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## Introduction

Advisory is the foundation of Capital Preparatory Magnet School. Research shows that when students feel connected to adults and a sense of belonging for the school community, they are much more likely to be successful (Davis & Dupper 2004; Hamre & Pianta, 2006; Klem & Connell, 2004; Pianta & Stuhlman, 2004). Advisory is our vehicle for developing key and essential relationships with students and their families, as well as giving students opportunities to develop 21<sup>st</sup> Century Skills to support their college and career readiness.

Advisory is also a system that promotes the social justice theme and cultivates a change agent skill set. In collaboration with the advisor, seniors develop, implement, and present their social justice projects. The advisory group is used as a support to provide a study group, audience, and feedback throughout the process of seniors completing their project. In addition to seniors completing a social justice project, each advisee is presented with a social justice issue of our time and charged with creating a plan of action to raise awareness or impact the issue. Multi-grade level students take a collaborative inquiry approach in which the learner expectations are honed.

Therefore, Advisory period is sacred time devoted to the academic and social/emotional growth of each student as well as fostering a positive school climate. Advisory should not be considered homeroom. No passes should be given during this time.

### Advisor Responsibilities

1. Develop relationship with advisees
2. Develop relationship with advisees' family
3. Develop community within advisory
4. Guide students in developing character
5. Give students opportunities to develop leadership skills
6. Guide advisees in goal-setting, evidence collection, and creating SLC
7. Support seniors through their social justice project

<b>Advisor Responsibilities</b>	<b>Evidence of Completion</b>
<b>Develop relationship with advisees</b>	School Climate Survey responses Pre and Post student survey
<b>Develop relationship with advisees' family</b>	Beginning of year parent survey Hosting one family event End of year parent survey Notes in Power School
<b>Develop community within advisory</b>	Collaboration on schoolwide social justice

	<ul style="list-style-type: none"> <li>projects</li> <li>Hosting at least one family event</li> <li>One advisory community service project</li> </ul>
<b>Guide students in developing character</b>	<ul style="list-style-type: none"> <li>Complete character education lessons</li> <li>Student reflections on character education lessons</li> </ul>
<b>Give students opportunity to develop leadership</b>	<ul style="list-style-type: none"> <li>Daily routines happen without advisor</li> <li>Establishing mentoring relationships between middle and high school student within advisory</li> <li>Lead check-in/check-outs with tier II students</li> <li>Collaboration with buddy advisory</li> <li>Lead advisory book talks/ video critiques/social justice projects</li> </ul>
<b>Guide advisees in goal-setting, evidence collection, and creating SLC</b>	<ul style="list-style-type: none"> <li>Advisees' goals</li> <li>Advisees' evidence</li> <li>SLC</li> </ul>

### Advisory Meeting Times

Lower school (grades 2-5): 30 minutes mid-day Monday and Wednesday.

Lower school (grades K-5): 60 minutes block on Friday

Upper school (grades 6-12): 60 minutes mid-day Mon./Wed./Fri

## Advisory Daily Routines (Student-Centered)

The following things must be done **every day** in advisory. On a rotating basis, students should take turns being in charge of them for a quarter

Lower School	Upper School
<ul style="list-style-type: none"> <li>• Check uniform</li> <li>• Take attendance</li> <li>• Lead check-in (students sit in a circle and take turns sharing highs and lows, good news and bad news, weekend news, updates, etc.)</li> </ul> <p>*consider using DoJo points</p>	<ul style="list-style-type: none"> <li>• Secure phones*</li> <li>• Check uniforms</li> <li>• Take attendance</li> <li>• Lead check-in</li> <li>• Check agendas</li> <li>• Lead/participate in social justice projects</li> <li>• Check advisory book (The advisory must choose a book to read and discuss together. Advisees must have their book every day.</li> </ul> <p>*If teacher collects phones, school will not assume responsibility if something happens. If you cannot ensure they are safe, have students put in locker before advisory.</p>

After daily routines on **Mondays**, work on **goal-setting and reflection**. After daily routines on **Wednesdays**, work on **character education**. After daily routines on **Friday**, do **team-building activities**.

## Other Student-Leadership Roles

**TAs (Teacher Assistants)** Seniors (Lower & Middle School designate at your discretion) – Seniors help to oversee all aspects of advisory. For example, when you are meeting 1 on 1 during goal setting, the senior ensures that all advisees are working on their goals. They also ensure that everyone else is doing their job and provides academic and behavioral support for students in need. TA's also teach, guide and help students practice for the SLC.

**Monday – Goals Leader** – Sophomores (Lower & Middle School designate at your discretion)

This student or these students make sure students are on task writing goals, reflecting, putting evidence in folder.

**Wednesday – Character Ed Leader** – Freshmen (Lower & Middle School designate at your discretion)

This is mostly teacher led, but teachers should make freshmen feel as though they are in charge as much as possible here. That could mean having them read, handout materials, or lead small aspects of the activity.

**Friday – Team Building Leader** - Juniors (Lower & Middle School designate at your discretion)

The junior(s) should choose team-building activity ahead of time and be prepared to explain goals and directions for activity and facilitate the discussion about it.

## Why is student-leadership in advisory so important?

Giving students the opportunity to lead empowers them to take risks in a safe place. It also allows students to practice the learner expectations that work to create leaders. Each advisee has leadership POTENTIAL, but even the brightest and most self-driven students need guidance in this area. Do the following to help your advisees grow as leaders:

- Be patient.
- Give specific roles with stated expectations.
- Together read about the habits of an effective leader (<http://www.inc.com/peter-economy/10-powerful-habits-of-highly-effective-leaders.html>) and have students rate themselves on a 1-5 scale in each area. Use this to set personal goals.
- Tell them that they are going to make mistakes and that is ok. Tell them when they make a mistake you will correct them.
- Before they engage in a leadership activity, make sure they are prepared.
- Debrief after all activities. Help them reflect on their strengths and weaknesses as a leader.
- Have the advisory be "Critical Friends," giving two positives and an area of growth.
- Have them observe other leaders in other advisories.

# Relationship and Team Building

## Importance of Relationship and Team Building

Research shows that building relationships with children has a direct link to their academic and affective success (Davis & Dupper 2004; Hamre & Pianta, 2006; Klem & Connell, 2004; Pianta & Stuhlman, 2004). Research on advisory programs indicates that when teachers stay with children throughout the primary years they are more likely to attend college (Mac Iver, 1990). Advisory is the heart of CPREP and where building relationships begins. The advisor's role in building relationships is 3 pronged.

- 1.) Build a relationship with your individual students.
- 2.) Build a relationship with the advisory as group; bring your advisory together as a family.
- 3.) Build a relationship with the family of each child.

## Build a Relationship - The Individual Student

Students who "like" their teachers are more willing to work harder, take feedback, and push themselves if they feel they are doing it for you (Klem & Connell, 2004). When students have a strong relationship with their teachers, children are more inclined to talk about personal issues. \*Note: Don't confuse being their friend with being friendly.

## How to build a relationship with individual students

There is no one way to build a relationship with a student. Here are some ideas:

- **Get them to talk about themselves.** Ask them questions. Find out about their different backgrounds: culture, religion, ethnicity, traditions, sports, etc. An example of an activity is Human Bingo.
- **Be yourself and tell them more about you.** What do you do for fun? What hobbies do you have? What traditions and celebrations do you take part in.
- **Go to their events,** especially sports events at school. Try to see at least 1-2 games of each of your student athletes. Get your entire advisory to support each advisee at least once. Sit together, make signs!
- **Go see other events** they participate in outside of school. Do they sing at their place of worship, play music, dance, create art, or are in clubs not affiliated with CPREP. Go see what your students are doing.
- **Sit with advisees at lunch.** Maybe you make this a weekly tradition and your entire advisory sits together. Maybe you sit with a few one day and others on another day. Break Bread!
- **Break more bread!** Create opportunities to eat with your advisory. Take students out to lunch/dinner who have shown tremendous growth, or met a particular goal.
  - Bring them to or bring food from different ethnic-themed restaurants in town
- **Bring up current events**
  - Globally, nationally, state and ESPECIALLY local



- **Color** - yes color, with crayons, markers it doesn't matter! This is a calming activity and a great way to ask questions about how they are doing, or what they are into. A great beginning of the year activity is to have students decorate a bag or sock that can hold their phone when you collect it at the start of advisory.
- **Create a Coffee House** - Serve hot chocolate or tea.
- **Read to advisees** – Students of every age love to be read to. Especially children's books that have a message. Talk about the message.
- **Be interested in what advisees are interested in**
  - Listen to their music and then ask them about it.
  - Play their music in advisory.
  - Watch the latest TV show
  - Learn the new dances
  - Find out about new technology
  - Take selfies with them
  - Talk about professional sports. It's OK to talk a little "junk."
- **Make a fool of yourself - have a sense of humor**
  - Make fun of yourself
  - Tell them about your most embarrassing moments
- **Be Vulnerable - Ask advisees for Advice**
  - Tell them issues that you are dealing with (that are appropriate!)
  - Something you are trying to learn but may be struggling with
  - Lean on them. Maybe something recently made you sad or disappointed
- **Have advisees teach you something**
  - Maybe you got a new phone and don't know how to use it
  - There is the new "fad" dance, ask them to show you
- **Play Games with advisees and Compete against advisees (not often and not to excess!)**
  - Board games are a great way to get to talk and get to know each other and also teach manners and character. Make rules, ex no putdowns. \*This cannot be a daily or weekly routine
  - Play sports together. Ex Get a gym reservation and play knockout or basketball. Go outside and have a catch.
- **LISTEN to your ADVISEE**
  - Even when you know they might be wrong if they came to you to talk, let them talk and listen

### **1 on 1 Goal Setting is SACRED**

Time these meetings and be succinct. Help students set real and meaningful goals. If you don't put effort and care into this meeting, neither will they.

## Build a Relationship - The Family

Your advisee has a better chance at being successful if you and his/her family are united.

### How to build a relationship with the family - COMMUNICATE - COMMUNICATE - COMMUNICATE

- **Call ASAP.** Teachers are responsible for contacting home regarding a student's performance in his/her class, such as if a student is struggling or if an incident happened in class. Advisors are responsible for contacting parents regarding things that might not be on the classroom teacher's radar and informing families of school events.
  - Get parents correct first and last name, phone number, and e-mail, ASAP
  - Call parents on the phone ASAP. Introduce yourself and explain your role. See possible script below. Ask them their preferred method of contact.
  - Even if parents gave a "preferred" contact that is other than a phone call, you **MUST** call them. When you have developed a strong rapport with the family then and only then can you refer to the "preferred" method. And this should be done sparingly.
  - Call when it's **NOT** a call week. Show parents that you care. Tell them "I'm sorry to bother you. I know it's not technically a call week but I notice that STUDENT X was really down today, or I noticed STUDENT X wasn't doing homework in Mr. Teacher's class and I didn't want to waste any time."
  - Tell parents that they can call you day or night and the weekends if they need something. This isn't mandatory; however, it shows families that you are always there for them.
- **What to talk about when you call:**
  - Beginning of year – introduce yourself, explain your role
  - Give Families and Students their Power School Log in ASAP
  - Go over grades
  - Share concerns regarding uniform, attendance, tardiness, behavior
  - Share good news
  - Share student's goals; ask for parents' input in creating goals
  - Anticipate. If you hear that your advisee is getting into something they shouldn't, update the family. Let them know that nothing has happened and you don't want it to!
  - Ask about traditions. If any holidays are coming up ask them what they celebrate. Ask them questions. Share what you are doing over breaks as well.
  - Keep them updated on games, events, and other on-goings. Do this **ALL** the time. A great tool for this is Remind101.com
- **Host a family event for the entire advisory to extend the sense of "family."**
- **DO NOT miss** a Bi-weekly phone call!
- **Be there in a crisis.** If an emergency comes up, help them through every step of the way.
- **Be the child's advocate at school.** For example if the child is having a hard time communicating with another teacher, be the go-between. Show the student how to create that relationship and

communicate this to the family. Show them that you are on the kid's side even at school. They need someone in their corner.

- **Sit with families** and talk for a few minutes at the games. Every time you see them at a game go say hello.
- **Ask for Help.** If you are having trouble with your advisee call their parent and no matter how mad you are do not call mad. Simply tell them that you are having trouble with STUDENT X and that you are calling them for help. Show them that you are on the same team. If an issue arises with STUDENT X do not call and use any emotional or subjective language. Tell them exactly what the student did and what you did. Be honest and have your story straight and clear.

*Below is a sample introduction script. Other conversations will be much less formal*

**\*Script:** Hi Mrs./Mr. So & So, my name is Ms. Awesome Advisor from CPREP and I am your child's advisor. Did your child have a chance to explain my role. No? No problem. Well my primary job is ensuring the success of your child. My job is to be on your team and help get your child to a 4 year college. Its something we don't take lightly here at CPREP. First I will be calling you every other week and update you about what is going on in school. We use that time to go over grades and we talk about anything else affecting your child. I'll see STUDENT X 3x a week (Mon/Wed/Fri) for about 60 minutes. And during advisory we set goals, work on character and build an advisory family. I am the person to contact if you have questions or concerns regarding anything that is CPREP related. We do this because if the teachers called they would have to make about 100 calls but when we split it up by advisor we can make the communication between home and school more personal. And if you need anything, anytime, day or night, even on weekends please do not hesitate to call me. There are a few other components about advisory that I can explain to you at another time – I know it's a lot of information all in one sitting. Do you have any questions for me?

**Next time you call** – Say something like – How is it going for STUDENT X. I know transitioning into such and such grade can be hard.....

**\*\*See documents regarding parent/guardian communication in Appendix**

## Build a Relationship - The Advisory Family (Fridays)

Students who feel a part of a school community are more successful; feeling part of a community also encourages students to act respectfully and responsibly toward other members of the community.

### How to build a sense of community in advisory

Each Friday should be devoted to a team-building activity. First explain the goal(s) and directions for activity and do activity. Then talk about how it went: what they struggled with, if they used any of the learner expectations, how could it be improved, etc. Finally, try the activity again. Here are some activities to get you started:

- **Set advisory goals**

- **Step to the line** – ice breaker - line is drawn or taped on floor/ground, leader makes a series of statements, if the statement applies to you, you step up to line – shows people how similar they are to each other (need tape or chalk to make line)
- **Flip the tarp** – everyone stands on tarp, must flip tarp with everyone still on it (need tarp ~ 9'x9')
- **Human knot** – everyone stands in circle, reaches left hand in and grabs hand of someone across circle, repeat with right hand, don't grab hand of someone next to you (no materials needed)
- **Landmines** – desks and chairs set up as obstacles, student(s) guide blindfolded student through obstacles with verbal directions (need obstacles and blindfold)
- **Ball toss in circle** – everyone touch ball once before a repeat (need ball)
- **Count 1-20 in circle** – members of group take turn saying a number trying to count 1-20; only 1 person can say each number, and group cannot give directions on who is going to say what; if 2 people say the same number, you have to start over (no materials needed)
- **Cross the lava** - pretend a distance in lava, students pretend sheets of paper are rocks to place across the lava, must get all members across the lava
- Each student decorates a piece of paper with his/her name and passes it around – everyone writes something nice on it
- **Sister advisory activities**
  - **Gingerbread house building**
  - **Scavenger hunt**
  - **Spaghetti and marshmallow challenge** - in a given time, groups of 2-3 attempt to build the tallest freestanding structure out of spaghetti and marshmallows
- **Competitions with other advisories**
  - **Spelling bee**
  - **Geography bee**
  - **American History**
  - **Social justice pioneers**
  - **Math**
  - **Grammar**
  - **Pictionary**
  - **Knockout**
  - **Kickball**
  - **Pinewood Derby**
  - **Paper airplane contest**

## Character Education (Wednesday)

Character Education includes and complements a broad range of educational approaches such as whole child education, social-emotional learning, and civic education. All of these share a commitment to helping our students become responsible, caring and contributing citizens. Because our students spend so much time in school, it is important that we offer a critically important opportunity to ensure that all of our students get the support and help they need to reach their full potential.

The Capital Prep Learner expectations tie into the key attributes and behaviors of character education. For example teaching a student about respect for themselves and others will tie into our learner expectation of being a collaborator. Teaching a student about determination and perseverance ties into our learner expectation of being a problem solver. Teaching a student about being resourceful ties into our learner expectation of being a researcher.

### What does character education look like in advisory?

Character Education is taught in a small group setting through clearly defined lessons that explicitly teach the specific character trait. Each character trait is closely aligned with the five (5) learner expectations and are intended to support being a change agent. Student engagement and interaction is vital to ensure that students adopt each trait and add them to their overall repertoire of being a 21<sup>st</sup> Century leader.

### Character Education Traits & Learner Expectations

<b>Caring</b> <ul style="list-style-type: none"> <li>• Collaborator</li> <li>• Empathy</li> </ul>	<b>Citizenship</b> <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Problem Solver</li> <li>• Researcher</li> <li>• Collaborator</li> </ul>	<b>Courage</b> <ul style="list-style-type: none"> <li>• Collaborator</li> <li>• Empathy</li> </ul>
<b>Fairness</b> <ul style="list-style-type: none"> <li>• Collaborator</li> <li>• Problem Solver</li> </ul>	<b>Giving</b> <ul style="list-style-type: none"> <li>• Researcher</li> <li>• Empathy</li> </ul>	<b>Gratitude</b> <ul style="list-style-type: none"> <li>• Empathy</li> </ul>
<b>Perseverance</b> <ul style="list-style-type: none"> <li>• Problem Solver</li> <li>• Collaborator</li> <li>• Researcher</li> </ul>	<b>Respect</b> <ul style="list-style-type: none"> <li>• Collaborator</li> <li>• Empathy</li> <li>• Problem Solver</li> </ul>	<b>Responsibility</b> <ul style="list-style-type: none"> <li>• Collaborator</li> <li>• Empathy</li> <li>• Researcher</li> </ul>
<b>Self-Discipline</b> <ul style="list-style-type: none"> <li>• Collaborator</li> <li>• Problem Solver</li> </ul>	<b>Trustworthy</b> <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Problem Solver</li> <li>• Collaborator</li> </ul>	*Pillar Of Knowledge – Ties to all 11 traits

The 11 traits will be explicitly taught during the first 22 weeks of the year (one trait bi weekly). During this time, teachers will use the Character Traits instructional resources (created by The Teacher Next Door, purchased from Teachers Pay Teachers).

## Character Education Cycle 1 – Lesson Format

### **Week One I. D. E. A.**

- **Introduction-** introduce the trait (ex: respect)
- **Define-** Explain the trait (school-wide definition)
- **Example**
  - Lower school - Act It Out/Give Examples
  - Upper school – do and discuss activity or read and discuss quotation or story that illustrates trait
- **Activate Background Knowledge -**Students complete Web (definition, visual, "looks like" in school, how can I exemplify it)

### **Week Two I. D. O.**

- **Independent Reflection:** What did I do this week to show this trait?
- **Discussion -**Review the trait's meaning
- **Open Share-** talk about how you demonstrated the trait

## Character Education Cycle 2 – Lesson Format

### **Week One A. C. T.**

- **Activity-** Review the trait with an activity/read aloud
- **Check-** Make a measurable goal for the character trait- Ex: I will show respect and earn at least 3 RESPECT dojo points.
- **Talk-** Discuss ways in which to reach goal(be specific). Discuss how demonstrating the character trait feels

### **Week Two I. A. M.**

- **Individual meetings:** Meet one to one with each student to discuss progress
- **Award-**Students chart/graph if they have met their goal and complete reflection teacher awards students for meeting goals
- **Master-** Discuss ways to use all of the character traits (5 minute meditation)

## Character Education/ PBIS/ Academic – Incentives

- **Character Trait Goal Awards-** connection to Learner Expectations & PBIS behavioral expectations in which students earn pride tickets, stickers, All School Shout Outs, candy..etc. for reaching goals/making progress
- **Character Traits Student of the Month-** Students are nominated by teachers and voted upon by students(or vice versa); displayed on doors, main hallway
- **\*Student of the Month Breakfast/Luncheon-** Each quarter all students of the month have special breakfast or luncheon with Administration
- **\*CPREP Citizenship Award-** Two students from each class nominated by teachers and voted on by students for demonstrating all character traits and Learner Expectations each quarter. (Receives certificate and pin.)
- **\*Scholar Award -**Awarded to all students with character dojo points (good amounts)and maintaining all 3s and 4s/ A's & B's in academic areas each quarter.
- **\*Principal's Scholar Award-**Awarded to all students with character dojo points (good amounts)and maintaining all 4s/ A's in academic areas each quarter.
- **\*Trailblazer Award 2x per year-** One student from each house( LS MS US) nominated by teachers and voted by teachers/students for students displaying character and academic scholarship
- **Pride Ticket Store/Parties/VIP at Sporting Events/ VIP parking space**
- **Field trip**

# Upper school Goal-Setting and Reflection (Monday)

## Introduction

For students to get the most out of their education, they need to be active in setting goals and reflecting on whether or not they've accomplished them and why. To set goals and reflect effectively, students need help in 3 areas: defining specific goals, making the goals measurable and attainable, and being held accountable. The student-led conference is the opportunity for students to celebrate with their parents all that they have accomplished through their goal-setting and to set new goals and/or plans of action.

## Goal-Setting and Reflection Procedures

- **Schedule:**
  - 1st Monday of quarter, students use previous quarter's grades/comments/behaviors to set SMART quarter goals (see explanation of SMART goals under "Student Responsibilities.")
  - Last Monday of quarter, students reflect on quarter goals. Were they accomplished? Why/why not? This reflection is used in writing next quarter's goals
  - Mondays in between are spent setting and reflecting on weekly SMART goals
  - Each Monday while students are working on goals, the advisor has a one on one meeting with half of the advisees, so within a 2-week period, the advisor has met with each advisee at least once
  - Students should compile goals, reflections, and evidence into presentation for student-led conference the two Mondays before conferences
- **Logistics - Advisor(y) chooses:**
  - Students create a vision board for each quarter's goals (a poster using pictures to depict goals)
  - Students keep everything in One Drive folder
  - Students draw goals, write goals on white board, or write goals on index card and keep in pocket
  - Students reflect on paper and share with whole advisory, with advisor one-on-one, with accountability buddy
  - Evidence is stored in physical folder and/or One Drive folder

## Advisor Responsibilities

- **ADVISORS MODEL GOAL-SETTING, REFLECTING, and EVIDENCE** (2 personal and 2 professional).  
Example of advisor goals:

**Professional goals** – Be more consistent with notifying parents about school events; Be more consistent with checking uniforms; Be more consistent with taking attendance

**Personal goals** – 5 minutes of "me" time every day; do community service; send 2 thank you notes; spend less time on my phone



- **Advisory meets one on one with each advisee at least once every two weeks to guide goal-setting, reflection, and evidence collection**
  - Use what you know about each individual advisee to guide them in creating realistic and challenging goals for themselves
  - Goals must be attainable and measurable
- **Advisor provides accountability.** Examples of types of accountability:
  - Advisory verbal sharing of goals, reflection, evidence
  - Share goals, reflection, and evidence with accountability buddy
  - Post goals and evidence within room
  - Monitor completion of goals, reflection, and evidence – provide feedback
  - Share goals with family (get student permission)
  - Meet one on one with each advisee to talk about grades and goals once every 2 weeks\*  
**\*This MUST happen**
- **Advisor provides incentives**
  - Help students brainstorm incentives they will give themselves
  - Individual (accomplishing goals) and group incentives (100% participation)
  - Incentives: food, fun, recognition. Examples of incentives:
    - A wall or board in classroom is devoted to recognizing advisees and accomplished goals
    - Positive phone call home when a goal is accomplished
    - Shout out at All-school or over morning announcements
    - Advisory gets to play outside or in the gym for 100% participation in reflections
    - Students get to pick music and/or have a dance party
    - Student gets to sit in teacher's chair
    - Advisory pizza or donut party for 100% of advisory accomplishing x number of goals
    - Incentive provided by student or student's family
    - Inherent incentives – What are the inherent benefits in achieving goal? For example, an inherent benefit of exercising more is having more energy. Students will need help figuring these out.

## Student Responsibilities

- **Students make 4 specific goals per quarter: learner expectation, academic, athletic, personal.**
  - Goals should be **Specific, Measurable, Achievable, Realistic, Timely**
  - Examples of student goals:
    - Learner expectation goals: I will become a better collaborator because I will work productively with people I don't usually work with or are not in my typical circle of friends. I will become a better problem solver because I will brainstorm multiple solutions and pick the best one. I will become a better researcher because I will evaluate the quality of my sources. I will become a better empathetic person because I will help 3 people who are not my immediate friends. \*\*To write goals like these, students need to brainstorm and discuss

during Blazer Block the components of each of the learner expectations ("I will be a better collaborator" is NOT specific enough)

- Academic goals: self-explanatory
  - Athletic goals: self-explanatory
  - Personal goals: I will control my anger by taking deep breaths, counting, and walking away from a situation; I will drink 2 bottles of water a day; I will get to all my classes on time; I will be in uniform every day; I will meditate for 2 minutes each day
  - Goal setting template: <http://www.liveeatplay.colostate.edu/images/play-physical-activity-first-goals-fig1.jpg>
- **Students use quarter goals to make 2 weekly SMART goals**
    - Examples of specific weekly goals: I will reassess standard 7.2 in math and walk away when someone makes me mad.  
  
("I will improve my grade in math is NOT specific enough)
  - **Students reflect in writing and discussion on whether or not goals were accomplished and why**
  - **Students collect evidence of accomplishing goals. Examples of evidence:**
    - PowerSchool screen shot of grades and/or attendance records
    - Completed work, picture of completed agenda
    - Email exchange or pass from teacher documenting attendance at academic center
    - Sports statistics, video, testimonials from teammates and/or coach
  - **Student goals, reflections, and evidence are shared with parents in student-led conference**

### Notes on Goal-Setting

- Identifying specific, short-term goals is difficult but crucial
- It is important to get into the habit of checking goals every day
- Honesty is important – you won't achieve all goals all the time – be honest about when and why you don't
- Failure is essential – it helps you identify habits and mindsets that are blocking your success

## Senior Support – Social Justice Project (SJP)

Seniors at Capital Prep must complete a year-long action research project and paper on a social justice topic in order to graduate. Advisors must support them throughout this process.

- Meet with senior advisees each week to check their progress and grade them using the SJP goal sheet. Advisors should guide seniors in making smart choices about their project and should share concerns with parents and SJP teachers immediately. Meetings can occur on Wednesdays or Fridays after character ed lesson or team building activity, during Blazer Block, during lunch, or before or after school.
- Seniors must present their project to their advisory on a regular basis (1/month) in order to practice for their panels. This should occur on Wednesdays or Fridays after character ed lesson or team building activity.
- Seniors must report out to their advisory on a weekly basis their progress, obstacles, and next steps. This helps keep them on track and helps prepare other students. This should occur on Wednesdays or Fridays after character ed lesson or team building activity.

## Student Led Conferences

Students will participate in 2 conferences during the school year (check the school calendar for specific dates). This will be student led with the advisor and parents present. Students will use this time to discuss their reflection on their progress towards meeting weekly and quarterly goals as well as their work on the school-wide interdisciplinary projects.

As students are creating and reflecting on goals and school-wide projects, they will be collecting evidence that shows their progress. They will use these reflections and evidence to put together their presentations. Students should be creating this presentation with the help of advisors no less than 2 weeks before the conferences are to be held.

### ***Pre Conference***

- Students will be compiling their goal setting evidence.
  - Evidence can include: screen shot of attendance records, student work, pictures of agenda being filled out, sports stats, emails with teacher, and/or any artifact that illustrates HOW they have been working to meet their goals.
- Students will create a presentation (PowerPoint, Prezi, etc.)
- Students will reflect on academic growth and goal progress. (This should already be done on a weekly basis. Now it is a matter of putting it together for the presentation)
- Students review the Student Led Conference Summary sheet from previous conference and reflect on growth/change
- Advisor will ensure that current progress reports and testing data are printed to discuss with student and parents as well as any relevant behavior or attendance issues.

### ***During Conference***

- Students will present to their advisor and parents.
- Parents and advisors will be able to ask questions to get clarification and to get a better understanding from the student's point of view.
- Advisor will discuss any testing data and other point of interest/concern with parents.
- Advisor will complete the Student Led Conference Summary sheet for student to use later when goal setting.

### ***Post Conference***

- Students will use the Student Led Conference Summary sheet to inform their goal setting for the remainder of the quarter.
- Student will keep track of specific evidence that directly correlates to the goals created in the conference to show progression at the next conference.

**\*See SLC documents in appendix**

## Tips for a successful advisory

**Set routines, boundaries, and expectations from the start and practice them everyday. Stay consistent!**

**Immediately explain the goal of advisory – to be a family.** Tell students to look at all the people in their advisory. If they have a question or a problem in school and you are not around then any of the people in this room will be there to help them. When students ask you a question, refer them to other students in the advisory. Get them to start using each other as a resource. Ex Student Led Conferences

**Treat this like a Class.** Make all the time meaningful for everyone. Any "down time" should be devoted to accomplishing goals or reading the advisory book. Use the board to write "objectives" so that students know what to expect each day

**You bring the Climate - they make the Culture.** If you come positive and warm , the culture that students respond with will be warm as well

**Give Praise.** If your advisee does something to make you proud tell the entire group about it

**Make them your Good News.** During the circle check-in talk about the advisory

**Advisory Evaluate Advisory.** Have students evaluate how the advisory is going and indicate what they have to do to improve. Do this often especially at the beginning of advisory.

**Don't Give up!** Building relationships and changing habits takes time and consistent effort!

## References

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Hamre, B.C. & Pianta, R.C. (2006). Student-Teacher Relationships. *Children's needs III: Development, prevention, and intervention* (chapter 1). Retrieved from APAPsyncNET database

Klem, A. M., & Connell, J. P. (2004), Relationships Matter: Linking Teacher Support to Student Engagement and Achievement. *Journal of School Health, 74*, 262–273. doi: 10.1111/j.1746-1561.2004.tb08283.x

Mac Iver, D.J. (1990). Meeting the needs of young adolescents: Advisory groups, interdisciplinary teaching teams, and school transition programs. *The Phi Delta Kappan, 71*(6), 458-464. Retrieved from <http://www.jstor.org/stable/20404181>

Pianta, R. C., & Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review, 33*(3), 444.

## Quarter-At-A-Glance - Upper School

	Monday	Tues.	Wednesday	Thurs.	Friday
<b>Wk 1</b>	<b>secure phones</b> <b>Daily checks</b> (uniforms, agendas, book, attendance) <b>Check in</b> <b>Set Quarter goals</b> <b>Advisor</b> meets 1 on 1 with ½ advisees while <b>student leader</b> keeps others on task		<b>secure phones</b> <b>Daily checks</b> <b>Check in</b> <b>Char. Ed</b> – introduce concept of character ed – what is it, why do we do it – Two Wolves story  <b>*Senior - SJP</b>		<b>secure phones</b> <b>Daily checks</b> <b>Check in</b> <b>Team-Building</b> - <b>student leader</b> gives goals and directions, leads activity, discussion, repeat activity - <b>Advisor</b> assists  <b>*Senior - SJP</b>
<b>Wk 2</b>	<b>secure phones</b> <b>Daily checks</b> <b>Check in</b> <b>Set week goals</b> <b>Advisor</b> meets 1 on 1 with ½ advisees while <b>student leader</b> keeps others on task		<b>secure phones</b> <b>Daily checks</b> <b>Check in</b> <b>Char. Ed</b> - IDEA for Trait #1 (Respect)  <b>student leader</b> assists  <b>*Senior – SJP</b>		<b>secure phones</b> <b>Daily checks</b> <b>Check in</b> <b>Team-Building</b> - <b>student leader</b> gives goals and directions, leads activity, discussion, repeat activity - <b>Advisor</b> assists  <b>*Senior – SJP</b>
<b>Wk 3</b>	<b>secure phones</b> <b>Daily checks</b> <b>Check in</b> <b>Reflect</b> on previous week, <b>add evidence</b> to folder, <b>set</b> week goals <b>Advisor</b> meets 1 on 1 with ½ advisees while <b>student leader</b> keeps others on task		<b>secure phones</b> <b>Daily checks</b> <b>Check in</b> <b>Char. Ed</b> - IDO for Trait #1 (Respect)  <b>student leader</b> assists  <b>*Senior – SJP</b>		<b>secure phones</b> <b>Daily checks</b> <b>Check in</b> <b>Team-Building</b> - <b>student leader</b> gives goals and directions, leads activity, discussion, repeat activity - <b>Advisor</b> assists  <b>*Senior – SJP</b>
<b>Wk 4</b>	<b>secure phones</b> <b>Daily checks</b> <b>Check in</b> <b>Reflect</b> on previous week, <b>add evidence</b> to folder, <b>set</b>		<b>collect phones</b> <b>Daily checks</b> <b>Check in</b> <b>Char. Ed</b> - IDEA for		<b>secure phones</b> <b>Daily checks</b> <b>Check in</b> <b>Team-Building</b> -

	week goals <b>Advisor</b> meets 1 on 1 with ½ advisees while <b>student leader</b> keeps others on task		Trait #2 (Caring) <b>student leader</b> assists  <b>*Senior – SJP</b>		<b>student leader</b> gives goals and directions, leads activity, discussion, repeat activity - <b>Advisor</b> assists  <b>*Senior – SJP</b>
<b>Wk 5</b>	Same as week 3		<b>collect phones</b>  <b>Daily checks</b>  <b>Check in</b>  <b>Char. Ed</b> - IDO for Trait #2 (Caring)  <b>student leader</b> assists  <b>*Senior – SJP</b>		same
<b>Wk 6</b>	Same as week 3		<b>Char. Ed</b> - IDEA for Trait #3 (Responsibility)  <b>*Senior – SJP</b>		same
<b>Wk 7</b>	Same as week 3		<b>Char. Ed</b> - IDO for Trait #3 (Responsibility)  <b>*Senior – SJP</b>		same
<b>Wk 8</b>	Same as week 3		<b>Char. Ed</b> - IDEA for Trait #4 (Gratitude)  <b>*Senior – SJP</b>		same
<b>Wk 9</b>	Same as week 3		<b>Char. Ed</b> - IDO for Trait #4 (Gratitude)  <b>*Senior – SJP</b>		same
<b>Wk 10</b>	<b>Secure phones</b> <b>Daily checks</b> <b>Check in</b>		<b>Char. Ed</b> - IDEA for Trait #5 (Giving)		<b>Secure phones</b> <b>Daily checks</b> <b>Check in</b>



	<p><b>Reflect</b> on quarter, <b>add evidence</b> to folder  <b>Advisor</b> meets 1 on 1 with ½ advisees while <b>student leader</b> keeps others on task</p>		<p><b>*Senior – SJP</b></p>		<p><b>Team-Building -</b>  <b>student leader</b> gives goals and directions, leads activity, discussion, repeat activity - <b>Advisor</b> assists</p>
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**ANY "DOWN TIME" NEEDS TO BE SPENT WORKING TOWARD GOALS, SJP SUPPORT, PEER MENTORING, OR READING**

## Cycle #1 At-A-Glance - Lower School

	<b>Monday Relationship Building</b>	<b>Wednesday Character Education</b>	<b>Friday Team Building</b>
<b>Wk 1</b>	<ul style="list-style-type: none"> <li>-Collect Phones (if needed)</li> <li>-Take Attendance (Teacher)</li> <li>-Check Uniforms (Teacher)</li> <li>-Getting to Know You/Name Game</li>   <li>-Teacher Assignments &amp; Schedules</li> </ul>	<ul style="list-style-type: none"> <li>-Collect Phones (if needed)</li> <li>-Take Attendance (Teacher)</li> <li>-Check Uniforms (Teacher)</li> <li>-Set Up Advisory Binders</li> <li>-Review CPREP Learner Expectations, if time</li> </ul>	<ul style="list-style-type: none"> <li>-Collect Phones (if needed)</li> <li>-Take Attendance (Teacher)</li> <li>-Check Uniforms (Teacher)</li> <li>-Team Building Activity (ex: Human BINGO or another "getting to know you" activity)</li> </ul>
<b>Wk 2</b>	<ul style="list-style-type: none"> <li>-Collect Phones (if needed)</li> <li>-Take Attendance (Teacher)</li> <li>-Check Uniforms (Teacher)</li> <li>-Share Outs: "Weekend News" or "Good News"</li>   <li>-Check in on submission of required forms for CPrep</li> </ul>	<ul style="list-style-type: none"> <li>-Collect Phones (if needed)</li> <li>-Take Attendance (Teacher)</li> <li>-Check Uniforms (Teacher)</li> <li>-IDEA for Trait #1 (Respect)</li> </ul>	<ul style="list-style-type: none"> <li>-Collect Phones (if needed)</li> <li>-Take Attendance (Teacher)</li> <li>-Check Uniforms (Teacher)</li> <li>-Team Building Activity (ex: All About Me pendant)</li> </ul>
<b>Wk 3</b>	<ul style="list-style-type: none"> <li>-Collect Phones (if needed)</li> <li>-Take Attendance (Teacher)</li> <li>-Check Uniforms (Teacher)</li> <li>-Share Outs: "Weekend News" or "Good News"</li>   <li>-Discuss Read Aloud Options (predetermined selection of books to read from start to finish as a group)</li> </ul>	<ul style="list-style-type: none"> <li>-Collect Phones (if needed)</li> <li>-Take Attendance (Teacher)</li> <li>-Check Uniforms (Teacher)</li> <li>-IDO for Trait #1 (Respect)</li> </ul>	<ul style="list-style-type: none"> <li>-Collect Phones (if needed)</li> <li>-Take Attendance (Teacher)</li> <li>-Check Uniforms (Teacher)</li> <li>-Team Building Activity (ex: Human Knot)</li> </ul>
<b>Wk 4</b>	<ul style="list-style-type: none"> <li>-Collect Phones (if needed)</li> <li>-Take Attendance (Teacher w/ Student Assistant)</li> <li>-Check Uniforms (Teacher w/ Student Assistant)</li> <li>-Share Outs: "Weekend News" or "Good News"</li>   <li>-Read from selected book</li> </ul>	<ul style="list-style-type: none"> <li>-Collect Phones (if needed)</li> <li>-Take Attendance (Teacher w/ Student Assistant)</li> <li>-Check Uniforms (Teacher w/ Student Assistant)</li> <li>-IDEA for Trait #2 (Caring)</li> </ul>	<ul style="list-style-type: none"> <li>-Collect Phones (if needed)</li> <li>-Take Attendance (Teacher w/ Student Assistant)</li> <li>-Check Uniforms (Teacher w/ Student Assistant)</li> <li>-Team Building Activity (ex: Cross the Lava)</li> </ul>
<b>Wk 5</b>	<ul style="list-style-type: none"> <li>-Collect Phones (if needed)</li> <li>-Take Attendance (Teacher w/ Student Assistant)</li> <li>-Check Uniforms (Teacher w/</li> </ul>	<ul style="list-style-type: none"> <li>-Collect Phones (if needed)</li> <li>-Take Attendance (Teacher w/ Student Assistant)</li> <li>-Check Uniforms (Teacher w/</li> </ul>	<ul style="list-style-type: none"> <li>-Collect Phones (if needed)</li> <li>-Take Attendance (Teacher w/ Student Assistant)</li> <li>-Check Uniforms (Teacher w/</li> </ul>

	<p>Student Assistant) -Share Outs: "Weekend News" or "Good News"  -Read from selected book</p>	<p>Student Assistant) -IDO for Trait #2 (Caring)</p>	<p>Student Assistant) -Team Building Activity (ex: competition against another advisory)</p>
<b>Wk 6</b>	<p>-Collect Phones (if needed) -Take Attendance (Student Assistant, if ready) -Check Uniforms (Student Assistant, if ready) -Share Outs: "Weekend News" or "Good News"  -Read from selected book</p>	<p>-Collect Phones (if needed) -Take Attendance (Student Assistant, if ready) -Check Uniforms (Student Assistant, if ready) -Review and Reflection on Trait #1 and Trait #2 -Discuss how students can exemplify these traits over the break</p>	<p>-Collect Phones (if needed) -Take Attendance (Student Assistant, if ready) -Check Uniforms (Student Assistant, if ready) -Team Building Activity (ex: End of Summer "Quint" Lunch or Treat - "breaking bread")</p>
<b>Wk 7</b>	<p>-Collect Phones (if needed) -Take Attendance (Student Assistant, if ready) -Check Uniforms (Student Assistant, if ready) -Share Outs: "Summer Break News"  -Check In on Character Trait Goals (from week 6)</p>	<p>-Collect Phones (if needed) -Take Attendance (Student Assistant, if ready) -Check Uniforms (Student Assistant, if ready) -IDEA for Trait #3 (Responsibility)</p>	<p>-Collect Phones (if needed) -Take Attendance (Student Assistant, if ready) -Check Uniforms (Student Assistant, if ready) -Team Building Activity (ex: Cross the Lava)</p>
<b>Wk 8</b>	<p>-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -Share Outs: "Weekend News" or "Good News"  -Read from selected book</p>	<p>-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -IDO for Trait #3 (Responsibility)</p>	<p>-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -Team Building Activity</p>
<b>Wk 9</b>	<p>-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -Share Outs: "Weekend News" or "Good News"  -Read from selected book</p>	<p>-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -IDEA for Trait #4 (Gratitude)</p>	<p>-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -Team Building Activity</p>
<b>Wk</b>	<p>-Collect Phones (if needed)</p>	<p>-Collect Phones (if needed)</p>	<p>-Collect Phones (if needed)</p>

<b>10</b>	<ul style="list-style-type: none"> <li>-Take Attendance (Student Assistant)</li> <li>-Check Uniforms (Student Assistant)</li> <li>-Share Outs: "Weekend News" or "Good News"</li> <li>-Read from selected book</li> </ul>	<ul style="list-style-type: none"> <li>-Take Attendance (Student Assistant)</li> <li>-Check Uniforms (Student Assistant)</li> <li>-IDO for Trait #4 (Gratitude)</li> </ul>	<ul style="list-style-type: none"> <li>-Take Attendance (Student Assistant)</li> <li>-Check Uniforms (Student Assistant)</li> <li>-Team Building Activity</li> </ul>
<b>Wk 11</b>	<ul style="list-style-type: none"> <li>-Collect Phones (if needed)</li> <li>-Take Attendance (Student Assistant)</li> <li>-Check Uniforms (Student Assistant)</li> <li>-Share Outs: "Weekend News" or "Good News"</li> <li>-Read from selected book</li> </ul>	<ul style="list-style-type: none"> <li>-Collect Phones (if needed)</li> <li>-Take Attendance (Student Assistant)</li> <li>-Check Uniforms (Student Assistant)</li> <li>-IDEA for Trait #5 (Giving)</li> </ul>	<ul style="list-style-type: none"> <li>-Collect Phones (if needed)</li> <li>-Take Attendance (Student Assistant)</li> <li>-Check Uniforms (Student Assistant)</li> <li>-Team Building Activity</li> </ul>
<b>Wk 12</b>	<ul style="list-style-type: none"> <li>-Collect Phones (if needed)</li> <li>-Take Attendance (Student Assistant)</li> <li>-Check Uniforms (Student Assistant)</li> <li>-Share Outs: "Weekend News" or "Good News"</li> <li>-Read from selected book</li> </ul>	<ul style="list-style-type: none"> <li>-Collect Phones (if needed)</li> <li>-Take Attendance (Student Assistant)</li> <li>-Check Uniforms (Student Assistant)</li> <li>-IDO for Trait #5 (Giving)</li> </ul>	<ul style="list-style-type: none"> <li>-Collect Phones (if needed)</li> <li>-Take Attendance (Student Assistant)</li> <li>-Check Uniforms (Student Assistant)</li> <li>-Team Building Activity</li> </ul>
<b>Wk 13</b>	<ul style="list-style-type: none"> <li>-Collect Phones (if needed)</li> <li>-Take Attendance (Student Assistant)</li> <li>-Check Uniforms (Student Assistant)</li> <li>-Share Outs: "Weekend News" or "Good News"</li> <li>-Read from selected book</li> </ul>	<ul style="list-style-type: none"> <li>-Collect Phones (if needed)</li> <li>-Take Attendance (Student Assistant)</li> <li>-Check Uniforms (Student Assistant)</li> <li>-IDEA for Trait #6 (Self-Discipline)</li> </ul>	<ul style="list-style-type: none"> <li>-Collect Phones (if needed)</li> <li>-Take Attendance (Student Assistant)</li> <li>-Check Uniforms (Student Assistant)</li> <li>-Team Building Activity</li> </ul>
<b>Wk 14</b>	<ul style="list-style-type: none"> <li>-Collect Phones (if needed)</li> <li>-Take Attendance (Student Assistant)</li> <li>-Check Uniforms (Student Assistant)</li> <li>-Share Outs: "Weekend News" or "Good News"</li> </ul>	<ul style="list-style-type: none"> <li>-Collect Phones (if needed)</li> <li>-Take Attendance (Student Assistant)</li> <li>-Check Uniforms (Student Assistant)</li> <li>-IDO for Trait #6 (Self-Discipline)</li> </ul>	<ul style="list-style-type: none"> <li>-Collect Phones (if needed)</li> <li>-Take Attendance (Student Assistant)</li> <li>-Check Uniforms (Student Assistant)</li> <li>-Team Building Activity</li> </ul>

	-Read from selected book		
<b>Wk 15</b>	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -Share Outs: "Weekend News" or "Good News"  -Read from selected book	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -IDEA for Trait #7 (Perseverance)	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -Team Building Activity
<b>Wk 16</b>	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -Share Outs: "Weekend News" or "Good News"  -Read from selected book	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -IDO for Trait #7 (Perseverance)	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -Team Building Activity
<b>Wk 17</b>	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -Share Outs: "Weekend News" or "Good News"  -Read from selected book	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -IDEA for Trait #8 (Citizenship)	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -Team Building Activity
<b>Wk 18</b>	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -Share Outs: "Weekend News" or "Good News"  -Read from selected book	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -IDO for Trait #8 (Citizenship)	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -Team Building Activity
<b>Wk 19</b>	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -Share Outs: "Weekend	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -IDEA for Trait #9 (Fairness)	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -Team Building Activity

	News" or "Good News"  -Read from selected book		
<b>Wk 20</b>	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -Share Outs: "Weekend News" or "Good News"  -Read from selected book	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -IDO for Trait #9 (Fairness)	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -Team Building Activity
<b>Wk 21</b>	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -Share Outs: "Weekend News" or "Good News"  -Read from selected book	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -IDEA for Trait #10 (Trustworthiness)	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -Team Building Activity
<b>Wk 22</b>	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -Share Outs: "Weekend News" or "Good News"  -Read from selected book	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -IDO for Trait #10 (Trustworthiness)	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -Team Building Activity
<b>Wk 23</b>	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -Share Outs: "Weekend News" or "Good News"  -Read from selected book	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -IDEA for Trait #11 (Courage)	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student Assistant) -Team Building Activity
<b>Wk 24</b>	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student	-Collect Phones (if needed) -Take Attendance (Student Assistant) -Check Uniforms (Student

Assistant) -Share Outs: "Weekend News" or "Good News"  -Read from selected book	Assistant) -IDO for Trait #11 (Courage)	Assistant) -Team Building Activity
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## Appendix

Parent/Guardian Contact Dates

Beginning of the Year Parent/Guardian Survey

End of the Year Parent/Guardian Survey

SLC Summary Sheet



## 2016-2017 Parent/Guardian Contact Dates

July 15

July 29

August 12

September 9

September 23

October 7

October 21

November 4

November 18

December 2

December 16

January 13

January 27

February 10

February 24

March 10

March 31

April 13

April 28

May 12

## Beginning of the Year Parent/Guardian Survey

## End of the Year Parent/Guardian Survey

1. My child's advisor contacts me on a regular basis

Yes

No

2. At some point during the year, I have contacted my child's advisor when I needed help with something

Yes

No

3. I have attended/ participated in the following events

Fall student-led conference

Spring student-led conference

my child's sporting event(s)

college fair

Financial Aid night

Internship meeting

PTO meeting

Fundraising

lower-school concert

Social Justice Conference

Other (please specify)

4. What, if anything, would you like your child's advisor to do to engage you more?

Contact parents more often

Contact parents a different way (text, email, phone - explain below)

Give more notice about school events

I think s/he's doing great already

Other (please specify)

## Student Led Conference Summary Sheet

Student \_\_\_\_\_ Advisor \_\_\_\_\_

Date \_\_\_\_\_

During the Student Led Conference, the advisor should take notes on the student's presentation. Students should include both their growth towards their goal and their next steps during their presentations.

Goal Growth	Goal Next Steps
Academic Growth (including school-wide projects)	
Athletic Growth	
Learner Expectation Growth (including school-wide projects)	
Personal Growth	

Signing below means everyone is aware of the next steps and their part in ensuring the student's goals are met.

Student Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

Advisor Signature \_\_\_\_\_

