



SENIOR CAPSTONE SERVICE PROJECT

As an academy we are very involved with multiple service projects throughout the year. Because of this we recognize that by the time you are seniors you should be able to create, implement and finalize your own service project. We recommend that your Senior Capstone Service Project connect in some way to your Capstone Research (economy of time and energy), however, you ultimately decide what your service project will entail.

- Your Capstone Service project should run for a semester, approximately (from start to finish)
- It should meet a need in our community or world
- You have a mentor (who is an expert in or has experience with your service area) that helps guide you in the process
- You advertise your project with our JAGS Student Leaders (PR, Community Outreach, Service) and promote it during our Community Meetings and over our social media platforms.
- Your project is school and age appropriate, it is legal and has all needed permissions from our JLS administration, and will not cause harm to others or our environment
- You will manage and be responsible for your service project, and will document your work throughout your JAGS senior year in order to earn a JAGS endorsement on your diploma

STARTING THE CAPSTONE

Here, you are merely defining the problem you THINK you may want to work on for your Senior year. This can change - you change (I hope,) so this can too!:) Think of this more as a 'brainstorming' process...

1. The Driving Question:

What is the problem you are trying to solve? What are you trying to find an answer to?

EX: *How can I make the Model United Nations program at Jackson HS better for ALL students?*

The Outline:

Here you are outlining the problem, or process and defining the parameters of your Capstone Project

A. Give Context

- what** is the area to be studied?
- why** is this important?
- who** is this important to?
- what** are your objectives, what do you hope to accomplish?

B. Focus in on your Driving Questions (DQ) and project

- what SPECIFIC area** of the problem or process are you going to concentrate on for your project?
- what are some concerns** that exist that have made you focus on this aspect of the project? **C.**

State the problem or process

- write the problem or process into **ONE sentence**
- identify** what **SPECIFICALLY** must be solved or addressed in your problem or process **D.**

The Approach:

- here is where you can be more **vague**, because this will probably **change** the most for you throughout the year
- use general terms on **HOW** you are going to **accomplish** your Capstone
 - use general terms on **HOW** you are going to **answer** your Driving Question
- Be creative** - don't overlimit or overextend yourself here

Okay, here is an example - it's not a good one, but you'll see what I mean:

The opportunity offered by teaching economics at the high school level is nothing less than the chance to foster economic literacy for the country. Nearly half of U.S. high school students now enroll in an economics course. That proportion rose substantially in the 1990s as a number of states began to require an economics course in high school. However, only about two-thirds of U.S. high school students continue their education in colleges or universities, and only about 40 percent of those who do go on to college will take a college-level economics class. Thus, for many students, high school provides the last chance: if they do not study economics in high school, they will probably never get even a whiff of the subject. Therefore, I would like to implement a mandatory Junior/Senior level economics course in Jackson HS. I will be working with curriculum experts, administrators and teachers to help make this happen.

Capstone Work Plan:

This is the 'map' of how you plan on achieving your Capstone objectives.

Part 1: The Process Plan

How do you expect to use the following:

- a. **MATERIALS:** outline all basic, physical materials, and their use, that your project will require to complete
- b. **EQUIPMENT:** what equipment will be necessary to use, also, describe why and when they will be used
- c. **METHODS:** what process or protocols will you be using to complete your Capstone? Please describe why and when they will be used

Part 2: The Resource Plan

Please give specific information about your need and use of the following resources: a.

- PROJECT PERSONNEL:** mentors, advisors, experts, peers, test subjects, etc.
- b. **BUDGET:** create a proposed budget that gives your projected cost and expenses while completing the Capstone, even objects that are borrowed or donated
- c. **SCHEDULE:** Please give a timetable or the projected schedule for the execution and implementation of your Capstone. Please remember, ALL Capstones MUST be completed by **Mid April of your Senior year**

Part 3: Meeting with me (or the JAGS Capstone Teacher) your Senior Year

- a. Once we're back in school (your Senior Year) I will send you an email, and ask you to set up a time to meet, to lay out a schedule and concept map for your Capstone Plan.
- b. You will then meet with me at least ONCE each nine-weeks until April (4th Q.)
- c. It is your responsibility to schedule time to meet with me
- d. I would like us to meet face-to-face initially, then, as you get closer to finishing, we can meet electronically if it makes sense, rather than face-to-face. We're all busy people!

Part 4: Meeting with your JLS Mentor:

- a. This needs to be a staff member within the Jackson Local School system - not necessarily a teacher, either. It can be an administrator, groundskeeper, custodian, cook, aide...etc.
- b. You will meet with them ONCE each quarter during your Senior Year
- c. You will document your meetings with your JLS Mentor (See Appendix 1 & 2.) This is necessary record keeping, and you will be asked to provide proof of your involvement with me, your JLS Mentor and your Community Mentor throughout your senior year.
- d. Your mentor will be with us when you do your official Capstone Presentation to the JAGS Staff and Jackson community in April-May during our JAGS Summit Night
- e. The JLS staff member who chooses to become your mentor, is doing you a favor. Their time is valuable, and it is important that they not be overwhelmed by dozens of mentor requests. The

JAGS staff will decide how mentors are paired if this situation arises.

f. I, Kathryn Stone, cannot be your mentor. I am your Yoda, that is all I can be (unless you are doing something with Art History - that is my expertise).

Part 5: Meeting with your Community Mentor:

a. It is our hope that you connect to a member of the GLOBAL (can be someone you know locally or someone continents away.) Regardless of their location, they should be knowledgeable of your Capstone Project, and an expert in their own field.

b. This is the person who will help you figure out the complexities and implications of your Capstone Project, help make connections with other community leaders, and guide you to a solution - or answer your driving question - by the end of the Capstone process.

c. Please be aware of the time commitment you are asking from your Community Member. When you meet with them (physically or virtually) be PREPARED for the meeting - everyone's time is valuable, and being organized is an attribute professionals enjoy, and it shows respect on your part. A 'thank you' card personally mentioning HOW they have helped you is a nice touch, as well. Remember: YOU have NO IDEA how someone you meet, work with, or are introduced to, may help you in life.

d. You will meet with them ONCE each quarter during your Senior Year

e. You will document your meetings with your Community Member (See Appendix 1 & 2.) This is necessary record keeping, and you will be asked to provide proof of your involvement with me, your JLS Mentor and your Community Mentor throughout your senior year.

f. Your Community Member will be with us (physically or virtually) when you do your official Capstone Presentation to the JAGS Staff in April-May