

WELLBEING  
KNOWLEDGE OHANA  
**HOPE** PREPARED  
Leadership  
POSITIVE  
Relationships PRODUCTIVE Health  
Systems POSITIVE ATTITUDE  
Visual GOLDEN RULE PROMPT  
Sustainability  
Communication Well-Being  
INTEGRITY Service

**HOPES ACADEMY HANDBOOK**  
**Malama Honua**  
**Stewardship of the World**

**KAPA'A HIGH SCHOOL**  
**4695 Mailihuna Road**  
**Kapa'a, Hawaii 96746**  
**Phone: (808) 821-4400**  
**Fax: (808) 821-4420**  
<http://kapaahighschool.net/>

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## **HOPES ACADEMY OVERVIEW**

Welcome to the HOPES 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 a year related to that strand. Our HOPES 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 HEALTH & WELL-BEING, SUSTAINABILITY, LEADERSHIP, SERVICE, SYSTEMS & RELATIONSHIPS, and VISUAL COMMUNICATION. Our theme is Malama Honua – stewardship of the world. 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 HOPES 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 healthy, sustainability minded person with a clear and achievable post high school plan.

## **HOPES ACADEMY VALUES**

OHANA – Much like a family, our teachers and students will value concern for others, acceptance, open communication, positive relationships and trust.

POSITIVE ATTITUDE - We will strive to have fun while we are learning, to embrace challenge and to develop our resourcefulness along the way.

INTEGRITY – We will promote & embody honesty, hard work, accountability and competence.

WELL-BEING – We will emphasize and encourage health, gratitude, security, inner peace and forgiveness.

KNOWLEDGE – We will work towards becoming skilled, creative and innovative problem-solvers.

## **HOPES ACADEMY NORMS**

1. Student Success – All of our choices & actions should be made to further the success of our students.
2. GRE – Golden Rule with Equity (everyone gets an equal chance, say, input, opportunity)
3. Solution- Minded
4. The Four P's – Be prompt, positive, prepared, and productive

## **HOPES ACADEMY MISSION**

The HOPES academy focuses on developing a conscious, healthy and sustainable culture through human connections, responsibility and citizenship. The students who are a part of the HOPES Academy will discover their place in our community and the global society by participating in authentic learning experiences that include community and college partnerships. Additionally, students will gain interpersonal skills essential to working with and helping people.

## HOPES ACADEMY FACULTY & ADMINISTRATION

PRINCIPAL	Daniel Hamada, ext. 102
VICE – PRINCIPAL	Tommy Cox, ext. 103
COUNSELOR	Terri Christensen, ext. 133 (10th)
	Nellie Okamoto, ext. 132 (11th)
	Salynn Gonsalves, ext. 134 (12th)
STUDENT SERVICES COORDINATOR	Doris Morioka-Fulks, ext. 229
STUDENT ACTIVITIES COORDINATOR	Harriet Watanabe, ext. 127
ATHLETIC DIRECTOR	Greg Gonsalves, ext.152
PCNC	Nancy Borilez, ext. 106
ENGLISH	Pam Rozsa, ext. 213
	Mary Carlson, ext. 171
	*Janis Gowan, ext. 224
MATH	Corey Morishita, ext. 143
	Steven Gross, ext. 173
	Keith Kitamura, ext. 211
	Laurel Baldridge, ext. 179
SCIENCE	Chandra Rivers, ext. 221
	Joseph Wallace, ext. 187
	Kimberlee Stuart, ext. 188
	Sara, O'Rourke, ext. 177
SOCIAL STUDIES	William Caraway, ext. 125
	Denise Asher, ext. 163
	Christine Farina, ext. 170
FOREIGN LANGUAGE	Jean Esaki, ext. 192
	Maria Falavinha, ext.193
	Erin Wilson, ext. 194
SPECIAL EDUCATION	Naomi Yamamoto, ext. 122
	Stephen Mondello, ext. 162
	Leah Bonner-Wilson, ext. 166
	Robert Lehardy, ext. 171
ELL	Florita Rubio, ext. 186
HEALTH SERVICES	*Kara Kitamura, ext. 214
ARTS & COMMUNICATION CORE/HOSPITALITY	Brigette O'Shaughnessy, ext. 190
PHS CORE/CULINARY	Judy Kuloloia, ext. 139
PEER EDUCATION	Keith Kitamura, ext. 211
ARTS	*Beth Pemberton, ext. 153
JROTC	Roberto Levoit, ext. 195
	Ian Verasammy, ext. 195

\*Denotes Academy Coordinator

**E-mail addresses for all DOE employees use the same format:  
[firstname\\_lastname@notes.k12.hi.us](mailto:firstname_lastname@notes.k12.hi.us)**

## SCHOOLWIDE ACADEMY OUTCOMES

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

## HOPES ACADEMY OUTCOMES & SAMPLE EVIDENCE

GLO's	KHS OUTCOMES	HOPES OUTCOMES	EVIDENCE Sophomores	EVIDENCE Juniors	EVIDENCE Seniors
<b>EFFECTIVE COMMUNICATOR</b>	<p><b>Communication</b> <i>Apply effective communication through interpersonal collaboration and the use of technology-based tools.</i></p>	<ul style="list-style-type: none"> <li>Present &amp; defend ideas to an audience</li> <li>Effectively communicate orally and in writing.</li> </ul>	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
<b>COMPLEX THINKER</b>	<p><b>Critical Thinking</b> <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"> <li>Ask Effective Questions</li> <li>Creatively Problem-Solve</li> <li>Critically Analyze A Variety Of Sources</li> <li>Determine Validity.</li> </ul>	Complete a research project utilizing proper MLA format	Analyze and defend the results of the findings of a research project.	Design, analyze, implement, and evaluate in the course of the senior research project.
<b>EFFECTIVE &amp; ETHICAL USER OF TECHNOLOGY</b>	<p><b>Technology</b> <i>Utilize technology ethically and effectively to explore trends and issues.</i></p>	<ul style="list-style-type: none"> <li>Access, Filter And Use Information Appropriately</li> <li>Navigate And Complete One Online Learning Class</li> <li>Effectively &amp; Ethically Utilize Tools Of The Trades</li> </ul>	Participate in a teacher created web site. (Blog, Ning, wiki, etc.)	Contribute to a group created web-site	Create an individual web site.
<b>SELF-DIRECTED LEARNER</b>	<p><b>Employment Foundations</b> <i>Employ learning to create and manage organizational systems to promote quality service.</i></p>	<ul style="list-style-type: none"> <li>Work Collaboratively</li> <li>Explore Career Choices</li> <li>Experience Mentorship &amp; Internships</li> <li>Demonstrate Resume And Interview Readiness</li> <li>Self-Manage, Self-Monitor, Self-Modify</li> </ul>	<p>Complete a self-reflection on a group experience.</p> <p>Explore three careers of choice and present findings in oral or written format.</p>	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.
<b>COMMUNITY CONTRIBUTOR</b>	<p><b>Personal and Social Responsibility</b> <i>Understand the interrelationships between human health, the environment, the community, and the world.</i>  <i>Utilize safety practices to protect self, other individuals, and the environment.</i></p>	<ul style="list-style-type: none"> <li>Demonstrate Personal Potential</li> <li>Demonstrate Leadership</li> <li>Behave As Change Agents</li> <li>Embody Financially Responsibility</li> <li>Self-Manage, Self-Monitor, Self-Modify</li> <li>Provide Feedback And Support To KHS As Active Alumni</li> <li>Demonstrate Holistic Well-Being</li> </ul>	Execute a teacher driven 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.

## HOPES ACADEMY STRAND DESCRIPTIONS

Our **HOPES** Academy prepares students to be both college and career ready by emphasizing broad themes in the areas of **Health & Well-Being, Publications & Graphic Design, Education/Leadership, and Hospitality & Culinary Services**. The students who are a part of the HOPES Academy will discover their place in our community and the global society by participating in a variety of authentic learning experiences.

<b>HEALTH SERVICES</b>	<p>Students in this strand will learn to help about the various health services that help people maintain their health and wellness. They will be taught the skills necessary to deliver quality health care for a better future.</p> <p style="text-align: center;"><b>REQUIRED FOUNDATIONAL COURSE</b> Health Services Core (Grade 9 or 10)</p> <p style="text-align: center;"><b>OTHER REQUIRED COURSES</b> Biology (Grade 9 or 10) Clinical Health (Grade 10 or 11) Nurse's Aide or Directed Studies in Health Services (Grade 11 or 12)</p> <p style="text-align: center;"><b>RECOMMENDED COURSES</b> At least 2 years of Foreign Language, Human Physiology, Chemistry</p>								
<b>PUBLICATIONS &amp; GRAPHIC DESIGN</b>	<p>Students in this strand will learn to document human-interest stories &amp; express their ideas and messages using design principles &amp; emerging technologies.</p> <p style="text-align: center;"><b>REQUIRED FOUNDATIONAL COURSE</b> Arts &amp; Communication Core (Grade 9 or 10)</p> <p style="text-align: center;"><b>OTHER REQUIRED COURSES</b> Graphic Design Technology 1 (Grade 10 or 11) Expository Writing (Grade 11) Graphic Design Technology 2 (Grade 11 or 12)</p> <p style="text-align: center;"><b>RECOMMENDED COURSES</b> At least 2 years of Foreign Language, Digital Media 1/Broadcast Journalism, Art 1,2 or 3</p>								
<b>EDUCATION &amp; LEADERSHIP</b>	<p>Students in this strand will learn the skills and qualities to be an effective leader in a classroom or in the greater community.</p> <p style="text-align: center;"><b>REQUIRED FOUNDATIONAL COURSE</b> Peer Mediation 1 OR JROTC 1(Grade 9 or 10)</p> <p style="text-align: center;"><b>OTHER REQUIRED COURSES</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 50%; text-align: center;">PEER MEDIATION</th> <th style="width: 50%; text-align: center;">JROTC</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Peer Mediation 2 (Grade 10 or 11)</td> <td style="text-align: center;">JROTC 2 (Grade 10)</td> </tr> <tr> <td style="text-align: center;">Peer Mediation 3 (Grade 11 or 12)</td> <td style="text-align: center;">JROTC 3 (Grade 11)</td> </tr> </tbody> </table> <p style="text-align: center;"><b>RECOMMENDED COURSES</b> At least 2 years of Foreign Language, Psychology, Peer Mediation 4, JROTC 4, JROTC Leadership</p>	PEER MEDIATION	JROTC	Peer Mediation 2 (Grade 10 or 11)	JROTC 2 (Grade 10)	Peer Mediation 3 (Grade 11 or 12)	JROTC 3 (Grade 11)		
PEER MEDIATION	JROTC								
Peer Mediation 2 (Grade 10 or 11)	JROTC 2 (Grade 10)								
Peer Mediation 3 (Grade 11 or 12)	JROTC 3 (Grade 11)								
<b>SERVICE: HOSPITALITY &amp; CULINARY</b>	<p>Students in this strand will learn the knowledge and skills necessary to strive in a hospitality or culinary career.</p> <p style="text-align: center;"><b>REQUIRED FOUNDATIONAL COURSE</b> Public &amp; Human Services Core (Grade 9 or 10)</p> <p style="text-align: center;"><b>OTHER REQUIRED COURSES</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 50%; text-align: center;">HOSPITALITY</th> <th style="width: 50%; text-align: center;">CULINARY</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Culinary 1 (Grade 10 or 11)</td> <td style="text-align: center;">Biology (Grade 9 or 10)</td> </tr> <tr> <td style="text-align: center;">Hotel Operations (Grade 11 or 12)</td> <td style="text-align: center;">Culinary 1 (Grade 10 or 11)</td> </tr> <tr> <td style="text-align: center;">Psychology (Grade 12)</td> <td style="text-align: center;">Culinary 2 (Grade 11 or 12)</td> </tr> </tbody> </table> <p style="text-align: center;"><b>RECOMMENDED COURSES</b> At least 2 years of Foreign Language</p>	HOSPITALITY	CULINARY	Culinary 1 (Grade 10 or 11)	Biology (Grade 9 or 10)	Hotel Operations (Grade 11 or 12)	Culinary 1 (Grade 10 or 11)	Psychology (Grade 12)	Culinary 2 (Grade 11 or 12)
HOSPITALITY	CULINARY								
Culinary 1 (Grade 10 or 11)	Biology (Grade 9 or 10)								
Hotel Operations (Grade 11 or 12)	Culinary 1 (Grade 10 or 11)								
Psychology (Grade 12)	Culinary 2 (Grade 11 or 12)								

*\*Students must take CTE courses in sequence with the Core before Level 1 and Level 1 before Level 2.*

## HOPE'S ACADEMY STUDENT EXPECTATIONS

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

#### SUGGESTED MATERIALS FOR YOURSELF\*

- 1 Student Planner
- 5 Composition Notebooks
- 1 1.5" Binder,
- 1 Box Of Markers (8 Pack)
- 1 Pack Of Colored Pencils
- 4 Dry Erase Pens
- 1 Binder Pen/Pencil Holder, Eraser
- 1 Four Function Calculator
- 2 Glue Sticks

#### FOR YOUR FIRST PERIOD TEACHER

- 1 Roll Paper Towel
- 1 Box Tissue
- 1 Bottle Hand Sanitizer/Soap
- 2 Packs Of College Rules Paper

**\*Individual teachers may request 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, 1" margins, double spaced,

Homework Policy: This will vary depending on each teacher. Please refer to the specific class syllabus.

### STEP 3: LEARN & FOLLOW THE GOLDEN RULES

- Be Prompt, Positive, Prepared & Productive!
- School shirts are required at all times.
- When you request to leave the room to go to the library, counselor's, main office or bathroom etc, you must have a pass and may be asked to leave your phone with the classroom teacher.
- Cell phone/iPod use is permitted only with teacher permission and only for academic purposes. However, when used at the incorrect time they will be confiscated. Teachers are not responsible if cell phones or iPods are lost in transit.
  - 1<sup>st</sup> Offense – teacher holds until the end of class
  - 2<sup>nd</sup> Offense – pick up at end of the day from office
  - 3<sup>rd</sup> Offense – send to office for parent pick up at end of the day
- Students who are tardy are to wait quietly outside of the door until teacher admits them. They must then sign in to class on the tardy sheet. On time means you are in the room prepared and ready to learn when the bell rings. 2-3 tardies teacher chosen consequence, 4<sup>th</sup> tardy student conference with academy teachers, 5<sup>th</sup> tardy counselor referral, and 6<sup>th</sup> tardy referral to administration.



**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 the latest grades inputted and class information. You will receive access information from your teachers. The web-site is <http://www.engage.com/user/signup-student.php>

**Daily Announcements** – These announcements are made daily in the first class of the day and can be found on the school website. 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! The address is <http://kapaahighschool.net/>

#### **STEP 5 – LEARN HOW TO LEARN**

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

<b>English:</b>	Summarizing, Cues, Questions & Advance Organizers
<b>Math:</b>	Similarities & Differences, Non-Linguistic Representation
<b>Science:</b>	Generating & Testing Hypothesis, Note-Taking
<b>Social Studies:</b>	Homework & Practice, Setting Objectives & Providing Feedback
<b>CTE:</b>	Cooperative Learning

#### **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.
- \* Display appropriate social skills

## STEP 6 – TURN EVERYTHING IN: Student Accountability Policy

- \* Assignments **MUST** be completed within each Academy teacher’s prescribed deadline. Missing assignments will be entered into Engrade as “M” (missing = 0) and greatly impact your grade. In order to improve your grade, you are still required to **COMPLETE ALL ASSIGNMENTS**. Labs and assignments requiring perishables and equipment must be made up within the allotted make up time provided by the teacher in order to avoid a negative impact on your grade.
- \* Negotiating Your Own 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. Ultimately, the academy teacher decides the final deadline. **There will be no negotiating on the day that an assignment is due.**
- \* For absences: If you are absent, it is your responsibility to ask teachers **on the day of your return** for all make-up work and assignment due dates.
- \* Academy teachers will provide interventions for failing students which may include: tutoring, re-takes, and intercession attendance. Ultimately, it is the student’s responsibility to take action in order to meet the course requirements.

## 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 Coach or Club Advisors** – If you play sports or join clubs, your coach and/or club advisor is a great person to turn to when you need some advice and/or guidance.

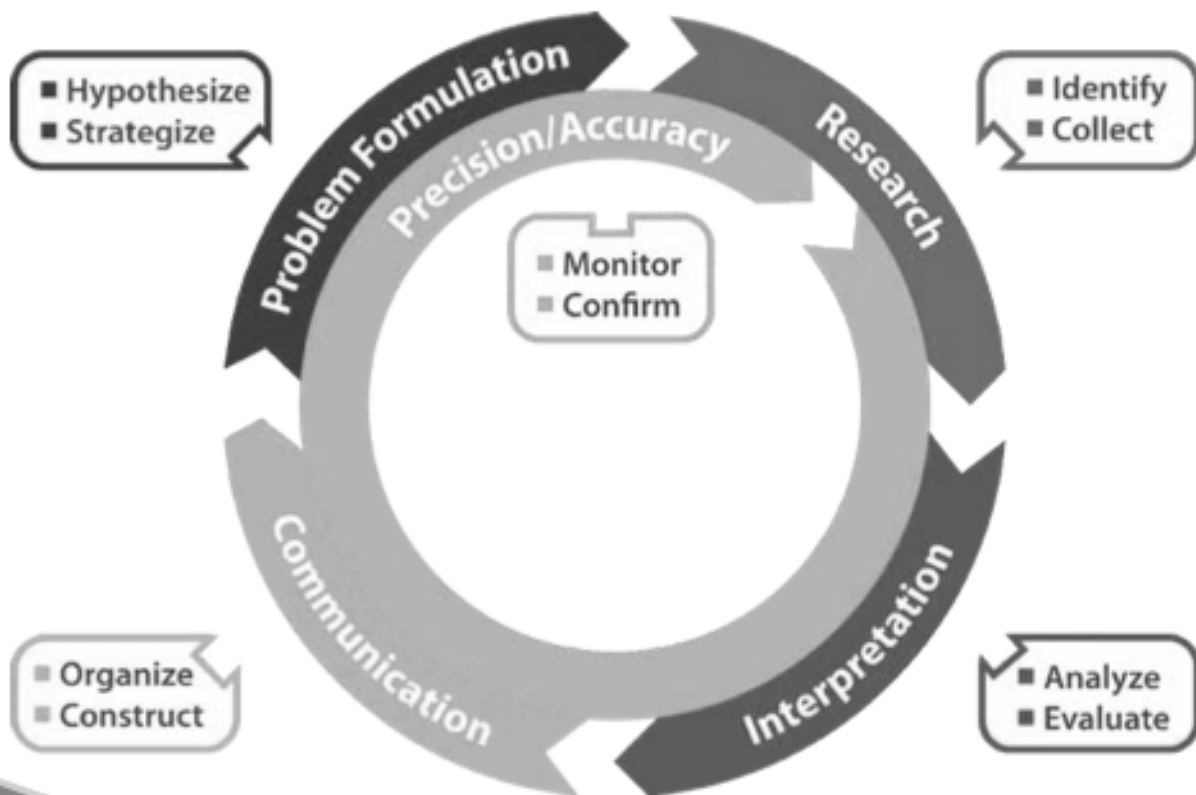
**The Nurse** – If you aren’t feeling well, please see the nurse who is located in the Student Activity Center across from the gym. If she is not there, head to the office where the staff there will help you!

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

## COMMON PROCESSES, RUBRICS & CHECKLISTS

In order to help you better develop key 21<sup>st</sup> 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 HOPES Academy teachers will all emphasize a process that emphasizes five steps: **PROBLEM FORMULATION, RESEARCH, INTERPRETATION, COMMUNICATION, AND PRECISION & ACCURACY.**

### The Key Cognitive Strategies Model



## KHS COMMON WRITING RUBRIC

	<b>IDEAS</b>	<b>ORGANIZATIONAL DESIGN</b>	<b>CONVENTIONS</b>	<b>Total</b>
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	
			<b>TOTAL SCORE</b>	

Notes:

1.

2.

3.

## KHS COMMON ORAL PRESENTATION RUBRIC

	<b>EXCEEDS</b>	<b>MEETS</b>	<b>BELOW</b>	<b>POINTS</b>
<b>POINTS PER LEVEL</b>				
<b>PUNCTUAL</b>	On Time and Ready	On Time	Have to Wait for Student	
<b>ATTIRE</b>	Very professional	Professional	Somewhat professional	
<b>EYE CONTACT</b>	Not reading/No Notes/Makes Eye Contact	Some reading/Not Bound/Makes Some Eye Contact	Reading Notes/Minimal Eye Contact	
<b>VERBAL</b>	Volume, Rate, Clarity are Effective – No Fillers	Appropriate Volume & Rate, Some Fillers “umm”	Inconsistent Rate or Volume, Many Fillers	
<b>CONTENT</b>	Shows Full Understanding of the Topic	Shows Good Understanding of the Topic	Little Understanding of the Topic	
<b>ORGANIZED/ LOGICAL</b>	Well-organized, Flows, Complete & Concise	Organized, Complete Learning Evident	Somewhat Organized, Some Learning Evident	
<b>VISUAL AID</b>	Use of Visual Aids Enhances Presentation	Appropriate Use of Visual Aids	Fails to Use Visual Aids	
<b>PREPAREDNESS</b>	Completely Prepared, Obviously Rehearsed	Seems Prepared, Needs More Rehearsal	Somewhat Prepared, Rehearsal Was Lacking	
<b>ENTHUSIASM/ ENERGY</b>	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	
<b>LENGTH</b>	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	
			<b>TOTAL POINTS</b>	

## HOPES ACADEMY COMMON PROJECT CHECKLIST

Student Name: \_\_\_\_\_ Reviewer Name: \_\_\_\_\_  
 Date: \_\_\_\_\_ Project: \_\_\_\_\_

CATEGORY	RESPONSIBILITIES
<b>Preparation:</b>	
	I planned my time wisely to assure access to needed materials.
	I made a timeline of when key components needed to be done.
	I brainstormed questions that needed to be answered about the topic.
	I brainstormed details that would help support my ideas.
	I used feedback from others to refine my topic and questions.
	SUBTOTAL
<b>Organization &amp; Content:</b>	
	I used an outline or storyboard to organize my ideas, information and thoughts.
	I organized my ideas in a meaningful and logical way.
	I gave a full explanation of my topic and subtopics.
	I clearly answered questions people might have about the topic.
	I included details that made my presentation more complete and/or more interesting.
	SUBTOTAL
<b>Navigation:</b>	
	Users can easily find their way through my presentation.
	Users can easily backtrack or repeat parts of the presentation.
	Users can easily skip parts of the presentation.
	User can always easily quit the presentation.
	SUBTOTAL
<b>Media Use:</b>	
	I used original art, animations or photographs.
	I used original music or sound effects.
	I used media ethically and appropriately.
	My media helps the user understand my topic better.
	My media makes my presentation more interesting.
	SUBTOTAL
<b>Appearance:</b>	
	I balanced design aspects with content.
	I used my fonts in a consistent manner.
	The words on my slides are easy to read.
	The graphics are easy to see.
	The slides appear to go together; they make a cohesive whole.
	SUBTOTAL
<b>Resources:</b>	
	I used a variety of resources when collecting information.
	I consulted resources that showed different perspectives on the topic.
	I used material in accordance with copyright.
	I used resources ethically and appropriately.
	I cited my resources.

## HOPES ACADEMY COOPERATIVE LEARNING RUBRIC

<b>Category</b>	<b>4 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>
<b>Contribution</b> to group goals	Consistently and actively works toward group goals: willingly accepts and fulfills individual role within group	Works toward group goals without occasional prompting; accepts and fulfills individual role within group	Works toward group goals with occasional Prompting	Works toward group goals only when prompted
<b>Consideration</b> of others	Shows sensitivity to the feelings and learning needs of others; values the knowledge, opinion, and skills of all members and encourages their contribution	Shows and expresses sensitivity to the feelings of others; encourages the participation of others	Shows sensitivity to the feelings of others	Needs occasional reminders to be sensitive to the feelings of others
<b>Knowledge</b> contributed	Consistently and actively contributes knowledge, opinions, and skills without prompting or reminding.	Contributes knowledge, opinions, and skills without prompting or reminding	Contributes information to the group with occasional prompting and reminding	Contributes information to the group only when prompted
<b>Working</b> and sharing with others	Helps the group identify necessary changes and encourages group action for change; always does the assigned work without having to be reminded	Willingly participates in needed changes; usually does the assigned work and rarely needs reminding	Participates in needed changes with occasional prompting; often needs reminding to do the assigned work	Participates in needed changes when prompted and encouraged; always or often relies on others to do the work.

## **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 10<sup>th</sup> 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 11<sup>th</sup> 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 AP courses? What about foreign language, arts classes and JROTC?**

Yes, AP 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 office and asking for your child's counselor or a HOPES Academy Coordinator - Kara Kitamura, Beth Pemberton, or Janis Gowan.