

Capital Preparatory Magnet School

Advisory Handbook

Roles of the Advisor

Each staff member is an advisor for a group of students. This group of students will consist of students from all grade levels (Lower School teachers, K-5th; Upper School teachers, 6th-12th). The advisor and their advisees will be a part of the same advisory group for as long as they are both a part of the Capital Prep family. The roles of the advisor are as follows:

- **Academic Support:** The advisor will monitor student progress (through PowerSchool) and discuss with the students on an ongoing basis. These discussions will be held formally in advisory sessions and also informally as necessary. Advisors will also facilitate discussions and activities around social justice topics and learner expectation applications.
- **Parent Contact:** The advisor will contact parents at least once every other week to discuss student progress and strategies for improvement. These conversations are also a way for advisors to be informed of pertinent issues outside of school. They are also intended to help parents be better involved in their child's education.
- **Affective Support:** The advisor will build and maintain a relationship with each advisee in order to better advocate for and support each student's individual learning plan. The advisor will schedule a time to meet individually with each of their advisees at least once a month. During this meeting, advisors will not only discuss academics but also give the student an opportunity to discuss any issues that students may have.
- **Portfolio and Student-Led Conference Development:** Advisors will monitor and support the creation and maintenance of an electronic portfolio that showcases student learning and growth. As part of this development, advisors will facilitate discussions about the learner expectations and how the students can demonstrate meeting these expectations. Students will submit pieces of work to demonstrate learning and growth with respect to specific learner expectations. These pieces of work together with a thoughtful reflection create what we call artifacts.
- **Senior Advisee Support:**
 - **Social Justice Project (SJP):** Advisors will support seniors in the development of an SJP topic, essential question, action plan, and final paper. They will provide feedback on a weekly basis. Advisors will support seniors in creating opportunities for the entire advisory to become involved in the senior's project.

- College Acceptance Requirements: Advisors will check in with their senior advisees regarding their college application and acceptance process to ensure that they are meeting deadlines. This includes applications, essays, recommendation letters, scholarships, financial aid, etc. They should also support parents throughout this process.

Advisory Buddies

Each Upper School advisory is paired with a Lower School advisory to form a buddy advisory relationship. These two advisories should meet for a combined Friday session once a month. When fifth grade students move into the Upper School, they step up into their buddy advisory.

Advisory Themes by Quint

Quint 1: Collaborator

Quint 2: Researcher/Information Processor

Quint 3: Empathetic Citizen

Quint 4: Problem Solver

Quint 5: Communicator/Knowledgeable Person

Daily Advisory Schedule

The first 3-5 minutes of each morning advisory are dedicated to:

- Take attendance
- Check agendas for written homework assignments
- Check that homework is completed
- Inspect uniforms and fill out uniform violation forms if necessary
- Share any important announcements

Monday -

- Academic Goal for the Week (Goal for each student written in agenda under section labeled “Weekly Goals and Priorities” and initialed by advisor before leaving)

Tuesday -

- Individual Advisor-Advisee Meetings (2 students per day)
- Student Mentor Meetings

Wednesday -

- Senior Day—Senior advisees will report out on the progress of their SJP to the advisory group, they will then allow time for students and teacher to ask questions,

provide feedback, and share suggestions. Seniors will complete a mentor/goal update sheet based on this presentation.

Thursday -

- Individual Advisor-Advisee Meetings (2 students per day)
- Student Mentor Meetings

Friday -

- Positives--Each member of advisory shares something positive from the week. You may do this in any format that you choose as an advisory.
- Reflect on Weekly Goals—Students should reflect on whether or not they accomplished their weekly goal and why or why not. They should share this with the group.
- Lesson Plan/Activity on a social justice topic and/or learner expectation.