

Diploma Programme programme outline–CAS			
<b>School name</b>	Thomas Jefferson High School		<b>School code</b> 52227
<b>Name of CAS coordinator</b>	Natalie Flake	<b>Date of IB training</b>	February 2017
<b>Date when outline was completed</b>	Jan 1, 2017	<b>Name of workshop</b> <i>(indicate name of subject and workshop category)</i>	N/A

**A: Context**

1. Projected number of Diploma Programme students who will be entered in the first exam session, once the school has been authorized

50
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2. Describe the social and physical environment of the community in which the school is located.

Thomas Jefferson High School is a Title 1 school. Ninety-seven percent of the student body identifies as Hispanic. The school places a deep emphasis on college and career readiness, with every student being required to fulfill a four year sequence of courses in the endorsement of their choosing. Freshmen are required to complete an AVID or College and career readiness course to prepare them for their prospects as soon as they begin high school. Jefferson is an AVID National Demonstration School. The school was constructed in 1932 and is part of the National Register of Historic places as well as a Texas historic landmark. The school is locally famous for its beautiful Spanish-Moorish architecture. In addition to its historic main building, the campus has several modern wings equipped with computer and design labs, a modern fine arts building, and an armory. College banners and admissions notifications line the hallways to remind our pupils of what they should strive toward. The Jefferson faculty has been preparing for the transition for almost a full year, attending MYP trainings after school and on weekends to familiarize themselves with the rigorous requirements of the program. Thomas Jefferson benefits from the support of a distinguished body of alumni still living in the area, and from the service contributions of the many graduates still invested in the present and future of the school.

**B: Organization of CAS**

Schools are required to provide resources and staff to support the delivery of an appropriate and varied CAS programme.

**1. Coordination**

- a. Will the CAS coordinator have only this role in the school?

**No**

b. If your answer is no, answer the following questions:

i. What additional responsibilities will the CAS coordinator have?

The CAS coordinator will teach 4-6 science courses and will sponsor the campus Key Club.

ii. What percentage of the CAS coordinator's scheduled time will be devoted to CAS?

15% of the coordinator's scheduled time (one 90-minute period every other day,) will be scheduled for CAS.

c. In larger schools a team approach is recommended. If this is the case in the school, answer the following questions.

i. How will the school identify CAS advisers to ensure that the students are helped to make the most of their CAS experience?

CAS advisers will be selected from the Jefferson faculty, counselors, and school administrators. CAS advisers will be selected based on their own strengths and areas of experience, and will be matched with students for whom they can provide the greatest insight. All teachers will be trained by the CAS Coordinator on the Advisory role during the first MYP years, so that all advisers are ready to implement when the first class enters the DP program. Many faculty will have a "warm-up" advisory experience through the MYP service project component, which all sophomores will participate in. Faculty will aid the sophomores in organizing their projects and serve as evaluators.

ii. How many students will be under each CAS adviser's responsibility?

1-5

iii. How will the CAS coordinator guide and supervise the advisers?

The CAS coordinator will train begin training advisers in the year preceding the first DP class. The CAS Coordinator will establish contact with the advisers on a weekly basis, with a formal quarterly meeting to track student progress. The CAS Coordinator will also hold office hours, during which both students and advisers may address concerns, at least once a week. All advisers will be formally trained at the start of the first DP year and will be given a handbook that outlines IB's CAS requirements and the school's expectations. Teachers will be required to use standardized forms to document meetings with student advisees, and progress will be tracked via ManageBac. Portfolios will be required, although the format will be flexible as long

as the needed components (profile, experiences, and evidence) are clear. Sample portfolios will be provided to advisers.

- iv. What procedures will be in place to ensure consistency among advisers' responses to questions related to proposed experiences?

All advisers will be trained at the start of the year, part of which will include modeling an adviser-advisee interview, and will be given a handbook that outlines IB's CAS requirements and the school's expectations. Teachers will be required to use standardized forms to document meetings with student advisees. The CAS Coordinator will hold office hours during which advisers can bring project proposals for review.

## 2. Time allocation

Indicate the weekly time allocation for CAS experiences. Identify the time allocated for meetings of students with advisers/CAS coordinator and time allocated for CAS experiences.

	Weekly time allocated for students to meet with CAS coordinator/advisers	Weekly time students devote to CAS experiences
Within the school's timetable	0 hours	45 mins
Outside the school's timetable	1 hour	2 hours

Describe other time arrangements, if applicable.

Although time will be allocated during the school year, CAS will not end with the academic calendar. Students will be introduced to CAS at the conclusion of the MYP program, and will be given the summer before DP to reflect on the information and interact with the coordinator via e-mail. In the weeks of summer leading up to the DP year 1, students will have a CAS "bootcamp" designed to connect them to local and global issues and help them generate ideas for their service projects and form necessary connections locally. Students will have the summer between DP year 1 and DP year 2 to add to their experiences. CAS will also be integrated into DP courses. During the MYP years, students tracked to the DP program will be required to complete 50 service hours per year.

## 3. Length of the whole CAS programme (it must expand over 18 months at least)

	Month of year 1 of the Diploma Programme	Month of year 2 of the Diploma Programme
It will start	August	August
It will end	August	May

#### 4. Budget

Indicate how the budget for CAS has been produced. Identify different types of support that the school will provide for CAS (for example, administrative, transportation).

Budget includes subscription to ManageBac, printing costs for staff and student CAS handbooks, preparation time for the coordinator, annual parent meetings, communication with students and parents, and staff training. Technology in the form of iPads or an equivalent may be necessary to ensure students have consistent access to Managebac, the Microsoft Suite, etc. Administration will need to budget 1/8 of a teaching unit for the CAS coordinator. Finally, funds will be needed for the stoles/cords awarded to distinguished sophomore personal projects. Money will be needed to pay for student awards, and furnish refreshments for students and their guests.

#### 5. Monitoring/advising

How often will interviews with each student take place? Indicate length of interview and main objectives.

Interviews with the coordinator will take place at least twice per year and be at least five minutes in length, the summative meeting being allocated at least fifteen minutes. Informal conversations and check-ups will occur at least bi-weekly. The objectives of the interview are to review requirements, reflect on the experiences, help the student shape his/her CAS experience around his/her interests, ensure that any needed risk assessment has taken place, share resources, and ensure students do not become lost in the process. CAS advisors will meet with individual students at least quarterly in order to help guide student projects and to confirm student progress with his/her portfolio.

#### 6. Supervision

Who will be involved in the supervision of students (teachers, other school staff, parents, members of the community)? How will the school brief them about its expectations?

The primary supervisor will be the CAS coordinator, but help will be given by the other teachers, school personnel, event chaperones (community members), and parents. Any participating parents community members will be briefed on their IB specific roles after completing the campus Volunteer Orientation. Communication will take place via ManageBac or other appropriate mass communication tools, as well as through annual parent meetings (including an orientation at the conclusion of the 10th grade year) and letters home. All students and parents will sign a contract regarding the expectations and requirements.

#### 7. CAS programme

- a. How will the school ensure that the students are given opportunities to choose their own CAS experiences?

Advisors will be trained to assist students in using student interests to shape opportunities and fine tuning student ideas without leading the student. Students will also meet directly with the CAS Coordinator to refine ideas and receive feedback. Students will be given time to plan (both individually and in groups) under the supervision of an advisor who will help ensure that all students have a voice and select/create opportunities freely.

- b. How will the school promote students undertaking experiences that focus on the local community using a global perspective? Indicate any challenges that the school may face in achieving this.

As part of the MYP program, students will be required to complete 50 hours of community service per year. This requirement will expose students to service, Community leaders will be invited to the school to speak about community needs and students will research various organizations, community needs, and international causes and activists to find inspiration. Challenges include the area's high poverty which, although it gives students opportunity to serve, also limits them as they are often directly impacted by it. Transportation may also be an issue, as many students are unable to drive or without a car, but this issue can be overcome if the students and families support each other and plan ahead.

- c. How will students be advised to plan their CAS programme taking the learning outcomes into account?

At the start of grade 11, weekly afternoon meeting will be used to introduce the seven learning outcomes and what they mean, and the student handbook will have resources to help students plan their activities and experiences with the outcomes in mind. When students are selecting CAS experiences for their portfolios, they will have a checklist to confirm that all seven outcomes are addressed at some point, although some experiences may only reach a few or, less commonly, some may not address any. A goal will be a balance of activities but, more so, personal growth and a pursuit and development of passions will be emphasized, establishing a foundation for students to be lifelong learners and engaged global citizens. Throughout the course of the DP, each learning outcome will need to be addressed multiple times, helping students balance their activities.

- d. Give an example of a potential student's CAS programme that you would consider as appropriate to address all seven learning outcomes. Do not forget that each student must undertake at least one CAS project. The CAS project can address any single strand of CAS, or combine two or three strands.

Hosting an event to bring awareness to animal rights and animal adoption while raising funds for a local animal charity

1. Increased awareness of strengths and areas for growth: Student is interested in animal rights but struggles with organization and lacks financial means to individually help.
2. Undertaking new challenges: Student is forced to work collaboratively with other students as well as with school administrators and a local animal rights group, which requires multi-tasking and organization.
3. Planned and initiated activities: Student plans a festival at a local venue which will serve to educate and entertain the community while raising money for the chosen charity. Student will need to make all necessary arrangements with officials, be aware of local legal requirements, and communicate with the school official (coordinator) responsible for the risk assessment to make sure the event is as safe as possible.
4. Working collaboratively with others: Student collaborates with group, delegating tasks and communicating regularly (speaking and listening). Student will also have to coordinate with others—owners of venue, entertainers, charity—in order to the event to be a success.
5. Showing perseverance and commitment: Student dedicates many hours to the event, adapts to changes in schedule and unforeseen circumstances.
6. Engaged with issues of global importance: animal rights, animal rescue —educates self and community about issue and helps to work towards change. Works on a local problem

with global implications.

7. Consideration of ethical implications: Student is accountable for his own actions and demonstrates this via reflection. Student is aware of the ethics surrounding the treatment of animals.

- e. What strategies will you apply to ensure that students reflect on their CAS experiences?

Students will be taught via direct instruction what it means to reflect and multiple modes of reflection will be accepted. Time will be given during weekly after-school meetings for student reflection, and CAS experiences will only be considered completed once the reflection is completed. Reflection will be part of the required portfolio and summative interview/presentation.

- f. How will the school record the progress of the student's CAS programme?

ManageBac will be used, but students will be permitted to use other methods of record, determining what works best for them. Progress will be reported quarterly on report cards, ensuring students are involved in some CAS experience weekly, participating in a CAS project at least one month in duration, collaborating on a project, working on his/her portfolio, and meeting with her/her adviser.

- g. How will the student record their CAS experiences and reflections?

ManageBac will be used, but students will be permitted to use other methods (art, oral presentations, self-created websites, blogs, etc.). Flexibility will help increase student enthusiasm and help them understand that CAS is really about their personal growth.

- h. How will the school report on the student's CAS programme to parents?

ManageBac will be used for general records. Updates will be provided to students and families every 9 weeks. At the completion of the program, students who met the requirements will be given a certificate of completion with a summative statement describing their major CAS accomplishments.

- i. How will the school promote the student's achievements in CAS within the school community?

An annual CAS awards night and showcase in which students present their collaborative events and portfolios and are recognized by the school and community for their efforts. To make this night as meaningful as possible, students will be given the chance to design the night for their class, meaning each CAS night will be a reflection of the graduating class's personalities and interests. IB Students in lower grades will be invited in order to help them understand where they are headed in the IB process and helping them generate ideas.