



Promising Practices Manual Middle School Graduation Coaches Fall 2007

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CASELOAD IDEAS

I have been meeting with students on an individual basis, and I feel that meeting with each one individually makes them feel more open to discuss their academic problems, etc. I am creating files on each student, and I find each file to be very beneficial when entering service sessions on each individual student.

Alfreda Sullivan, BSB/EB

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To maximize the number of students that I can serve, I have categorized them into levels based on risk factors. Our overall school Graduation Team collaborated to develop a rubric. This rubric, along with the DOE site, is used to place students into levels. The following is how the levels are served:

Level 1: Students who I meet with once per week. (approx. 20 students)

Level 2: Students who I meet with every other week. (approx. 20 students)

Level 3: Students who I meet with once per month. (approx. 20 students)

Level 4: Students who I monitor, touch base with in the lunchroom, etc. (40-60 students)

In addition to meeting with them, I connect them with various services based on their needs. Some students I see more often if they come to me on their own. However, I make sure I meet with them at least as often as their level calls for. I make at least one parent contact per month, and I meet with their Graduation Team at the beginning of each nine-week period (with the exception of level 4, whose Graduation Team meets on an as needed basis).

Stacey Benson

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COMMUNITY PARTNERSHIPS

In September, I spoke to a number of civic organizations in Thomaston. My hope was to spread the word about the Middle School Graduation Program. Hopefully, this would create partnerships. Currently, I have one church in town that is establishing an after school homework and tutoring program for at-risk students. In addition, Community Enterprises of Thomaston has donated \$25,000.00 to be used by me and the High School Graduation Coach. Our intention is to share \$5,000.00 to work on transition programs from 5th grade to 6th grade, and from 8th grade to 9th grade. We (the high school coach and I) plan to use some of the money for a joint program at the end of the year to honor our students who have been successful. I will get \$10,000.00 of the money to spend for the middle school. Currently, I am looking at an internet program, Study Island, which is keyed to the Georgia Performance Standards as a tool for remediation. I hope to be able to use some of the money for cultural exposure for my at risk students as well.

Tom Sullivan

GRADUATION TEAMS

As I have been asked to sit in on SST meetings, I am seeing a pattern of teachers not understanding what true “scaffolding” is and proper interventions that should be put in place for these “at-risk” kids. After sharing these concerns with my principal, we came up with a plan that will help support our teachers as well as our students. I will begin facilitating staff development training to teachers one hour a week during their planning. Our first training will be over scaffolding and how to implement the pyramid of interventions! I have also set up a “model classroom” where the teacher and I are working together with the Learning Focused framework and best practices. We have already witnessed many successes in the class. Teachers will also be required to come in and observe in the “model class” and return back to their class to implement these strategies as part of their staff development. Hopefully, with teachers hearing the material and then seeing it in action, ALL students and teachers will be successful!

Tonya Turner

New Calhoun Middle School, Calhoun City Schools
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I have put a slight twist on the Graduation Teams. Each identified student has a Graduation Team that includes approximately 5-6 individuals. This team is developed with the student. The parents(s)/guardian(s) are part of the team as well as me. All other members are chosen by the student with some guidance from me. I instruct them to choose individuals whom they trust. These individuals will be people they can go to if they need something, and people who will be checking up on them. They choose past teachers, current teachers, office personnel, staff members, and community members. I try to guide them in having a variety so they have a diverse support system. I then speak to the Graduation Team members and ask them to be on the team. This has been a HUGE success in getting the entire school on board. They are excited to have been chosen by the students. This has also been positive with the community. These individualized teams function as a group of mentors for the student. I give the team members a card that lists the names of the students whose team they are on, and I give the students a card with the individuals who are on their team. At this age, it is often difficult to establish relationships with new mentors. We also had difficulty finding mentors so this has worked out extremely well. The students are excited about meetings with their team. One student calls it his "Graduation Party."

Stacey Benson

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The Fulton County Middle School Graduation Coaches have been meeting monthly to discuss ideas, strategies, concerns, etc. Our team is working hard to achieve excellence. To create a

united front, we collaborated on a power point presentation for our local schools. In addition, we created a brochure to hand out to community members, parents, teachers, etc. The brochure outlines our mission, role, services, etc.

Within the county, our MSGC's are meeting in clusters with the High School Graduation Coaches. We are working as a team to ease the transition process. For example, in the Centennial High School Cluster, we (MSGCs and HSGCs) are hosting a parent meeting to discuss the role of the Graduation Coach and the impact we as a team (Graduation Coach, parent, student, teachers, and administrators) can have on a child's education, provide resources to parents, and answer any questions.

Andrea L. Cheetham

Holcomb Bridge Middle School, Fulton County
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I have had wonderful experiences with my teachers, counselors, administrators, and even the social worker, all of whom are including me in their work. We've been able to dialogue and plan ways to share the work, which makes it more rewarding for all of us. Also, I was given a profound compliment from one teacher after attending several SST meetings where he was present. He stated that my presence and participation gave a needed climate of professionalism and neutrality to the meetings with parents. Finally, I found it extremely beneficial and joyful to help with identifying students and contacting their parents for participation in our grant-funded Champs after-school program. I was amazed at how receptive and grateful the parents were for my call and my part in arranging for them to get needed help.

Ann Otwell

Chestnut Log Middle School, Douglas County
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One of the great things happening at my schools is the Caring Adult in the Building Advisory Program. Every student is matched with a caring advisor. Almost everyone in the building --administrators, teachers, paraprofessionals, secretaries, and the cafeteria manager-- has a group of approximately ten advisees. Throughout the year, students participate in Student Success Conferences. The first conference was held at Banks Stephens Middle School on August 23rd and at William Hubbard Middle School on September 21st. During the initial conference, students filled out a student success profile while advisors discussed 2007 CRCT scores, attendance and discipline information, and grades. Next, goals for the 2007-2008 were created. See the appendix for more details.

The support for the CAB program has been good. CAB advisors are providing extra support to their advisees. There have been many informal "check-up" sessions between advisors and advisees.

Sarah Alford

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HELPFUL HINTS AND TIPS

I have found that presenting a Graduation Coach Overview PowerPoint to administrators and teachers has been very beneficial in educating them about my role in the school. This has allowed me to direct my energy toward programs that affect most students on my caseload, although I don't mind doing extra things for the school, as long as they address the needs of the students on my caseload (example: heading up the advisement program). In the future, I plan to develop a pamphlet for parents, highlighting my role in the school, aid in 5th grade and 8th grade transition, and develop a couple of small groups.

Melissa Miller

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INCENTIVE PROGRAMS

I have implemented an award incentive program for my at-risk students. It is called the "Cartersville Middle School Graduation Coach Star Students" incentive program. I award students on my caseload who have obtained all A's and B's and have 0 days absent per month. I have created a CMS Star Student showcase with the each student's picture. A new student will be awarded monthly for his or her academic performance. Students are really pumped up and interested in how to have their pictures displayed in the Star Students showcase. This seems to be a great idea to help students get motivated and succeed academically.

Alfreda Sullivan, BSB/EB

Cartersville Middle School Graduation Coach, Cartersville City
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My greatest success so far is in my Attendance Contract. It is a reward program, and the feeling is that no matter how you get the students in the seat, as long as they are there, they will learn. Most Attendance Contracts have a negative meaning. I have tried to tie in a positive approach to the contract. One of my students missed 102 days last year and he has so far only missed 1 day. He was very upset when the nurse sent him home with possible Pink Eye. If he misses no more than 3 days each nine weeks, he will receive a reward. I have 47 students on Attendance Contracts and so far, with 9 days left, 42 are on target to receive the first reward.

Rob Moffett

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Marietta Middle School is proud to share the CRCT Scavenger Hunt activity! Here is a brief rundown of how it was run (see appendix for more information):

1. Each department created a bank of questions for their subject area.
2. The questions were printed on colored 8 1/2 by 11 sheets of paper (red for reading, green for language arts, blue for math, yellow for science and orange for social studies).
3. The questions were hung in the hallway throughout the school. Questions were first placed in teachers' mailboxes. Teachers then hung questions on the outside of their doors and on the wall outside of their classrooms--basically in a public area where all students had access to the questions. We also hung questions in the gym and cafeteria.
4. On Monday, only the reading questions were posted. Then, on Tuesday we added the language arts, then the math and so on. By the end of the week, all of the questions from all subject areas were posted.
5. We placed color coded bags in our attendance office where students could place the written questions and answers in the correct bag for the week (example, math questions went in a blue bag). Only questions and answers from that day's subject area were accepted (for example, only on Monday afternoon could you turn in reading questions and answers)
6. The questions and answers were checked, and the names of the students who had answered the most questions correctly were placed in a box for a drawing the next morning during announcements.
7. We always let the students know how many questions they needed to find. For example, there are 50 math questions and 60 Science questions posted throughout the building.
8. Some teachers took their classes around the building on scavenger hunts on their department day (math on Wednesday, social studies on Friday).
9. Prizes will be left up to individual schools. Examples: \$25 cash, tickets to games, spirit wear, etc.

Teresha Lawson

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MENTORING

Pepperell Middle School has a strong mentoring program going. I have partnered with my PTO to get parents involved. We held a kickoff mentor breakfast on September 25th and invited Don Choate to do the training and background checks. We had seventeen new mentors and twelve mentors from last year's group come for breakfast and training. We also are partnering with Georgia Highlands College, and we have mentors and tutors who are working on service learning hours. They are tutoring our students in math and mentoring some of our students. So far, this has been very successful and students are very excited. I have many students asking to go to the math tutor and many others asking how they can get a mentor. I am looking for additional mentors and tutors, especially men.

Donna Sitterding

Pepperell Middle School, Floyd County
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I have started a "Packer Partner" initiative, which puts a teacher/student mentor or tutor in place to check with a student once a week regarding homework, grades, or other problems. I have had a great response from teachers. This was done voluntarily. I believe that an extra positive person in their lives will make a huge difference. Our local technical college will be coming out October 3rd to speak to our EDGE program, which is an alternative program for students facing discipline problems, as well as those whose CRCT scores that were not meeting standards. This will be a boost to them.

Crystal Moore

Willie J. Williams Middle School, Colquitt County
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The UNITE Mentoring Program: We are partnering with a local church to provide community mentors for select students. The UNITE program is working toward asking community businesses to allow their employees to mentor a student at our school for one hour out of their 40 hour work week. Students participating in the program require a parental permission slip, and the church has agreed to pay for all community volunteers to receive a background check before beginning the program. I have attached our permission slip and "Ideas for Mentors" sheet (see appendix). We are working toward providing mentors/volunteers for some of our after school groups, as well as tapping into our local college to provide tutors during Saturday School.

Heather Teague

Creekland Middle School, Gwinnett County
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Although I've run into a road block with this strategy, I'm trying to set up a mentoring program in that allows some of my 8th grade at-risk students to go over to the elementary school and read and play with the 4th graders. Many at-risk students want opportunities to be leaders or to be given responsible tasks; it makes them feel important and needed. That is why I want my students to be mentors instead of mentees. They are excited about the chance to do it but my source fell through, and now I have to make contact with a different elementary school.

Malissa Collins

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We have a program in place that seems to be quite effective with our at-risk middle schoolers. We are using high school mentors to connect with our students. Our feeder high school, Forsyth Central, is right across the street. Their graduation coach, Jeff Jaeger, is working with me and our counselors to identify high school students with the potential to be effective mentors. Together, we will interview these students and select those that demonstrate the interpersonal skills for mentoring. The high school mentors will receive mentor training from our county mentor coordinator. The high school students get out of school about 35 minutes earlier than our students;

they will come across the street once a week to meet with their “mentees” for about a half hour at the end of the school day.

Please be aware that this is not a new program—it’s one of those mechanisms that was already in place. I do believe, however, that the addition of the grad coaches into the mix will allow us to even better identify those students who will participate. Additionally, we are trying this year to identify not only high-performing mentors, but perhaps also some who were once at risk but have persevered to finish school. Our feeling is that these students may be able to connect at a deeper level with our at-risk kids.

Randi Sagona

Otwell Middle School, Forsyth County
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The teachers are finally starting to use me more and the counselor and I have developed an advisory program. Every certified person in the building will be a mentor/advisor to twelve students once a month. This way, every child will know that there is a caring adult in the building that is available to help them when needed. Our principal believes in the program so much that he is also taking a group for advisement. We developed lessons and a schedule, packaged it for the teachers with creative freedom if they so chose. The all agree that the advisory program is a necessity.

Stephanie Harrison

East Jackson Middle School, Jackson County
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All students on my caseload have teacher-mentors. They meet at least once every grading period to discuss progress and goals. Many of the teachers have made the decision to meet with their small group of eight students more often. My eighth grade students have a JROTC mentor from the high school. They meet with the JROTC mentor every Wednesday. Their mentor sits in connection’s class with the student and helps him/her with class work. Also, they discuss any concerns the student may be having at home and school. Free after-school tutoring will begin soon.

Melissa Miller

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STUDENT MOTIVATION

We are in the process of planning a local college fair for middle school students in our cluster to allow them the opportunity to begin their quest toward higher education. We are also hosting morning help sessions and working lunches. As students attend these sessions, they complete their help session log, and receive a raffle ticket. Tickets are drawn for prizes (high school game tickets, t-shirts, etc.) This has been a strong motivator for kids to attend as many help sessions as they can.

Additionally, having one-on-one test talks with the students has increased their awareness of their CRCT scores and the importance of doing well on these assessments.

Andrea L. Cheetham

Holcomb Bridge Middle School, Fulton County
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I have had many successes with individual students and whole school opportunities up to this point. Presently, I am working with about 100 students individually. Our school has also come up with a couple of whole school prevention activities.

- I dressed in my college cap and gown and went to each class to introduce myself and to establish with each grade level their “Class of…” The news media came to cover this, which raised the community’s awareness.
- Each grade level had a “Promise to Graduate” signing ceremony. The superintendent, principal, assistant principals, and I spoke at grade level assemblies about the importance of staying in school and graduating. (The high school principal came to the 8th grade signing.) After we talked to the students, the students signed a graduation gown. This was their promise to themselves to graduate from high school with their peers. The caps proudly displayed their year of graduation. The caps and gowns will be hung in the commons area. When a group moves to the high school, the cap and gown will move with them. Each student was given a bookmark that displayed his or her “Class of…” information. Jostens donated the caps and gowns. The bookmarks were printed and donated by LaFayette Printing Company. The local and Chattanooga news media covered this event.
- In order to raise the community’s awareness of our county’s graduation rate and the challenges that it presents, I have spoken to several area civic organizations.
- We have designed and printed “Class of…” t-shirts. Each teacher has one and students can purchase them in the school store.

Karen Stoker

LaFayette Middle School, Walker County
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I am working with the Parent Mentor to contact parents of at-risk 8th graders. We have developed a parent packet with information about tests, scores, attendance, the school calendar, and a parent survey. The Parent Mentor plans to meet with each of these parents individually to discuss the packet and ways to help their child be successful. These students also participate in our after school program. I am very excited about this program and hope to see a difference in their CRCT scores this school year. All of these students either failed the math and/or reading portions of the CRCT or had borderline scores. We hope this will also bring about more parental involvement. My Parent Mentor approached me with the idea and I was very blessed to be in a position to help. Thanks so much for your support.

Katie Mizell

Pulaski County Middle School, Pulaski County

East Hall Middle School is proud to announce the formation of our newest organization: The SAFE TEAM (Students Aiming For Education). The SAFE TEAM is composed of “at-risk” students in grades 6, 7, & 8 who have demonstrated a desire to lead in a positive way, but struggle with issues such as attendance, behavior and/or academics.

Research has shown that students who participate in extra curricular activities tend to progress better than those who do not participate. The SAFE TEAM provides an outlet for EHMS students to engage in positive and challenging activities while gaining a sense of belonging. Whereas in past years these students would be classified as “at-risk,” EHMS classifies them as SAFE. No longer are they labeled as “at-risk,” but rather, simply “Under Construction.”

The SAFE TEAM has begun their first month of existence with a burst of energy. The team’s first fieldtrip is planned for Oct. 15th. Not only will the team engage in a career-focused experience, but students will also share in activities that will enhance fellowship, social skills, and team building. The team will explore the local Water Reclamation Center, participate in a picnic and team activities, and cap off the evening with a skating party.

Each student earned the privilege to participate by meeting personal set goals, with attendance being the priority. The community has shown their support by promoting resources for the SAFE TEAM trip.

SAFE students and the EHMS Graduation Coach, Anne Reed, are rocking with support and participation from the EHMS counselors, Sharon Turk and LeCrisha Peyton. They are the BEST!

Our members of SAFE have gained a sense of belonging and success! This is only the beginning.

Anne Reed

East Hall Middle School, Hall County
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TRANSITION PROGRAMS

The High School Graduation Coach and I are working on pre-freshmen seminar meetings to give our 8th graders a really good and sound start for their freshman year. We will have a different topic of discussion each month to include, but not limited to: credits, homework/grading system, clubs, and discipline procedures. My 8th graders will also be targeted for the high school’s summer freshman academy. We’ve also talked about shadowing a high school student for a day.

Malissa Collins

Lakeside Middle School, Columbia County
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APPENDIX

Heather Teague – Creekland Middle School Ideas for Mentors

- Talk with your mentee about how things are going at school:
 - What classes are going well for you?
 - What's been tough?
 - What have you really enjoyed?
 - What hasn't gone well?
 - Is there anything you're looking forward to?
 - Talk about attendance!
- Talk with your mentee about how things are going at home:
 - What do you like to do when you're not in school?
 - Check in with them as to the outcome of sporting events, recitals, etc.
 - Tell me about your family.
- Talk with your mentee about plans for the future:
 - What do you think you'd like to do when you're done with school?
 - Visit websites like www.gacollege411.com, www.careercruising.com
 - What do you think will be different about high school (or 7th grade, 8th grade, etc.)? Will you need to do anything differently?
- Encourage your mentee to bring test papers, homework assignments, and progress reports to you.
- Set goals with your mentee, and set up incentives for reaching those goals.
- Encourage your mentee to read...or read with your mentee. Visit the media center and check out a book. Talk with them about their AR reading requirements.
- Help your mentee study for an upcoming test or quiz.
 - Make flash cards together.
 - Quiz your mentee on information they are learning.
- Write encouraging notes or post cards.
- Look over your mentee's agenda. It should tell you what they are studying and what assignments/tests are coming up. Encourage them to write in their agenda and use it to help them study.
- Let your mentee know you care about them and about how things are going in their life!!!

Creekland Middle School
Heather Teague, Graduation Coach

Dear Parent/Guardian,

Your child, _____, has been selected to participate in an exciting new program here at Creekland. The Unite Program has been developed to provide an opportunity for students to establish a mentoring relationship with community members from an organization called Unite. These volunteers will have a background check before beginning to meet with students. Selected students will be paired with a volunteer who will arrange to meet with the student on a bi-weekly basis during your child's lunch and/or ELT time for this school year. Some mentors may be able to meet with students every week depending on the community member's schedule.

The purpose of this partnership is to provide students with extra encouragement, friendship, and a positive role model here at school. As a result of the Unite Program, we hope that students will demonstrate any needed improvements in grades, behavior, attitude, attendance, and/or self confidence. This is not designed to provide direct tutoring or academic assistance. The volunteer will be in touch with the Graduation Coach (myself) to ask about successes to celebrate and areas that may need encouragement. The mentor may send notes to you or your student.

I am confident that this new experience will be exciting for everyone involved and will help to build Creekland Middle School's community of learners. I hope you share my enthusiasm as we learn and grow together. In order to have your permission for your child to be a part of the program, I ask that you sign below and have your child return this letter to Mrs. Teague. Please contact me at 770-338-4719 if you have any questions. I will introduce your child to the mentor if you give permission for the program.

Thanks,

Heather Teague
Graduation Coach

___ Yes, I give permission for my child to participate in the Unite Program.

___ No, I do not give permission for my child to participate in the Unite Program.

Student Name

Parent Signature

**Banks County 2007-2008 Attendance Contract
Submitted by Rob Moffett**

I, _____ agree that attendance in school is very important for my academic success. Understanding this, I will make every effort to attend school every day.

The benefits of regular school attendance are as follows:

- **It will help my grades improve and allows me to learn**
- **It will help me progress as a person**
- **It will help me establish good habits**
- **It will help me be supervised and safe**
- **It will help me prepare for the future**

Irregular school attendance can cause the following:

- **It may put me at risk in the community**
- **It can seriously disrupt my learning process**
- **It undermines the educational process**
- **It leads to underachievement and low attainment**
- **It reduces the likelihood of further educational opportunities and training**
- **It creates a higher risk of unemployment**

Last year I was absent from school a total of _____ days. This year my goal is to not miss more than 12 days. Furthermore I understand that if I am able to miss no more than 3 days each nine weeks I will be able to receive an attendance award.

Attendance Awards:

- **First nine weeks (Aug. 6th – Oct. 5th) – Trip to Georgia Tech Volleyball game 10/27 and dinner at the Varsity.**
- **Second nine weeks (Oct. 10th – Dec. 18th) – Trip to a College Basketball Game**
- **Third nine weeks (Jan. 7th – Mar. 13th) – Trip to a College Baseball game**
- **Fourth nine weeks (Mar. 17th – May 9th) – Mystery Reward!!**

I, _____, am signing this contract with the goal of improving my attendance and therefore my grades and school standing.

Students Signature

Parents Signature

Date

Sarah Alford, Banks Stephens Middle School
BSMS Student Success Conference Agenda

1. Discuss the purpose of the meeting.

Example Script: We will be meeting several times this year to discuss your academic progress. We will continue to add to the data on this sheet and look at each of the scores together. The Student Success Conference is a chance for you to become aware of just how you are doing this year and to ask me any questions you may have about your scores. I will call each of you for a one-on-one conference. I will give you your 2007 CRCT scores, attendance, and discipline information. Then you will set some academic and personal goals for this school year.

-Have students fill out the back portion of the Student Success Profile Sheet. Students may work on other assignments or advisement activities as you meet with each student individually.

II. Meet with each student.

As you give each student data, he/she should record it on Student Success Profile. Go through each student's **2006-2007 test scores** and tell them what they represent.

Subject/Standard	Did Not Meet	Met	Exceeded
QCC Social Studies, 6 th Math	299 and below	300-349	350 and above
GPS Reading, English/Lang. Arts, & Science, Math	799 and below	800-849	850 and above

- Discuss scores, reasons for referrals, absences, and other interests with each student.
- Have students create academic and personal goals for the year on a separate sheet of paper. You may need to help with wording.

Example script: Look at your test scores and see how you would like to improve. If you did not meet in an area, maybe you can set a goal for doing that this year. If you made a 330 or 830 in a subject, set a goal to exceed in that subject this year. If you just want to increase from 300/800, set it for about 15 points higher. Did you know that 15 points is only 3 or 4 questions? Look at your absences and discipline referral totals. Were they high last year? Set a personal goal to lower that number. Did you not have any? Set a goal to continue.

- Once a student has three attainable goals, then he/she should transfer them to the Student Success Profile.
- Students should turn in their Profile. We will give them a copy to be placed in their agenda.

Sample Goals: I will have fewer than ___ discipline referrals this year. I will exceed in Math on the CRCT. I will pass all parts of the CRCT. I will not miss more than three days of school. I will pass all of my academic subjects.

***Sarah Alford – Banks Stephens Middle
Caring Adult in the Building***

In the Caring Adult in the Building (CAB) advisory program, each student is matched with a caring mentor. Listed below are purposes of the program, each of which helps drive the personalization of a student's school experience.

- To advise students about academic decisions and monitor academic achievement
- To guide students throughout the middle school process
- To prepare students for school and life transitions
- To foster communication between home and school among members of the school community

Advisor Responsibilities

I. The advisor knows his/her advisee well.

A. Individual student meetings:

The advisor will hold individual meetings with each advisee, as needed, to address academic/career or social concerns. These will take place not only during advisement, but at other times, as needed. There will be four Student Success Conferences (SSC) annually. **The Conferences will take place during ELT on the following dates: August 23rd, November 8th, January 24th, and March 27th. Students who achieved their goals for the year will be rewarded on April 29th.**

B. Awareness of advisee academic status:

The advisor will solicit input concerning advisees' academic status throughout the year on an as-needed basis.

II. The advisor will serve as a student advocate.

The advisor will work with the student to resolve challenging situations with teachers/administrators/parents/coaches, etc. on an as-needed basis.

III. The advisor will serve as an essential link between the school and home on behalf of the student.

The advisor will contact parents/guardians on as-needed basis. Methods of contact may include phone, letter, and email.

Prior to SSC #1 (Aug. 23rd)

- Each advisor should ID students in his/her CAB group who are Power or Bubble students. Some students may be both (i.e. bubble in math and power in reading).
- Review the Student Success Conference Agenda

**Banks Stephens Middle School
Student Success Profile
2007-2008**



My Name _____ Team _____ Grade _____

My Mentor is _____ Date of Birth _____

My Academic/Personal Goals for 2007-2008

- _____
- _____
- _____

Assessments	Reading	ELA	Math	Science	Social Studies
CRCT 2007					
ITBS 2007 (8th)					
Benchmark 1					
Grades 1st Nine Weeks					
Benchmark 2					
Semester Grades					
Grade 8 WA					
Benchmark 3					
Grades 3rd Nine Weeks					
CRCT 2008					
Final Grades					

	2006-2007	11/8/07	1/24/08	3/27/08	
Days Absent					
Discipline Referrals					

Student Interest Inventory

Brothers & Sisters

Name _____	Age _____
Name _____	Age _____
Name _____	Age _____
Name _____	Age _____
Name _____	Age _____

Special Friends _____

What I like to do most at home: _____

These are my favorite hobbies: _____

Book _____	TV show _____
Movie _____	Food _____
Singer _____	Song _____

If I had one wish, it would be : _____

School would be better if: _____

If I had a million dollars, I would: _____

This is what my teacher did last year that I liked the most: _____

This is what my teacher did last year that I liked the least: _____

Teacher Tips for C.R.C.T. Scavenger Hunt
Submitted by Teresha Lawson, Marietta Middle School

1. Teachers will be provided posters for each day. Please post. Do not remove any poster from the day before.
2. Teachers must also remember to send a student with class count each morning for bands to the front office.
2. Students must wear bands during the day. The band will assist students in answering the correct question for that day.
3. Explain to students that each day represents an academic subject.
 - Monday - Reading (Red)
 - Tuesday – Language Arts (Green)
 - Wednesday - Math (Blue)
 - Thursday - Science (Yellow)
 - Friday - Social Studies (Orange)
4. Students will be disqualified if questions and answers are submitted before the end of the day.
5. Teachers may collect and submit student responses at the end of the day. (Optional)
6. All questions must be submitted in the bag provided in the front office at the end of the day. The bags provided are color coded for your convenience. Monday – Red, Tuesday- Green, etc...