

Our High School Advisory Guide

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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...?

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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.

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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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

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

Advisory Universal Practices

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

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.

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ComC4	I can practice the habits of success (?) 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.
Provide Structure for a Community of Play and Fun	
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.
Strengthen Personal Relationships	
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 habits of success (?) 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.
Expand Understanding of Identity	
ComC4	I can practice the habits of success (?) 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.
Navigate Post High School Options	
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

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	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?

SEPTEMBER

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

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

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		<ul style="list-style-type: none"> 12th - MATC account set up & 12th - Accuplacer testing
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Quarter 1: Who am I? Who are we?

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

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

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<p style="text-align: center;">Learning</p> <ul style="list-style-type: none"> ● Advisor Exhibition ● ACP Products <p>9th Grade - 12th Grade:</p> <ul style="list-style-type: none"> ● Complete Career Matchmaker in Xello ● Complete the Personality Styles quiz in Xello ● Complete the Learning Styles quiz in Xello ● Complete reflections around Leaving to Learn Career exploration/college tours 		<p style="text-align: center;">FAFSA;</p> <ul style="list-style-type: none"> ● 12th - Apply to Madison College ● 12th - Scholars essay/scholarship apps begin
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Quarter 2: Who could I be? Who could we be?

NOVEMBER

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

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

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

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

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

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

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

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

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• Complete one Xello Lesson		
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Quarter 3: Who will I be? Who will we be?

FEBRUARY

Guiding Questions	<p>FOSTER STUDENT VOICE AND LEADERSHIP SKILLS</p> <ul style="list-style-type: none"> • What are the various ways students can express individual and collective voice? <p>PROVIDE STRUCTURE FOR A COMMUNITY OF PLAY AND FUN</p> <ul style="list-style-type: none"> • How could play and fun influence productivity, creativity, and identity? • Who are we? Who will we be? How will we be? <p>STRENGTHEN PERSONAL RELATIONSHIPS</p> <ul style="list-style-type: none"> • 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 strong personal relationships foster academic and personal growth? Peer to peer? Student to staff? Staff to staff? <p>EXPAND UNDERSTANDING OF IDENTITY</p> <ul style="list-style-type: none"> • How could identity change over time? To what extent can we determine our identities? • How can we honor differences? <p>NAVIGATE POST HIGH SCHOOL OPTIONS</p> <ul style="list-style-type: none"> • How do I want to know? Remembered? • What personal changes could I make to reach my post high school goals? • How does what I did yesterday align with my priorities?
Outcomes	<ul style="list-style-type: none"> • 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. • 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. • Students and advisors feel safe in sharing about their identities. • 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.

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

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

MARCH

Guiding Questions	<p>FOSTER STUDENT VOICE AND LEADERSHIP SKILLS</p> <ul style="list-style-type: none"> • What are the various ways students can express their individual and collective voice? • How can we understand the relationship between voice and leadership? <p>PROVIDE STRUCTURE FOR A COMMUNITY OF PLAY AND FUN</p> <ul style="list-style-type: none"> • How could play and fun influence productivity, creativity, and identity? <p>STRENGTHEN PERSONAL RELATIONSHIPS</p> <ul style="list-style-type: none"> • 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 personal post high school interests? <p>EXPAND UNDERSTANDING OF IDENTITY</p> <ul style="list-style-type: none"> • How could identity change over time? To what extent can we determine our identities? • How could my personal identity influence my confidence, choices, opportunities, goals, etc.? • How can we honor differences? <p>NAVIGATE POST HIGH SCHOOL OPTIONS</p> <ul style="list-style-type: none"> • How does what I did yesterday align with my priorities? • How do I want to be known? Remembered? • What resources and opportunities are available to help me pursue my interests? • How do I think about and plan for the future? Where would I like “to be” in one year, two years, five years...? • What personal changes could I make to reach my post high school goals?
Outcomes	<ul style="list-style-type: none"> • 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. • 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.

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

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

APRIL	
Guiding Questions	<p>FOSTER STUDENT VOICE AND LEADERSHIP SKILLS</p> <ul style="list-style-type: none"> • What are the various ways students can express individual and collective voice? • How can power structures change? <p>PROVIDE STRUCTURE FOR A COMMUNITY OF PLAY AND FUN</p> <ul style="list-style-type: none"> • How could play and fun influence productivity, creativity, and identity? <p>STRENGTHEN PERSONAL RELATIONSHIPS</p> <ul style="list-style-type: none"> • 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? <p>EXPAND UNDERSTANDING OF IDENTITY</p> <ul style="list-style-type: none"> • How could identity change over time? To what extent can we determine our identities? • How could my personal identity influence my confidence, choices, opportunities, goals, etc.? • How can we honor differences? <p>NAVIGATE POST HIGH SCHOOL OPTIONS</p> <ul style="list-style-type: none"> • How do I want to know? Remembered? • How could I successfully navigate systems (such as systems of racism and oppression) in pursuit of my vision? • What resources and opportunities are available to help me pursue my interests?
Outcomes	<ul style="list-style-type: none"> • Observations from walk-throughs consistently report high levels of student engagement and continued levels of growth for each advisor. • 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.

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

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

MAY/JUNE	
Guiding Questions	<p>FOSTER STUDENT VOICE AND LEADERSHIP SKILLS</p> <ul style="list-style-type: none"> What are the various ways students can express individual and collective voice? How can power structures change? <p>PROVIDE STRUCTURE FOR A COMMUNITY OF PLAY AND FUN</p> <ul style="list-style-type: none"> How could play and fun influence productivity, creativity, and identity? <p>STRENGTHEN PERSONAL RELATIONSHIPS</p> <ul style="list-style-type: none"> 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? <p>EXPAND UNDERSTANDING OF IDENTITY</p> <ul style="list-style-type: none"> How could identity change over time? To what extent can we determine our identities? <p>NAVIGATE POST HIGH SCHOOL OPTIONS</p> <ul style="list-style-type: none"> How could I successfully navigate systems (such as systems of racism and oppression) in pursuit of my vision? How can I plan for the future? Where would I like “to be” in one year, two years, five years...?
Outcomes	<ul style="list-style-type: none"> 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. Students and advisors honor the differences of the individuals in our communities (both in school and out of school). Each student can demonstrate growth in non-cognitive skills needed to function inside and outside of the classroom setting.

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

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