

# Our High School Advisory Guide

<b>Guiding Questions</b>	<b>2</b>
Outcomes	3
Success Indicators	4
<b>Advisory Universal Practices</b>	<b>5</b>
<b>Our High Advisory Benchmarks</b>	<b>6</b>
<b>Quarter 1: Who am I? Who are we?</b>	<b>7</b>
SEPTEMBER	7
OCTOBER	10
<b>Quarter 2: Who could I be? Who could we be?</b>	<b>14</b>
NOVEMBER	14
DECEMBER	17
JANUARY	20
<b>Quarter 3: Who will I be? Who will we be?</b>	<b>23</b>
FEBRUARY	23
MARCH	24
<b>Quarter 4: Where am I going? Where are we going?</b>	<b>25</b>
APRIL	25
MAY/JUNE	26

## Our High School's Advisory Guide

Advisory is a place, mindset, way of teaching and learning, and structure where Our High stakeholders will: *foster student voice and leadership skills, provide structure for a community of play and fun, strengthen personal relationships, expand understanding of identity, and navigate post high school options.*

In an effort to leverage the daily advisory time to better support Our High's Equity Vision, the Advisory Team has developed a comprehensive strategy for the entire advisory community. The strategy will work to boost student success through focused outcomes regarding advisors, students, families and other stakeholders.

Guiding Questions:

- **FOSTER STUDENT VOICE AND LEADERSHIP SKILLS:**
  - What are the various ways students can express individual and collective voice?
  - How could student voice change over time?
  - What are different styles of leadership and how could this vary by person and context?
  - How could our advisory move toward equity among student voices?
  - How can we understand the relationship between voice and leadership?
  - How can power structures change?
- **PROVIDE STRUCTURE FOR A COMMUNITY OF PLAY AND FUN:**
  - What could play and fun look like for our advisory?
  - How could we understand the relationship between play and fun and context?
  - How could play and fun help to build community and relationships?
  - What makes an experience fun?
  - How could play and fun influence productivity, creativity, and identity?
  - Who are we? Who will we be? How will we be?
- **STRENGTHEN PERSONAL RELATIONSHIPS:**
  - How could strong personal relationships foster academic and personal growth? Peer to peer? Student to staff? Staff to staff?
  - How could strengthening personal relationships help minimize and resolve conflict when or if it occurs?
  - How could having a supportive community help students move toward their post high school interests?
  - How could relationships inform our identities and how could our identities inform our relationships?
- **EXPAND UNDERSTANDING OF IDENTITY:**
  - What are important elements of my identity?
  - How could identity change over time? To what extent can we determine our identities?
  - What factors could impact identity formation?
  - How could my personal identity influence my confidence, choices, opportunities, goals, etc.?
  - How can we honor differences?
  - Who am I? Who will I be? How will I be?
- **NAVIGATE POST HIGH SCHOOL OPTIONS:**
  - How does what I did yesterday align with my priorities?
  - What does a good life look like?
  - How do I want to be known? Remembered?
  - How could I successfully navigate systems (such as systems of racism and oppression) in pursuit of my vision?
  - What are my post high school interests and how could I prepare for them?
  - What personal changes could I make to reach my post high school goals?
  - How could what I am learning now contribute to my post high school goals?
  - What resources and opportunities are available to help me pursue my interests?
  - How can I plan for the future? Where would I like "to be" in one year, two years, five years...?

# Our High School's Advisory Guide

Advisory is a place, mindset, way of teaching and learning, and structure where Our High stakeholders will: *foster student voice and leadership skills, provide structure for a community of play and fun, strengthen personal relationships, expand understanding of identity, and navigate post high school options.*

## Outcomes

Through collaboration, coaching, and strategic coherence, we expect advisory to directly contribute to the following outcomes connected to each of the five advisory purposes.

### **FOSTER STUDENT VOICE AND LEADERSHIP SKILLS:**

- Each student and advisor will reflect on their leadership role within advisory, school, and community and understand how having an empowered voice impacts success in and out of school.
- Each student will use their voice, at least once per semester, to lead aspects of advisory and whole school community events, community circle, experiential learning, etc.
- Advisors will show significant progress toward developing learning partnerships with students and periodically select a focal student to maximize growth and student voice efficacy.
- Advisors are able to support students to develop norms that are revised as needed to foster equitable student voice.
- Students and advisors will honor their community norms.
- School leadership team prioritizes adequate structures to support advisor collaboration to successfully facilitate personalized leadership opportunities for students.

### **PROVIDE STRUCTURE FOR A COMMUNITY OF PLAY AND FUN:**

- Each student can reflect on how and why play and fun builds community.
- Each student can demonstrate growth in non-cognitive skills needed to function inside and outside of the classroom setting.
- Observations from walk-throughs consistently report high levels of student engagement and continued levels of growth for each advisor.
- Advisors identify problems of practice to address and receive feedback from peers.
- Advisors will develop and maintain appropriate conditions, structures, and tools for students to play and have fun.
- Each advisory plays and has fun in a supportive, inclusive community.

### **STRENGTHEN PERSONAL RELATIONSHIPS:**

- Each student demonstrates ability to leverage personal relationships in order to meet individual goals.
- Students and advisors will develop restorative practices and use them appropriately and as needed.
- Students and advisors celebrate milestones.
- Advisors will develop strong, responsive, and supportive circles as a normed and consistent behavior.
- All advisors recognize, facilitate, and leverage relationships for their advisees with other adults in the building and student reflections indicate a sense of belonging and support.
- Each student's family will have at least one member who feels heard by the advisor.
- Students and advisors will practice non-cognitive skills to create a supportive community for both staff and students.

### **EXPAND UNDERSTANDING OF IDENTITY:**

- Each student can reflect on how and why their identity evolves over time.
- Each student demonstrates an understanding of how identity is informed by the intersectionality of social constructs such as gender, race, age, culture, values, bias, etc.
- Students and advisors feel safe in sharing about their identities.
- Students and advisors honor the differences of the individuals in our communities (both in school and out of school).
- Students and advisors consistently demonstrate a commitment to the equity vision and an understanding it is everyone's responsibility to address discrimination, bias, and racism.
- Each advisory has an individual identity representative of its members.

## Our High School's Advisory Guide

Advisory is a place, mindset, way of teaching and learning, and structure where Our High stakeholders will: *foster student voice and leadership skills, provide structure for a community of **play and fun**, strengthen personal **relationships**, expand understanding of **identity**, and **navigate** post high school options.*

### NAVIGATE POST HIGH SCHOOL OPTIONS:

- Students will articulate and reflect on decisions made about a post high school plan which includes individualized goals, plans, and interests.
- Students and advisors have college going mindsets and reflect on non-cognitive skills which consider students' outside of school interests, responsibilities, assets, and future goals.
- Advisors have deep knowledge of each advisee's individual interests, goals, identities, and personal life experiences.
- Advisors are able to access resources to support students in student-identified post high school interests and goals, and is building knowledge of requirements, timelines, and admission processes.
- Each advisory sets quarterly collective goals related to post high school interests and learning.
- Students are aware of and support each others' personal goals and experiences via celebrations, updates, and advisory routines.

## Success Indicators

### FOSTER STUDENT VOICE AND LEADERSHIP SKILLS

- Use of varied reflections between advisor to advisee and advisee to advisor (journals, circles, formal, informal, pair/share, Google forms, ACP, SLC, 1:1s, idea box, parking lot poster, etc.) with an emphasis on an intentional weekly reflection
- Students leading advisory activities can express knowledge of the "ladder of student voice"
- Students and advisor have created norms for equitable student voice and those norms are posted in the classroom
- Students are involved in creating an advisory calendar
- Students and advisors consistently ask relevant and probing questions

### PROVIDE STRUCTURE FOR A COMMUNITY OF PLAY AND FUN

- Students reflect on activities, purpose(s) and propose modifications/alternative activities
- Students are engaged in advisory activities
- Advisors solicit and implement feedback from students to increase engagement
- Advisory has normed effective procedures and practices to support play and fun and students apply those norms in day to day interactions
- Advisory has norms/expectations for respectful and appropriate communication that are followed and posted

### STRENGTHEN PERSONAL RELATIONSHIPS

- Advisory interactions among students and advisors are highly respectful, reflecting genuine warmth, caring, and sensitivity to individuals
- Advisory members make contributions to promote civility and can describe the value of their actions
- The advisor demonstrates knowledge and caring about individual students' lives beyond the class and school, including family and other members of the student's support network
- Students respectfully correct one another when necessary and are receptive to appropriate feedback
- Advisory members participate in a variety of activities while positively engaging with others in a classroom, the school, or community
- Advisory members encourage students' efforts and recognize student growth and achievement
- Evidence of restorative practices
- Each advisor and advisee has identified another adult and/or student to connect with for support

## Our High School's Advisory Guide

Advisory is a place, mindset, way of teaching and learning, and structure where Our High stakeholders will: *foster student voice and leadership skills, provide structure for a community of **play and fun**, strengthen personal **relationships**, expand understanding of **identity**, and **navigate** post high school options.*

<b>EXPAND UNDERSTANDING OF IDENTITY</b>	<ul style="list-style-type: none"> <li>• Students set, edit and alter personal and advisory goals as needed</li> <li>• Students and advisors regularly honor the identities of students based on individual interests and goals</li> <li>• Evidence of a unique advisory identity is present (Ex: name, advisory mascot, group events, birthdays, handshakes, displayed student work, etc.)</li> <li>• Students are engaged in personal reflection on their identity and the identity of others</li> </ul>
<b>NAVIGATE POST HIGH SCHOOL OPTIONS</b>	<ul style="list-style-type: none"> <li>• Students create formal plans reflecting their post high school interests and highlight their personal assets</li> <li>• Advisory members prepare individual plans and materials appropriate for student-led conferences</li> <li>• Students regularly update their school portfolio and can explain its significance</li> <li>• Students produce evidence of interest exploration, such as journal entries</li> <li>• Students receive formal and informal feedback from advisors</li> <li>• Students assess their growth and progress toward goals over time</li> <li>• Students research post high school interests</li> <li>• Advisory and individual student goals are posted in room</li> </ul>

## Advisory Universal Practices

Universal Practices/Structures	Examples and Resources
<ul style="list-style-type: none"> <li>• Posted daily agenda</li> <li>• An opening activity/entry ticket/do now</li> <li>• Greetings to begin each advisory</li> <li>• Daily share</li> <li>• Daily reflection(s)</li> <li>• Posted Guiding Questions</li> <li>• Submission of reflection forms or surveys</li> <li>• Regular circles of varied forms</li> <li>• Use of advisory roles</li> <li>• Co-created advisory norms (social contract)</li> <li>• Student driven/created goals</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Responsive Classroom: Keep it fresh and fun</a></li> <li>• <a href="#">Teacher toolkit: When, how, where entry ticket</a></li> <li>• <a href="#">Creative reflection ideas</a></li> <li>• <a href="#">Innovative exit tickets</a></li> <li>• <a href="#">Comprehensive resources for restorative pracs</a></li> </ul>

## Our High Advisory Benchmarks

Foster Student Voice and Leadership Skills	
ComC1	I can understand and employ the norms and protocols set for each type of discussion (one-on-one, small group, whole class, town meeting) or debate.
ComC3	I can demonstrate an ability to be a leader as well as a group member to achieve a group goal.

## Our High School's Advisory Guide

Advisory is a place, mindset, way of teaching and learning, and structure where Our High stakeholders will: *foster student voice and leadership skills, provide structure for a community of **play and fun**, strengthen personal **relationships**, expand understanding of **identity**, and **navigate** post high school options.*

ComC4	I can practice the <b>habits of success (?)</b> by considering others' perspectives, exploring new ideas and possibilities, making connections between points made, providing relevant evidence, asking relevant questions, and respectfully and reflectively, participating in debates.
<b>Provide Structure for a Community of Play and Fun</b>	
ComC1	I can understand and employ the norms and protocols set for each type of discussion (one-on-one, small group, whole class, town meeting) or debate.
ComC2	I can demonstrate understanding of a discussion's purpose and theme through participation.
<b>Strengthen Personal Relationships</b>	
ComC1	I can understand and employ the norms and protocols set for each type of discussion (one-on-one, small group, whole class, town meeting) or debate.
ComC2	I can demonstrate understanding of a discussion's purpose and theme through participation.
ComC4	I can practice the <b>habits of success (?)</b> by considering others' perspectives, exploring new ideas and possibilities, making connections between points made, providing relevant evidence, asking relevant questions, and respectfully and reflectively, participating in debates.
<b>Expand Understanding of Identity</b>	
ComC4	I can practice the <b>habits of success (?)</b> by considering others' perspectives, exploring new ideas and possibilities, making connections between points made, providing relevant evidence, asking relevant questions, and respectfully and reflectively, participating in debates.
ComD3a	I can demonstrate an understanding that goal-setting promotes both short term and lifelong success.
<b>Navigate Post High School Options</b>	
ComB3	I can use creative design and performance skills for a multifaceted, complex presentation.
ComD1	I can set and achieve goals to enhance personal success.
ComD2	I can apply strategies to overcome obstacles to goal achievement.
ComD3a	I can demonstrate an understanding that goal-setting promotes both short term

## Our High School's Advisory Guide

Advisory is a place, mindset, way of teaching and learning, and structure where Our High stakeholders will: *foster student voice and leadership skills, provide structure for a community of **play and fun**, strengthen personal **relationships**, expand understanding of **identity**, and **navigate** post high school options.*

	and lifelong success.
ComD3b	I can set post-high school goals with action steps, timeframes, resources needed, and criteria to evaluate achievement.

# Quarter 1: Who am I? Who are we?

<b>SEPTEMBER</b>	
<b>Guiding Questions</b>	<p><b>PROVIDE STRUCTURE FOR A COMMUNITY OF PLAY AND FUN</b></p> <ul style="list-style-type: none"> <li>• What could play and fun look like for our advisory?</li> <li>• How could we understand the relationship between play and fun and context?</li> <li>• How could play and fun help to build community and relationships?</li> <li>• What makes an experience fun?</li> </ul> <p><b>STRENGTHEN PERSONAL RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• How could having a supportive community help students move toward their post high school interests?</li> <li>• How could our relationships inform our identities and how could our identities inform our relationships?</li> </ul> <p><b>EXPAND UNDERSTANDING OF IDENTITY</b></p> <ul style="list-style-type: none"> <li>• What are important elements of my identity?</li> <li>• What factors could impact identity formation?</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Each advisory plays and has fun in a supportive, inclusive community.</li> <li>• Advisors will develop and maintain appropriate conditions, structures, and tools for students to play and have fun.</li> <li>• Each student's family will have at least one member who feels heard by the advisor.</li> <li>• Students and advisors celebrate milestones.</li> <li>• Each advisory sets quarterly collective goals related to post high school interests and learning.</li> <li>• School leadership team prioritizes adequate structures to support advisor collaboration to successfully facilitate personalized leadership opportunities for students.</li> </ul>

Key Products and Events	Key Processes and Focus Areas	Key Experiential Products, Process, and Focus
<ul style="list-style-type: none"> <li>• Social contract</li> <li>• Posted student goals</li> <li>• Posted student visions</li> <li>• Weekly form/reflection submission</li> <li>• Advisory Calendar</li> <li>• Focal student chosen by advisor</li> </ul>	<ul style="list-style-type: none"> <li>• Community and Team Building</li> <li>• Circles</li> <li>• Reflection on "Norming, Storming, Forming, Performing"</li> <li>• Group discussions</li> <li>• Interest exploration</li> <li>• Universal Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to purpose of Leaving to Learn</li> <li>• Advisory based L2L Code of Conduct</li> <li>• Review L2L protocol and safety</li> <li>• Extracurriculars- benefits and how to access (sports, clubs, communities, etc)</li> <li>• 9th/10th - Ropes Course</li> <li>• 11th - Sun Prairie College Fair, 9/20/18 9-11am</li> </ul>

## Our High School's Advisory Guide

Advisory is a place, mindset, way of teaching and learning, and structure where Our High stakeholders will: *foster student voice and leadership skills, provide structure for a community of play and fun, strengthen personal relationships, expand understanding of identity, and navigate post high school options.*

		<ul style="list-style-type: none"> <li>● 12th - MATC account set up &amp; 12th - Accuplacer testing</li> </ul>
--	--	--

### Quarter 1: Who am I? Who are we?

<h1>OCTOBER</h1>	
<b>Guiding Questions</b>	<p><b>FOSTER STUDENT VOICE AND LEADERSHIP SKILLS</b></p> <ul style="list-style-type: none"> <li>● How could our advisory move toward equity among student voices?</li> <li>● How could student voice change over time?</li> </ul> <p><b>PROVIDE STRUCTURE FOR A COMMUNITY OF PLAY AND FUN</b></p> <ul style="list-style-type: none"> <li>● What makes an experience fun?</li> <li>● How could play and fun help to build community and relationships?</li> <li>● How could play and fun influence productivity, creativity, and identity?</li> </ul> <p><b>STRENGTHEN PERSONAL RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>● How could strong personal relationships foster academic and personal growth? Peer to peer? Student to staff? Staff to staff?</li> <li>● How could having a supportive community help students move toward their post high school interests?</li> </ul> <p><b>EXPAND UNDERSTANDING OF IDENTITY</b></p> <ul style="list-style-type: none"> <li>● Who am I? Who will I be? How will I be?</li> <li>● What factors could impact identity formation?</li> </ul> <p><b>NAVIGATE POST HIGH SCHOOL OPTIONS</b></p> <ul style="list-style-type: none"> <li>● What are my post high school interests and how could I prepare for them?</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>● Advisors will develop and maintain appropriate conditions, structures, and tools for students to play and have fun.</li> <li>● Each student can reflect on how and why play and fun builds community.</li> <li>● Advisors are able to support students to develop norms that are revised as needed to foster equitable student voice.</li> <li>● Advisors have deep knowledge of each advisee's individual interests, goals, identities, and personal life experiences.</li> <li>● Each student's family will have at least one member who feels heard by the advisor.</li> <li>● Each student demonstrates ability to leverage personal relationships in order to meet individual goals.</li> </ul>

Key Products and Events	Key Processes and Focus Areas	Key Experiential Products, Process, and Focus
<ul style="list-style-type: none"> <li>● Advisory trip or event</li> <li>● Year Long Goal setting (ACP)</li> <li>● ILP</li> <li>● Weekly form/reflection by advisory</li> <li>● Leaving to Learns/Experiential</li> </ul>	<ul style="list-style-type: none"> <li>● Pick-me-ups/team-building/circling</li> <li>● Conflict Resolution</li> <li>● SLC Prep</li> <li>● ILP Cycle</li> <li>● One on ones</li> <li>● Universal Practices</li> </ul>	<ul style="list-style-type: none"> <li>● Interest Exploration</li> <li>● Organization Research</li> <li>● Informational Interview PREP (ACP)</li> <li>● Professional Communication lesson</li> <li>● Mock interviews</li> <li>● 12th - FSA ID creation/begin</li> </ul>



## Our High School's Advisory Guide

Advisory is a place, mindset, way of teaching and learning, and structure where Our High stakeholders will: *foster student **voice** and leadership skills, provide structure for a community of **play and fun**, strengthen personal **relationships**, expand understanding of **identity**, and **navigate** post high school options.*

<p>Learning</p> <ul style="list-style-type: none"> <li>● Advisor Exhibition</li> <li>● ACP Products</li> </ul> <p><b>9th Grade - 12th Grade:</b></p> <ul style="list-style-type: none"> <li>● Complete Career Matchmaker in Xello</li> <li>● Complete the Personality Styles quiz in Xello</li> <li>● Complete the Learning Styles quiz in Xello</li> <li>● Complete reflections around Leaving to Learn Career exploration/college tours</li> </ul>		<p>FAFSA;</p> <ul style="list-style-type: none"> <li>● 12th - Apply to Madison College</li> <li>● 12th - Scholars essay/scholarship apps begin</li> </ul>
--	--	---

## Our High School's Advisory Guide

Advisory is a place, mindset, way of teaching and learning, and structure where Our High stakeholders will: *foster student voice and leadership skills, provide structure for a community of play and fun, strengthen personal relationships, expand understanding of identity, and navigate post high school options.*

### Quarter 2: Who could I be? Who could we be?

<b>NOVEMBER</b>	
Guiding Questions	<p><b>FOSTER STUDENT VOICE AND LEADERSHIP SKILLS</b></p> <ul style="list-style-type: none"> <li>● How could our advisory move toward equity among student voices?</li> <li>● How could student voice change over time?</li> <li>● What are different styles of leadership and how does this vary by person and context?</li> </ul> <p><b>PROVIDE STRUCTURE FOR A COMMUNITY OF PLAY AND FUN</b></p> <ul style="list-style-type: none"> <li>● How could play and fun help to build community and relationships?</li> <li>● How could play and fun influence productivity, creativity, and identity?</li> </ul> <p><b>STRENGTHEN PERSONAL RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>● How could strengthening personal relationships help minimize and resolve conflict when or if it occurs?</li> <li>● How could having a supportive community help students move toward their post high school interests?</li> </ul> <p><b>EXPAND UNDERSTANDING OF IDENTITY</b></p> <ul style="list-style-type: none"> <li>● Who am I? Who will I be? How will I be?</li> <li>● What are important elements of my identity?</li> <li>● How could identity change over time? To what extent can we determine our identities?</li> </ul> <p><b>NAVIGATE POST HIGH SCHOOL OPTIONS</b></p> <ul style="list-style-type: none"> <li>● What does a good life look like?</li> <li>● What are my post high school interests and how could I prepare for them?</li> <li>● How do I want to know? Remembered?</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>● Each student can reflect on how and why play and fun builds community.</li> <li>● Students and advisors will practice non-cognitive skills to create a supportive community for both staff and students.</li> <li>● Students and advisors will honor their community norms.</li> <li>● Each student demonstrates an understanding of how identity is informed by the intersectionality of social constructs such as gender, race, age, culture, values, bias, etc.</li> <li>● Students will articulate and reflect on decisions made about a post high school plan which includes individualized goals, plans, and interests.</li> <li>● Each advisory sets quarterly collective goals related to post high school interests and learning.</li> </ul>

Key Products and Events	Key Processes and Focus Areas	Key Experiential Products, Process, and Focus
<ul style="list-style-type: none"> <li>● SLC #1 (11/13)</li> <li>● Posted ILPs</li> <li>● PHS fair</li> <li>● Understanding GPA (9th)</li> <li>● GPA ID after Q1 (11th)</li> <li>● ACP Products:</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● SLC feedback and integration with new ILP</li> <li>● Development of personalized goals</li> <li>● One on ones</li> <li>● Universal Practices</li> </ul>	<ul style="list-style-type: none"> <li>● College Visits and Interviews/Scavenger Hunts</li> <li>● Post High School interest research and exploration</li> <li>● L2L visit issue research</li> <li>● Service Learning Experience and Research</li> </ul>

## Our High School's Advisory Guide

Advisory is a place, mindset, way of teaching and learning, and structure where Our High stakeholders will: *foster student voice and leadership skills, provide structure for a community of **play and fun**, strengthen personal **relationships**, expand understanding of **identity**, and **navigate** post high school options.*

### Quarter 2: Who could I be? Who could we be?

<h2 style="margin: 0;">DECEMBER</h2>	
Guiding Questions	<p><b>FOSTER STUDENT VOICE AND LEADERSHIP SKILLS</b></p> <ul style="list-style-type: none"> <li>How could our advisory move toward equity among student voices?</li> <li>How could student voice change over time?</li> <li>What are different styles of leadership and how could this vary by person and context?</li> </ul> <p><b>PROVIDE STRUCTURE FOR A COMMUNITY OF PLAY AND FUN</b></p> <ul style="list-style-type: none"> <li>How could play and fun help to build community and relationships?</li> <li>How could play and fun influence productivity, creativity, and identity?</li> </ul> <p><b>STRENGTHEN PERSONAL RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>How could strengthening personal relationships help minimize and resolve conflict when or if it occurs?</li> <li>How could having a supportive community help students move toward their post high school interests?</li> </ul> <p><b>EXPAND UNDERSTANDING OF IDENTITY</b></p> <ul style="list-style-type: none"> <li>Who am I? Who will I be? How will I be?</li> <li>What are important elements of my identity?</li> <li>How could identity change over time? To what extent can we determine our identities?</li> </ul> <p><b>NAVIGATE POST HIGH SCHOOL OPTIONS</b></p> <ul style="list-style-type: none"> <li>What does a good life look like?</li> <li>What are my post high school interests and how could I prepare for them?</li> <li>How do I want to be known? Remembered?</li> <li>How could what I am learning now contribute to my post high school goals?</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>Each advisory plays and has fun in a supportive, inclusive community.</li> <li>Each student's family will have at least one member who feels heard by the advisor.</li> <li>Each student can reflect on how and why their identity evolves over time.</li> <li>Advisors will show significant progress toward developing learning partnerships with students and periodically select a focal student to maximize growth and student voice efficacy.</li> <li>Advisors identify problems of practice to address and receive feedback from peers.</li> <li>Each advisory has an individual identity representative of its members.</li> </ul>

Key Products and Events	Key Processes and Focus Areas	Key Experiential Products, Process, and Focus
<ul style="list-style-type: none"> <li>All School College and Career (Dec 4th and 5th)</li> <li>Advisory Celebration</li> <li>Advisory Led PMUs</li> <li>Advisory Competitions</li> <li>Winter Break Learning Plans</li> <li>ACP Products</li> </ul>	<ul style="list-style-type: none"> <li>Student voice and leadership</li> <li>One on ones</li> <li>Universal Practices</li> <li>Advisory Identity representative of all students</li> <li>Winter Break prep</li> </ul>	<ul style="list-style-type: none"> <li>Career ID/reflection after CC event</li> <li>College Expo</li> <li>College Choice Trip</li> <li>Mentor Assessments</li> <li>11th - YAP, Middle College. SRI info to students</li> </ul>

## Our High School's Advisory Guide

Advisory is a place, mindset, way of teaching and learning, and structure where Our High stakeholders will: *foster student voice and leadership skills, provide structure for a community of **play and fun**, strengthen personal **relationships**, expand understanding of **identity**, and **navigate** post high school options.*

### Quarter 2: Who could I be? Who could we be?

<h1>JANUARY</h1>	
Guiding Questions	<p><b>FOSTER STUDENT VOICE AND LEADERSHIP SKILLS</b></p> <ul style="list-style-type: none"> <li>How could our advisory move toward equity among student voices?</li> <li>How could student voice change over time?</li> <li>What are different styles of leadership and how could this vary by person and context?</li> </ul> <p><b>PROVIDE STRUCTURE FOR A COMMUNITY OF PLAY AND FUN</b></p> <ul style="list-style-type: none"> <li>How could play and fun help to build community and relationships?</li> <li>How could play and fun influence productivity, creativity, and identity?</li> <li>Who are we? Who will we be? How will we be?</li> </ul> <p><b>STRENGTHEN PERSONAL RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>How could strengthening personal relationships help minimize and resolve conflict when or if it occurs?</li> <li>How could having a supportive community help students move toward their post high school interests?</li> </ul> <p><b>EXPAND UNDERSTANDING OF IDENTITY</b></p> <ul style="list-style-type: none"> <li>Who am I? Who will I be? How will I be?</li> <li>What are important elements of my identity?</li> <li>How could identity change over time? To what extent can we determine our identities?</li> </ul> <p><b>NAVIGATE POST HIGH SCHOOL OPTIONS</b></p> <ul style="list-style-type: none"> <li>What does a good life look like?</li> <li>What are my post high school interests and how could I prepare for them?</li> <li>How do I want to be known? Remembered?</li> <li>How could what I am learning now contribute to my post high school goals?</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>Advisors will show significant progress toward developing learning partnerships with students and periodically select a focal student to maximize growth and student voice efficacy.</li> <li>Students and advisors will develop restorative practices and use them appropriately and as needed.</li> <li>Students and advisors will practice non-cognitive skills to create a supportive community for both staff and students.</li> <li>Advisors will develop strong, responsive, and supportive circles as a normed and consistent behavior.</li> </ul>

Key Products and Events	Key Processes and Focus Areas	Key Experiential Products, Process, and Focus
<ul style="list-style-type: none"> <li>Advisory Celebration</li> <li>Student led Advisory</li> <li>ACT test mindset (11th)</li> <li>Review year-long goal and adjust (ACP)</li> <li>Q2 Assessment 1/10</li> <li>Review Q2 Core Assessment (14-18 or 21-24)</li> <li>Double check Xello completion</li> </ul>	<ul style="list-style-type: none"> <li>Student voice and leadership</li> <li>Universal Practices</li> <li>Advisory Identity representative of all students</li> </ul>	<ul style="list-style-type: none"> <li>College Expo</li> <li>College Choice Trip</li> <li>Mentor Assessments</li> </ul>

## Our High School's Advisory Guide

Advisory is a place, mindset, way of teaching and learning, and structure where Our High stakeholders will: *foster student **voice** and leadership skills, provide structure for a community of **play and fun**, strengthen personal **relationships**, expand understanding of **identity**, and **navigate** post high school options.*

• Complete one Xello Lesson		
-----------------------------	--	--

## Our High School's Advisory Guide

Advisory is a place, mindset, way of teaching and learning, and structure where Our High stakeholders will: *foster student voice and leadership skills, provide structure for a community of play and fun, strengthen personal relationships, expand understanding of identity, and navigate post high school options.*

# Quarter 3: Who will I be? Who will we be?

## FEBRUARY

<b>Guiding Questions</b>	<p><b>FOSTER STUDENT VOICE AND LEADERSHIP SKILLS</b></p> <ul style="list-style-type: none"> <li>• What are the various ways students can express individual and collective voice?</li> </ul> <p><b>PROVIDE STRUCTURE FOR A COMMUNITY OF PLAY AND FUN</b></p> <ul style="list-style-type: none"> <li>• How could play and fun influence productivity, creativity, and identity?</li> <li>• Who are we? Who will we be? How will we be?</li> </ul> <p><b>STRENGTHEN PERSONAL RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• How could strengthening personal relationships help minimize and resolve conflict when or if it occurs?</li> <li>• How could having a supportive community help students move toward their post high school interests?</li> <li>• How could strong personal relationships foster academic and personal growth? Peer to peer? Student to staff? Staff to staff?</li> </ul> <p><b>EXPAND UNDERSTANDING OF IDENTITY</b></p> <ul style="list-style-type: none"> <li>• How could identity change over time? To what extent can we determine our identities?</li> <li>• How can we honor differences?</li> </ul> <p><b>NAVIGATE POST HIGH SCHOOL OPTIONS</b></p> <ul style="list-style-type: none"> <li>• How do I want to know? Remembered?</li> <li>• What personal changes could I make to reach my post high school goals?</li> <li>• How does what I did yesterday align with my priorities?</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• All advisors recognize, facilitate, and leverage relationships for their advisees with other adults in the building and student reflections indicate a sense of belonging and support.</li> <li>• Students and advisors consistently demonstrate a commitment to the equity vision and an understanding it is everyone's responsibility to address discrimination, bias, and racism.</li> <li>• Students and advisors feel safe in sharing about their identities.</li> <li>• Advisors are able to access resources to support students in student-identified post high school interests and goals, and is building knowledge of requirements, timelines, and admission processes.</li> <li>• Each advisory sets quarterly collective goals related to post high school interests and learning.</li> </ul>

Key Products and Events	Key Processes and Focus Areas	Key Experiential Products, Process, and Focus
<ul style="list-style-type: none"> <li>• Advisory Celebration</li> <li>• Advisory Led PMUs</li> <li>• Advisory Competitions</li> <li>• ACT Mindset</li> </ul>	<ul style="list-style-type: none"> <li>• Student voice and leadership</li> <li>• One on ones</li> <li>• Universal Practices</li> <li>• Advisory Identity representative of all students</li> </ul>	<ul style="list-style-type: none"> <li>• College Expo</li> <li>• College Choice Trip</li> <li>• Mentor Assessments</li> <li>• (10th) Resume (ACP)</li> <li>• Summer opportunities (Wanda Fullmore, etc)</li> </ul>

## Our High School's Advisory Guide

Advisory is a place, mindset, way of teaching and learning, and structure where Our High stakeholders will: *foster student voice and leadership skills, provide structure for a community of play and fun, strengthen personal relationships, expand understanding of identity, and navigate post high school options.*

### Quarter 3: Who could I be? Who could we be?

<h1 style="margin: 0;">MARCH</h1>	
Guiding Questions	<p><b>FOSTER STUDENT VOICE AND LEADERSHIP SKILLS</b></p> <ul style="list-style-type: none"> <li>• What are the various ways students can express their individual and collective voice?</li> <li>• How can we understand the relationship between voice and leadership?</li> </ul> <p><b>PROVIDE STRUCTURE FOR A COMMUNITY OF PLAY AND FUN</b></p> <ul style="list-style-type: none"> <li>• How could play and fun influence productivity, creativity, and identity?</li> </ul> <p><b>STRENGTHEN PERSONAL RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• How could strong personal relationships foster academic and personal growth? Peer to peer? Student to staff? Staff to staff?</li> <li>• How could strengthening personal relationships help minimize and resolve conflict when or if it occurs?</li> <li>• How could having a supportive community help students move toward their personal post high school interests?</li> </ul> <p><b>EXPAND UNDERSTANDING OF IDENTITY</b></p> <ul style="list-style-type: none"> <li>• How could identity change over time? To what extent can we determine our identities?</li> <li>• How could my personal identity influence my confidence, choices, opportunities, goals, etc.?</li> <li>• How can we honor differences?</li> </ul> <p><b>NAVIGATE POST HIGH SCHOOL OPTIONS</b></p> <ul style="list-style-type: none"> <li>• How does what I did yesterday align with my priorities?</li> <li>• How do I want to be known? Remembered?</li> <li>• What resources and opportunities are available to help me pursue my interests?</li> <li>• How do I think about and plan for the future? Where would I like “to be” in one year, two years, five years...?</li> <li>• What personal changes could I make to reach my post high school goals?</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>• Students and advisors have college going mindset and reflect on non-cognitive skills which consider students' outside of school interests, responsibilities, assets, and future goals.</li> <li>• Each student will use their voice, at least once per semester, to lead aspects of advisory and whole school community events, community circle, experiential learning, etc.</li> </ul>

## Our High School's Advisory Guide

Advisory is a place, mindset, way of teaching and learning, and structure where Our High stakeholders will: *foster student **voice** and leadership skills, provide structure for a community of **play and fun**, strengthen personal **relationships**, expand understanding of **identity**, and **navigate** post high school options.*

Key Products and Events	Key Processes and Focus Areas	Key Experiential Products, Process, and Focus
<ul style="list-style-type: none"> <li>• Advisory Celebration</li> <li>• Advisory Led PMUs</li> <li>• Advisory Competitions</li> <li>• WorkKeys March 13th - 11th grade</li> </ul>	<ul style="list-style-type: none"> <li>• Student voice and leadership</li> <li>• One on ones</li> <li>• Universal Practices</li> <li>• Advisory Identity representative of all students</li> </ul>	<ul style="list-style-type: none"> <li>• College Expo</li> <li>• College Choice Trip</li> <li>• Mentor Assessments</li> <li>• 9th, 10th - Test mindset for Aspire and Forward</li> </ul>



## Our High School's Advisory Guide

Advisory is a place, mindset, way of teaching and learning, and structure where Our High stakeholders will: *foster student voice and leadership skills, provide structure for a community of play and fun, strengthen personal relationships, expand understanding of identity, and navigate post high school options.*

# Quarter 4: Where am I going? Where are we going?

APRIL	
Guiding Questions	<p><b>FOSTER STUDENT VOICE AND LEADERSHIP SKILLS</b></p> <ul style="list-style-type: none"> <li>• What are the various ways students can express individual and collective voice?</li> <li>• How can power structures change?</li> </ul> <p><b>PROVIDE STRUCTURE FOR A COMMUNITY OF PLAY AND FUN</b></p> <ul style="list-style-type: none"> <li>• How could play and fun influence productivity, creativity, and identity?</li> </ul> <p><b>STRENGTHEN PERSONAL RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• How could strengthening personal relationships help minimize and resolve conflict when or if it occurs?</li> <li>• How could having a supportive community help students move toward their post high school interests?</li> <li>• How could relationships inform our identities and how could our identities inform our relationships?</li> </ul> <p><b>EXPAND UNDERSTANDING OF IDENTITY</b></p> <ul style="list-style-type: none"> <li>• How could identity change over time? To what extent can we determine our identities?</li> <li>• How could my personal identity influence my confidence, choices, opportunities, goals, etc.?</li> <li>• How can we honor differences?</li> </ul> <p><b>NAVIGATE POST HIGH SCHOOL OPTIONS</b></p> <ul style="list-style-type: none"> <li>• How do I want to know? Remembered?</li> <li>• How could I successfully navigate systems (such as systems of racism and oppression) in pursuit of my vision?</li> <li>• What resources and opportunities are available to help me pursue my interests?</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>• Observations from walk-throughs consistently report high levels of student engagement and continued levels of growth for each advisor.</li> <li>• Each advisory sets quarterly collective goals related to post high school interests and learning.</li> <li>• Students are aware of and support each others' personal goals and experiences via celebrations, updates, and advisory routines.</li> </ul>

Key Products and Events	Key Processes and Focus Areas	Key Experiential Products, Process, and Focus
<ul style="list-style-type: none"> <li>• Advisory Celebration</li> <li>• Advisory Led PMUs</li> <li>• Advisory Competitions</li> <li>• Climate Survey 9-12</li> </ul>	<ul style="list-style-type: none"> <li>• Student voice and leadership</li> <li>• One on ones</li> <li>• Universal Practices</li> <li>• Advisory Identity representative of all students</li> </ul>	<ul style="list-style-type: none"> <li>• College Expo</li> <li>• College Choice Trip</li> <li>• Mentor Assessments</li> <li>• Junior conferences with school counselor (ACP)</li> <li>• 11th; post secondary plan (ACP)</li> </ul>

## Our High School's Advisory Guide

Advisory is a place, mindset, way of teaching and learning, and structure where Our High stakeholders will: *foster student voice and leadership skills, provide structure for a community of play and fun, strengthen personal relationships, expand understanding of identity, and navigate post high school options.*

### Quarter 4: Where am I going? Where are we going?

<b>MAY/JUNE</b>	
Guiding Questions	<p><b>FOSTER STUDENT VOICE AND LEADERSHIP SKILLS</b></p> <ul style="list-style-type: none"> <li>What are the various ways students can express individual and collective voice?</li> <li>How can power structures change?</li> </ul> <p><b>PROVIDE STRUCTURE FOR A COMMUNITY OF PLAY AND FUN</b></p> <ul style="list-style-type: none"> <li>How could play and fun influence productivity, creativity, and identity?</li> </ul> <p><b>STRENGTHEN PERSONAL RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>How could strengthening personal relationships help minimize and resolve conflict when or if it occurs?</li> <li>How could having a supportive community help students move toward their post high school interests?</li> <li>How could relationships inform our identities and how could our identities inform our relationships?</li> </ul> <p><b>EXPAND UNDERSTANDING OF IDENTITY</b></p> <ul style="list-style-type: none"> <li>How could identity change over time? To what extent can we determine our identities?</li> </ul> <p><b>NAVIGATE POST HIGH SCHOOL OPTIONS</b></p> <ul style="list-style-type: none"> <li>How could I successfully navigate systems (such as systems of racism and oppression) in pursuit of my vision?</li> <li>How can I plan for the future? Where would I like “to be” in one year, two years, five years...?</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>Each student and advisor will reflect on their leadership role within advisory, school, and community and understand how having an empowered voice impacts success in and out of school.</li> <li>Students and advisors honor the differences of the individuals in our communities (both in school and out of school).</li> <li>Each student can demonstrate growth in non-cognitive skills needed to function inside and outside of the classroom setting.</li> </ul>

Key Products and Events	Key Processes and Focus Areas	Key Experiential Products, Process, and Focus
<ul style="list-style-type: none"> <li>Advisory Celebration</li> <li>Advisory Led PMUs</li> <li>Advisory Competitions</li> <li>Final portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Student voice and leadership</li> <li>One on ones</li> <li>Universal Practices</li> <li>Advisory Identity representative of all students</li> </ul>	<ul style="list-style-type: none"> <li>College Expo</li> <li>College Choice Trip</li> <li>Mentor Assessments</li> <li>ACP presentations (10th,12th?)</li> <li>College Acceptance Day (12th and all school)</li> </ul>

## **Our High School's Advisory Guide**

Advisory is a place, mindset, way of teaching and learning, and structure where Our High stakeholders will: *foster student **voice** and leadership skills, provide structure for a community of **play and fun**, strengthen personal **relationships**, expand understanding of **identity**, and **navigate** post high school options.*