

LEADERSHIP HIGH SCHOOL

241 Oneida Avenue, Suite 301
San Francisco, CA 94112

ADVISORY

LHS MISSION

"The mission of Leadership High School is to serve San Francisco and its diverse students by providing an excellent education and developing effective community leaders."

VISION

We will achieve our mission by ensuring *every child is known well* by at least one adult, and by fostering a *learning community* based in *inquiry* and focused on *equity* and *achievement*.

SWO'S AND STATE HEALTH STANDARDS

- **Communication:** *To understand and clearly and confidently express ideas, opinions, information, attitudes and feelings to and from diverse audiences, through a variety of media.*
- **Critical Thinking:** *To draw conclusions, solve problems or create through analysis, reflection, interpretation, reasoning and evaluation.*
- **Personal Responsibility:** *To be self-aware; to identify, access and utilize skills, knowledge and resources towards development as a life-long learner, and to be accountable to one's self.*
- **Social Responsibility:** *To effectively work and lead in groups, families and communities by actively demonstrating respect and accountability to others and their differences.*

DEPARTMENT MISSION

Advisory will provide the opportunity and access for every child and her/his family to be known well by at least one adult. Advisory will provide students the essential skills and knowledge to develop as healthy and lifelong learners and leaders, graduate from LHS, and succeed in post-graduate endeavors.

DEPARTMENT OUTCOMES:

<p>❑ Academic Advising <i>Students will develop as life long learners who are aware of their own learning style and needs and who can choose from a variety of study skills to achieve their goals.</i></p>
<p>❑ Community Building <i>Students will be effective community members and community leaders.</i></p>
<p>❑ Core Curriculum <i>Students will be aware of and able to make healthy choices.</i></p>
<p>❑ Essential Class <i>Students will complete annual portfolios, exhibitions and research to answer EQs in an effort to authentically demonstrate what they know and can do as related to our SWOs.</i></p>

FRESHMEN ADVISORY COURSE OUTCOMES¹

	<i>“What skills do I need to lead my life?”</i>
Academic Advising	<ul style="list-style-type: none"> <input type="checkbox"/> Complete a PLP and develop annual goals <input type="checkbox"/> Develop a tool box of and practice study skills <input type="checkbox"/> Learn about LHS graduation requirements and develop a plan for graduation
Community Building	<ul style="list-style-type: none"> <input type="checkbox"/> Engage in student orientation retreat (3), teach-in (1) and senior exhibition (1) days <input type="checkbox"/> Engage in community building activities (student government, current events, celebrations, etc.) <input type="checkbox"/> Understand and use the components of conflict resolution <input type="checkbox"/> Learn and practice roles and structures for successful collaboration <input type="checkbox"/> Complete and reflect on 35 hours of Community Service
Core Curriculum	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate competence in standards-based, health curriculum aligned with grade level EQ
Essential Class	<ul style="list-style-type: none"> <input type="checkbox"/> Explain purpose of portfolio as an alternative assessment <input type="checkbox"/> Design initial portfolio and complete and input attendance, autobiography, community service reflection, transcript and reflection on evidence of SWOs <input type="checkbox"/> Explain purpose of exhibition as an alternative assessment <input type="checkbox"/> Develop and practice at least one formal exhibition as it relates to grade level EQ <input type="checkbox"/> Use research methods to answer grade level EQ

SOPHOMORE ADVISORY COURSE OUTCOMES¹

	<i>“How can I be a leader in my ‘family’?”</i>
Academic Advising	<ul style="list-style-type: none"> <input type="checkbox"/> Complete a PLP and develop annual goals <input type="checkbox"/> Continue to build a tool box of and practice study skills <input type="checkbox"/> Self assess and adapt plans towards graduation
Community Building	<ul style="list-style-type: none"> <input type="checkbox"/> Fully participate in student orientation retreat (3), teach-in (1) and senior exhibition (1) days <input type="checkbox"/> Fully participate in community building activities (student government, current events, celebrations, etc.) <input type="checkbox"/> Understand and use the components of peer mediation <input type="checkbox"/> Build upon and practice roles and structures for successful collaboration <input type="checkbox"/> Complete and reflect on 35 hours of Community Service
Core Curriculum	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate competence in standards-based, health curriculum aligned with grade level EQ
Essential Class	<ul style="list-style-type: none"> <input type="checkbox"/> Update existing portfolio and supplement reflection on evidence of SWOs <input type="checkbox"/> Develop and execute at least one formal exhibition as it relates to grade level EQ <input type="checkbox"/> Build upon and use research methods to answer grade level EQ

¹ Course outcomes serve as indicators of department outcomes and should serve to define course assessments

JUNIOR ADVISORY COURSE OUTCOMES²

	<i>“What do I need to know to be a community leader”</i>
Academic Advising	<ul style="list-style-type: none"> <input type="checkbox"/> Complete a PLP and develop annual goals <input type="checkbox"/> Use appropriate study skills as needed to succeed <input type="checkbox"/> Self assess and adapt plans towards graduation and post graduation
Community Building	<ul style="list-style-type: none"> <input type="checkbox"/> Fully participate in and share responsibility for student orientation retreat (3), teach-in (1) and senior exhibition (1) days <input type="checkbox"/> Fully participate in and share responsibility for community building activities (student government, current events, celebrations, etc.) <input type="checkbox"/> Take a lead role in educating and supporting community members in the use of conflict resolution <input type="checkbox"/> Complete and reflect on 35 hours of Community Service – some of which will relate researching a community need and addressing it through a group community service project (Junior Exhibition)
Core Curriculum	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate competence in supplemental, health curriculum aligned with grade level EQ
Essential Class	<ul style="list-style-type: none"> <input type="checkbox"/> Update existing portfolio; supplement reflection on evidence of SWOs, and add record of accomplishment and resume’ <input type="checkbox"/> Use research to develop and execute a formal exhibition to answer grade level EQ

SENIOR ADVISORY COURSE OUTCOMES²

	<i>“How can I best lead?”</i>
Academic Advising	<ul style="list-style-type: none"> <input type="checkbox"/> Complete a PLP and develop annual goals <input type="checkbox"/> Continue to use appropriate study skills as needed to succeed <input type="checkbox"/> Self assess and adapt plans towards graduation and post graduation
Community Building	<ul style="list-style-type: none"> <input type="checkbox"/> Fully participate in, share responsibility for and exhibit leadership during student orientation retreat (3), teach-in (1) and senior exhibition (1) days <input type="checkbox"/> Fully participate in, share responsibility for and exhibit leadership during community building activities (student government, current events, celebrations, etc.) <input type="checkbox"/> Take responsibility to educate and support community members in the use of roles and structures for successful collaboration <input type="checkbox"/> Complete and reflect on 35 hours of Community Service
Core Curriculum	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate competence in supplemental, health curriculum aligned with grade level EQ
Essential Class	<ul style="list-style-type: none"> <input type="checkbox"/> Update existing portfolio; supplement reflection on evidence of SWOs, and add post graduation plan and cover letter <input type="checkbox"/> Use research to develop and execute a formal exhibition to answer own EQ as guided by grade level EQ

²Course outcomes serve as indicators of department outcomes and should serve to define course assessments