PUHSD Advisory Planning Logic Model

<table>
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<tr>
<th><strong>PUHSD Strategic Plan Focus:</strong></th>
<th><strong>Goal:</strong></th>
<th><strong>Problem Inquiry:</strong></th>
<th><strong>Advisory Defined:</strong></th>
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<tbody>
<tr>
<td>1. Achieving readiness in college, career &amp; life</td>
<td>Develop framework for Advisory to support the district strategic plan focus across all PUHSD campuses.</td>
<td>What are you trying to address on your campus?</td>
<td>A period of time during the school day dedicated to increasing academic achievement by removing barriers to learning and providing interventions &amp; support</td>
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<td>2. Building a strong school community</td>
<td>3. Creating a culture of excellence</td>
<td>1. Campus Culture &amp; Climate</td>
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<tr>
<td>3. Creating a culture of excellence</td>
<td></td>
<td>2. Academic Performance</td>
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<td>3. Both</td>
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**Rationale:**
1. Advisory is used to remove barriers to learning.
2. Successful implementation of Advisory will improve student performance and connect all students to a caring adult.
3. Advisory will connect students to engagement opportunities both in and outside of school (i.e. campus clubs, civic engagement activities).

**Common Language Defined in Advisory:**
- **Buy-in:** represents all levels of agreement with final result being student success in Advisory
- **Struggling Students:** Capable students whose behavior/situation is keeping them from demonstrating success
- **Under-performing Students:** students earning D’s or F’s in courses
- **Achieving Students:** students who earn A, B & C’s in courses

**Advisory Must Have Recommendations**
- Advisory Steering Committee (ASC)
- Advisory goals
- Advisory organizational chart
- Members must include: Admin, Teachers (recommend 1 from each department), Student Support Services, Counselor, CTA chair or designee
- Training (initial and ongoing)
- Step-by-step manual for teachers
- Equity in assigning roles based on school capacity and need
- Use planners/agendas
- Plan to clear campus
- Advisory will be 0.25 credit per semester

**Set up**
- First week common activities mapped out
- Internal schedule outlined
- Procedures for travel
- Assessment of facilities and available staff
- Feedback loop process for staff
- Sign-in & out process
- Campus plan for non-compliant students
- Plan to report student progress & celebrations
- Minimum of 3 travel days
- Through an identified process, ASC must approve any club meetings during Advisory.

**Additional Support**
- Relationship building imbedded in Advisory
- Data/process to identify struggling, underperforming and achieving students to link to resources.
- Scheduled activities/workshops for students
- Activity structure to support non-compliant students
- Pathway for struggling students

**Inputs Roles & Expectations Recommendations:**
- **Administration:** Visibility, creating and maintaining open communication, problem-solving, messaging to students & parents; and ensuring all stakeholders are accountable. Nurture community involvement/support for campus.
- **Counselors:** College & Career programming (ECAP, FAFSA, etc.); Scheduling, counseling students, & assisting with support groups.
- **Teachers:** Take attendance, track student movements, and provide additional tutoring (as needed). Share announcements/messaging; monitor student attendance, behavior and academic progress, problem solve student issues with teachers, parents, counselors, admin, & other resource groups and advocate for students.
- **Support Staff:** Assist where needed, as needed. Specific responsibilities will be delineated with input of the support staff.
- **Security:** Monitor student movement and ensure a clear campus during advisory.
- **Students:** Identify personal strengths and weaknesses. Seek support to be successful. Develop organizational skills, time management skills and plan for post-secondary life.
- **Parents:** Support student learning time. Be aware of Advisory model. Communicate with school on issues that may impact student’s learning. Monitor student academic progress via Parent Vue, student agenda/planner, transcripts, etc.
- **IMC:** Make sure availability of computer labs, library, and technology. Monitor student usage in labs and library.
- **Additional TOAs:** Communicate with teachers, counselors, and admin. Support students as appropriate to their assignment.

**Advisory Negotiable Recommendations:**
- Advisory pathway for scheduling 1 year vs. 4 years
- Frequency of (ASC) meetings; new schools at least twice per month
- Cohorts mixed grade level, pure grade level, Freshman House
- Travel/Non-travel days (based on minimum)
- Supplies/resources
- Format for non-compliant students
- Steering committee membership determined based on school need
- Establish guidelines/process for clubs, special interest activities and workshops to meet during advisory.
- Schools will establish criteria for advisory credit implementation
- Training by role
- Freshman Academy (where applicable)

**Additional Support**
- Center for Educational Services (CES)

**Additional Inputs:**
- Facilities- # of available locations for Advisory
- Staff- Advisory organizational chart
- Technology-allocation of campus resources
- Supplies/agendas/planners/ binders/classroom supplies
  i.e. text books

**Updated 05.11.16**
**Additional Support for Instruction & Process:**
- Develop a folder online for all resources from all PUHSD campuses for ASC (Advisory Steering Committee) to use to build Advisory documents/forms for their campus.
- Schools will provide an Advisory toolbox on their shared drive.

**Advisory Classroom Format & Travel Recommendations:**
- First 7 minutes, check in, attendance, and announcements
- 5-minute travel time
- 30-minutes of Advisory time

**Advisory Class Objectives Recommendations:**
- Orient students of purpose and process of Advisory.
- Build rapport with students.
- Provide academic interventions and supports.
- Celebrate student successes and strengths.

**Program Evaluation:**
- Outputs:
  - Advisory Supports for Instruction & Process
  - Additional Things to Consider
  - Program Evaluation
  - Recommended Next Steps

- **Outputs:**
  - Short-Term Data Collection:
    - Increased attendance rates/decrease tardies
    - Decrease D/F Rates. Increase GPA.
    - Improves campus culture; increase student connectedness.
    - Decrease discipline referrals.
  - Long-Term Data Collection:
    - Increase graduation rates.
    - Increase enrollment.
    - Increase college readiness; college knowledge.
    - Increase work readiness.
    - Increase District/campus rating.

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**Advisory Framework Form by March, 2016:**
- Teams will develop first advisory framework form by March 2016 for ASC team by February 1, 2016.

**Training:**
- ASC (Advisory Steering Committee) will develop training for staff and create a manual for structure of Advisory which includes all stakeholders' roles and expectations.
- District will support staff training efforts including new teacher induction and additional professional development.

**Detailed Outline & Questions (used to develop Advisory Pathway Form):** [http://tinyurl.com/ASCSurvey1](http://tinyurl.com/ASCSurvey1)

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| 1. Advisory Steering Committee | a. Each department representative  
b. Security  
c. Student Services (not a counselor)  
d. Registration  
e. Administration  
i. These meetings for initial phase campuses should be open to any staff who can attend.  
 ii. Only committee members have decision-making authority. | 1. Advisory Supports – An opportunity to identify and group students for services and interventions based on specific skills they need to strengthen and/or build.  
a. Support Pillars  
 1. Achieving students – Identify enrichment activities, college readiness, career exploration, workforce readiness, etc.  
 2. Underperforming students – Targeted academic interventions  
 3. Struggling students – Social and emotional needs and/or non-compliant behavior |
| 2. Advisory Goal(s)/Purpose (Logic Model) | a. Identify a problem area for campus. (All campuses look at this yearly, based on data.)  
b. Set a goal to address the problem.  
c. Rationale for goal  
d. List stakeholders involved in reaching goal (inputs).  
e. Activities needed to reach goal | 2. PHASE I  
a. Build relationships. Get to know your students.  
b. Identify achieving, underperforming and struggling students.  
c. Use data, surveys and collaboration with Student Services staff to identify student needs and assets. |

**Updated 05.11.16**
|   | f. Outputs-what external sources can/need to use. Look at non-classroom resources.  
|   | g. Outcomes-measurable  
|   | i. Short-term  
|   | ii. Long-term  
|   | h. Student Impact: (if then statement)  
| 3. Committee explores models  
| a. Phase 1 schools look at options  
| i. Visit campuses with working advisories.  
| ii. Determine framework/model.  
| b. Select options that fit campus  
| i. Consider campus spaces and resources.  
| 4. Training  
| a. Initial Training/Orientation  
| i. Purpose and definition of Advisory  
| ii. Roles and Expectations  
| iii. Goals and Outcomes  
| c. Advisory Steering Committee will seek feedback from staff within 3 to 6 weeks.  
| d. Advisory Steering Committee will survey staff about Advisory by the end of the first quarter.  
| 4. Travel Procedures  
| a. Student must have approval to travel (technology/planner).  
| b. Sign-in/out process  
| c. One destination per day  
| d. Accountability process for point-to-point travel  
| d. Implement supports and a pathway for struggling students.  
| 1. Student Advisory Pullout (i.e. TANK, GPS, Academic Intervention Group, etc.) for non-compliant student behaviors in Advisory; imbed student assessment and academic support to support campus Advisory goals.  
| 2. Collaborate with Student Services staff to provide supports and eliminate barriers for non-behavior/social and emotional needs (i.e. food box, clothing, attendance contracts, CUTS, etc.).  
| e. Identify campus resources and experts.  
| 3. PHASE II  
| a. Monitor, evaluate and make improvements to Phase I.  
| b. Implement workshops, presentations and services provided by campus staff.  
| c. Continue ongoing student needs assessments, interest and enrichment opportunities surveys.  
| 4. PHASE III  
| a. Implement additional workshops, presentations and enrichment opportunities provided by our current community partnerships.  
| b. Identify additional community partners to provide workshops, presentations and enrichment opportunities based on the identified needs and interests of our students.  

Updated 05.11.16