. Immediately after an absence, visit all the teachers you missed to find out if you have any new assignments. Do not wait until your next class; delay may mean that your assignments are late. Readmit slips are required.

STEP 7 - ASK FOR HELP WHEN YOU NEED IT

There are many people on campus to help you when you have a problem:

Your Teachers – All of your teachers are committed to your success and can either help you directly or guide you to the right person to handle any challenges you might have.

Your Counselor – Located in the A building, your counselor can help you with personal issues, academic issues, problems with your friends and anything else you can think of.

The Main Office Staff – The friendly office staff can help you with lunch cards, bus issues, uniforms, calling home and other such things. They are open from 7:30 – 4:30 every day that school is in session. You may visit them before/after school and during recess and lunch.

The Vice-Principals – Located in the main office, your vice-principal is especially helpful if you have a question about the rules, if you need help in your classes and/or if you are having conflicts with other students or teachers. They can also set you up with tutors and other programs that you might need access to.

Your Coaches & Club Advisors– If you play sports or belong to school clubs, your coach or advisor is a great person to turn to when you need some advice and /or guidance

The Nurse – If you aren't feeling well, please see the nurse who is located in the Student Activity Center across from the gym. If she is not there, head to the office where the staff there will help you!

Peer Mediators – This group of students is trained to help you if you have a conflict with another person whether it be student or teacher. See Mr. Kitamura or any peer mediator for help.

COMMON PROCESSES, RUBRICS & CHECKLISTS

In order to help you better develop key 21st century skills, the Academy teachers have created processes, checklists and rubrics. Twenty-first century skills cross all subjects and include writing, oral presentation, group skills and critical thinking. You will want to get in the habit of referring to these documents when working on assignments. Your teachers will let you know which rubrics to use for which assignments and they will also sometimes give you more specific ones for certain assignments. The IDEAS Academy teachers will all emphasize a process that emphasizes four steps: PURPOSE, DESIGN, CREATE, AND EVALUATE.

KHS COMMON WRITING RUBRIC

	IDEAS	ORGANIZATIONAL DESIGN	CONVENTIONS	Total
4	Clear, focused main idea enriched with telling, unusual detail	Inviting lead, satisfying conclusion, reader never feels lost	Only minimal touch-ups needed prior to publication.	
3	Main idea can be inferred – a broad, unexpanded overview	Some details/elements could be relocated – lead and conclusion are present, Structure may be formulaic	Thorough editing needed prior to publication	
2	Reader must guess at main idea – few details or just a list	Frequently hard to follow, lead and/or conclusion missing	Line by line editing needed prior to publication	
1	No main idea yet – random collection of thoughts	Reader consistently goes back – no apparent link thought to thought	Word by word editing needed prior to publication	
			TOTAL SCORE	

Notes:

1.

2.

3.

KHS ORAL PRESENTATION RUBRIC

	EXCEEDS	MEETS	BELOW	POINTS
POINTS PER LEVEL				
PUNCTUAL	On Time and Ready	On Time	Have to Wait for Student	
ATTIRE	Very professional	Professional	Somewhat professional	
EYE CONTACT	Not reading/No Notes/Makes Eye Contact	Some reading/Not Bound/Makes Some Eye Contact	Reading Notes/Minimal Eye Contact	
VERBAL	Volume, Rate, Clarity are Effective - No Fillers	Appropriate Volume & Rate, Some Fillers "umm"	Inconsistent Rate or Volume, Many Fillers	
CONTENT	Shows Full Understanding of the Topic	Shows Good Understanding of the Topic	Little Understanding of the Topic	
ORGANIZED/ LOGICAL	Well-organized, Flows, Complete & Concise	Organized, Complete Learning Evident	Somewhat Organized, Some Learning Evident	
VISUAL AID	Use of Visual Aids Enhances Presentation	Appropriate Use of Visual Aids	Fails to Use Visual Aids	
PREPAREDNESS	Completely Prepared, Obviously Rehearsed	Seems Prepared, Needs More Rehearsal	Somewhat Prepared, Rehearsal Was Lacking	
ENTHUSIASM/ ENERGY	Student Shows a High Level of Interest & Enthusiasm Throughout	Student Occasionally Shows a High Level of Interest & Enthusiasm	Student Rarely Shows a High Level of Interest & Enthusiasm	
LENGTH	Presentation falls within suggested time parameters	Presentation falls close to suggested time parameters	Presentation is much too short or long based on suggested time parameters	
			TOTAL POINTS	

IDEAS ACADEMY COMMON PROCESS CHECKLIST

PURPOSE: WHY ARE WE DOING THIS?	
<input type="checkbox"/>	Have I/we established a purpose & identity?
<input type="checkbox"/>	Have I/we set goals?
<input type="checkbox"/>	Have I/we developed trust?
DESIGN: HOW WILL WE DO THIS?	
<input type="checkbox"/>	Have I/we ideated effectively?
<input type="checkbox"/>	Have I/we listened to each other?
<input type="checkbox"/>	Have I/we become clear on who does what, when and where?
<input type="checkbox"/>	Have I/we developed a mechanism to ensure we all contribute equally?
<input type="checkbox"/>	Have I/we established a process in case I/we can't meet our deadlines?
<input type="checkbox"/>	Have I/we gathered & utilized all necessary resources?
CREATE: HOW WILL WE WOW OTHERS WITH THIS?	
<input type="checkbox"/>	Have I/we sought feedback about our product?
<input type="checkbox"/>	Have I/we supported and maintained team spirit?
<input type="checkbox"/>	Have I/we found positive solutions to challenges we have encountered?
<input type="checkbox"/>	Have I/we created something I/we can be proud of?
<input type="checkbox"/>	Have I/we revisited our original goals?
<input type="checkbox"/>	Have I/we considered how we will WOW our audience?
EVALUATE: HOW WILL WE EVALUATE THIS?	
<input type="checkbox"/>	Have I/we WOWed our audience?
<input type="checkbox"/>	Have I/we considered what went well?
<input type="checkbox"/>	Have I/we considered what can be improved?

FREQUENTLY ASKED QUESTIONS ABOUT ACADEMIES

Why Academies at Kapa'a High School?

Academies allow us to assign students to smaller groups of teachers so that teachers can get to know your child better. We believe students are ready to start focusing their talents and interests and to consider how those might play out in your education and work life after high school. Academies give students a head start. We are confident that the Academy experience will help students feel more connected to their peers, teachers and school and that they will do better in school as a result. Schools with Academies report better attendance, higher grades, and higher graduation and college going rates.

What if a student doesn't like either of the Academies or any of the Strands?

We tried to create Academies based on our most popular programs but we also have some new programs that reflect the future of Kaua'i's economy. We couldn't create too many programs or we wouldn't have enough students in each one. We tried to make sure that all sorts of students with all sorts of interests could find something they were at least a little bit interested in. If they really can't find anything, we hope they will try something different. Who knows? They might enjoy something new!

How are students placed in academies?

The counselor will introduce students to the two Academies. Students will take career interest surveys and have the opportunity to visit academy/strand classes. Students will then rank their Academy/strand preferences, develop a compelling written argument for their choices and be placed accordingly. Every effort will be made to balance the two academies with regards to the overall number of students, gender, ethnic background and academic ability. Students will be placed in Academies first and then complete the registration forms for their particular academy.

Can students switch academies? Can they switch strands?

We try to do an excellent job of preparing students to make a solid Academy/Strand choice. Once students are placed, there will be no switching of academies for 10th grade. If there is room in a different strand within the same academy at the time of request, a strand change may be possible. Students can switch academy for 11th grade provided there is space in the academy and they can still complete the course sequencing for the new strand in the other academy.

What if a student already took one of the strand CORE classes?

That's great! If they took the core for the strand they want to specialize in, they can either take a year off or go ahead and move ahead in that strand.

Can a student complete more than one strand?

Yes, if they can make it work in their schedule. However, they will be assigned to one ACADEMY and one STRAND as their priority for class scheduling and scheduled into the other strand classes if there is availability. Taking online classes and summer school will make this easier for most students.

What if a student doesn't know what he/she wants to be or do after high school?

We know many students will end up focusing on or working in different areas after high school. Academies aren't like majors. They are just a series of 3-4 classes in one area over the next three years in an area that interests them now so that their classes are more interesting and they can learn about possible jobs in that area. All students will still take all the regular English, Math, Science, Social Studies classes and electives – their classes will just integrate some of the Academy themes so it's hopefully more interesting. Students will be prepared to study & pursue whatever they like after high school.

Who can help students make a good choice?

Counselors, teachers, and/or any other adult they feel comfortable talking to on campus will be able to help. Try to discourage your child from making their decision based on what their friends are taking unless they have similar interests.

Can students still take honors and AP courses? What about foreign language, arts classes and JROTC?

Yes, honors classes will be offered in both academies. Students from both academies can sign up for elective classes such as foreign language, arts, music, JROTC, physical education, etc. For some classes, students in specific strands will have preference.

How can I learn more about Academies at Kapa'a High School?

You can learn more by visiting the Kapa'a High SLC Blog via our main web site or at and/or by contacting the counselor Ms. Terri Christensen at ext. 133, the Academy Coordinators, Wendy Schwarze or Evan Costa or our SLC Coordinator, Lisa Mireles at ext 232.