

Camelback High School Advisory Framework (Day 1)

Question Asked:
How do we support /culture/academic rich; Build daily system.

Daily System:
Monday –Thursday
Tier 1
1. First 7-10 min (ATD, Pledge, Announcements, Travel Agenda’s, Teacher sign)
2. Students travel
3. Remainder; focus on work in class get support from teachers
Tier 2
4. Student no travel: Parent Contact; attend SAP (Student Advisory Pullout)
5. Meet with Advisory Coordinator to provide support
Tier 3
6. Administrator steps in find out why student is not following advisory

Daily System:
Friday

- No Travel Day
- Team building
- Weekly time for data (ATD, BHV, GRD)
- 1 or more F’s SIM (Success is Mandatory) 9 wks.

SIM Points/Hours

- 1F SIM 10 hours of tutoring
- 2F SIM 20 hours of tutoring
- 3F SIM 30 hours

Comment: Students don’t have the option not to travel if a teacher signs them out.

Setup:
Each teacher owns 20-25 students for 4yrs focus on BHV/ATD/GRD

- Meet Daily before lunch
- Grouping by strands with counselors and administrators; 3 supports per strand
- 1 Admin; 1 Counselor; 1 Advisory Coordinator
- Advisory Coordinators run interventions, responsible in supporting new teachers; problem solvers

Scheduling:

- Counselors drive the schedule; no shopping students/teachers.
- Consider Grade Level and Gender etc.
- End of Year Re-evaluate to adjust the students; but not common practice.
SPED w case manager during advisory; daily connect

Question: What are the Criteria to be an Advisory Coordinator?

- Administration chooses, and
- In the beginning it was teachers who began the process; it is evolving now.
- Mainly it is a teacher who is viewed as a leader, respected on campus and can build relationships.
- This person must be able to work with the highest need population.

Question: Have you seen a reduction in F’s from SIMS?

- Since SIMS we have seen a sense of urgency for students; the culture of failure has changed.

Question: What about virtual school, ELL or Night School?

- No they do not participate in advisory however there have been adjustments for nigh school partnering with ELL to provide support. We continue to adjust as there is need.

Cesar Chavez High School Advisory Framework (Day 2)

<p>Question Asked: How do we support do we support students academically to increase standardized testing and decrease D/F rates?</p>	<p>Setup:</p> <ul style="list-style-type: none"> • Info presented to the teachers regarding research and need • Campus wide committee was formed to develop schedule and recommendations • Advisory Committee (voluntary met 1-1.5 hours per week) • Now meet once per quarter/semester based on need; no ongoing meeting set. • Quarterly staff survey to provide input from staff; adjustments based on teacher feedback. • Surveys quarterly is not current practice since established <p>Scheduling:</p> <ul style="list-style-type: none"> • Counselors schedule but teachers identify struggling students to guide counselor's placement (lowest 25%) • 2nd hour students all grade levels (10th -12th grade) • New advisory teacher each school year • Students are identified by need and placed in math or ELA teachers advisory • On track students are not placed with ELA or math teacher necessarily • Freshmen are placed in the Freshmen house <p>Question: Has there been any conversations of equity among teachers; see students twice per day vs. once per day? Yes. As a committee we really try to solve equity issues; the design is students cannot sign out all week; and advisory teachers can check Synergy to inform all teachers of the schedule if additional support is needed.</p>	<p>Question: Students get new advisor each year? Yes. Goal is to get students in the right spot for the school year.</p> <p>Question: Are math and ELA teachers assigned a specific group? Yes, teachers identify for advisory based on student academic need.</p> <p>Question: How many years have you done this model? The model 1.5 years; advisory for 6 years.</p> <p>Comment: There has been an increase in summative data of over the years. ASPIRE, ACT, Merit Data.</p> <p>Question: Are D/F rates changing? Yes. Absences play a huge part in D/F rates and with travel 5 days per week see difference.</p> <p>Question: Is Chavez apart of 0=50% rule? No. but still 70% is proficient so that would not impact D/F rates.</p> <p>Question: What data does a teacher use to place students? Teachers use data from relationships; data is the students observation and then scores.</p> <p>Comment: Summative data does not get to teachers soon enough to inform their process of who needs support.</p> <p>Comment: There are also conflicting data points depending on what data you are referring; this is narrow data we are discussing. Prioritizing data is needed.</p>
<p>Daily System: Monday –Friday</p> <ul style="list-style-type: none"> • Students travel (not sure 3 days or 2 days) • Students have days they do not travel based on the schedule • Students keep a binder for evaluation • Students sign in an out for travel • There are guidelines for evaluation and tracking student progress but no agreed structure across campus. • All teachers must have a sign in and sign out process to track where students are located on campus. 		
<p>Freshmen House</p> <ul style="list-style-type: none"> • No Travel Days • Assigned to teacher based on where they are struggling • Students use an agenda for signing in and out 		
<p>Additional Support: TANK</p> <ul style="list-style-type: none"> • Students are sent to TANK if not abiding school rules of advisory; duration 1 week <ul style="list-style-type: none"> ○ In the hallway, Going to other areas food; restroom instead of travel, Not working in class..etc. • Setup of TANK is like advisory with no interaction; students complete assignment of apology and reflection of choices. <p>AIG (Academic Intervention Group)</p> <ul style="list-style-type: none"> • 9th graders get additional support from peer tutors in upper grades in math 		

Teacher Conversations CBHS

What is the purpose of advisory?

- To build relationships with students/depth
- Allow to be human with students
- Give a safe place for students

What are the benefits of advisory?

- SHIELD=Advisory grade calculation (Steward/Honor/Intelligence/Ethics/Leadership/Discipline)
- Time to help students/tutor time
- Gives time to students who are struggling
- Helps with absences

Team Questions

What approaches do you take for transitioning?

- Common language for sign in/out
- Teachers can create referral for students when they don't show; have Admin support

How do you assess/evaluate advisory?

- SHIELD points; 1 point for every letter
- 4/6 get credit
- 6/6 get school recognition

What are current indicators or definition of success?

- Failure rates pulled every 3 weeks
- Counselor pulls info for coordinators
- Color code by # of F's

Is there a time when the teams come together?

- Surveys
- Ongoing communication
- Meet on a regular basis
- Based on need

SWOT (Strength, Weakness, Opportunity , Threat)

Strengths

- Having clear documentation across campus
- Know your kids/create accurate IEP for ESS
- Building tutor time for students to meet goals
- Time for student to do their work

Weakness

- Getting equal buy-in from teachers by establishing non-negotiables
- Clear expectations for new teachers

Opportunities

- Push students further/ using time effectively
- To establish w/ students social relationship classroom not enough time for 1:1 like SAP does
- Having a common language for teachers
- Common language for students to frame convo
- Monitoring imbedded in the process
- Buy-in needed teachers must believe in it
- Clear expectations for everyone

Threats

- Having too much or too little structure of advisory
- Monitoring is not imbedded in the process
- Students traveling between classes.

Teacher Conversations CCHS

What is the purpose of advisory?

- Opportunity for mentoring support and get work done.
- Opportunity to meet needs for whole student
- Gives time for teachers to build relationships/listen
- Communication with counselors

What approaches do you take for transitioning?

- Sweeps
- TANK if not compliant; behavior project
- TANK: article "Attitude is Everything" Jim Rohm; students write an essay; 1. What did you do to get into tank? 2. What are you going to do to change? 3. Apology letter to advisory teacher

Does advisory work and how do you know?

- Data, grades, behavior
- AIG 60-75 students meet during advisory for a peer mentor (Seen increased attendance, grades)
- Freshmen teams meet weekly to review student grades, behavior overall
- Data shows test scores have been increasing

Team Questions

What changes have teachers seen with advisory?

- Get focused time
- Open up time; less time calling parents worried about transportation
- Less time pulling students out of class; case workers, IEP

Teachers who transitioned into advisory – what changes did you see?

- Raised bar for students
- Learning curve for teachers; teachers have to work together
- Advisory team gives voice to the teachers
- Priority to subject is a common concern; math and ELA
- Structure classroom for transitional time; students learn the schedule

SWOT (Strength, Weakness, Opportunity , Threat)

Strengths

- Able to run support groups and students not taken out of regular class time
- Case managers able to work w/ students
- IEP teachers are able to build relationships to bond with students
- Support relationships w teachers understand the need
- Students can complete during school time; intervention can be a barrier due to transportation
- Teachers get to work with students who are absent

SWOT (Strength, Weakness, Opportunity , Threat)

Weakness

- Teachers following advisory plan
- Students not using advisory time

Opportunities

- College readiness workshops
- Academic intervention-peer mentor upper classmen in classroom to mentor students
- Scaling peer mentor tutoring: Math Epidemic generated by students; upper classmen students with nothing to do
- Build additional supports for students in the middle pathway
- Stronger framework for advisory; No guidelines process in place for advisory
- AVID/ Honor students/ upper level students can mentor; will help with leadership and community service hours.
- Good for teachers to be able to tighten up and modify transition processes in the classroom
- Ability to bring speakers/presenters
- Tank Behavior Projects for 1 of the 5 days

Student Conversations CBHS

What is the purpose of advisory?

- Opportunity to get work done
- Gives extra time to get things done/research/H.W.
- Multipurpose for academics and social support

What part of advisory is effective/not effective?

- 1:1 opportunities are effective
- Could be more effective if we could travel to more than 1 class
- If teachers would use technology for assignments/support

What would you change?

- Being able to travel on Friday
- More travel time to clubs; can't travel to clubs due to academics
- See more teacher buy-in/accountable using SHIELD
- More info for new students to know the mission
- New student orientation

Why do students not attend advisory or waste time?

- Students see it as free time/free hour
- Known as free lunch; no responsibility

What are some recommendations to improve advisory?

- College workshops
- ECAP
- Teacher support when students are not using advisory correctly
- Student advisory anchors; name goes on board if bringing class down
- Weekly grade checks
- Peer evaluation; upper classmen mentors
- Classroom supplies; books, calculators (Advisory toolkit)
- Teacher put content online for those who do not like to travel; may not need to just need the assignment

Team Questions:

How is tech/cell phones used to leverage advisory?

- It depends on how tech is being used
- Download calculators to use phones; can't use for test

How many participate in extracurricular activities?

- Majority 7/9 students raised hands
- It's like heaven having 45 mins of time
- The gift of time
- Without advisory students would have gotten F's
- Students work long hours on Sat/help families; extra support helps.

Do you have access to laptop carts? Would it help?

- 2/9 had access; yes it would help.

How would you transfer advisory to real life?

- After high school I will create my own advisory to get ahead
- Set aside time to catch up in life
- Help to learn to ask questions get help from adults when I need it

What would help freshmen with advisory?

- Provide guidance counselors
- Peer mentors

How do teachers communicate good job?

- Honor roll certificates presented in front of class/display
- Celebrating all steps in progress
- Weekly grade checks support celebrations

Do you see advisory as a social/academic model?

- Yes. Support for academic and it becomes a safe haven rescue for students.
- 4 year model creates additional support; no change for 4 years when everything else is changing

If advisory was working correctly what would it look/sound feel?

- Everyone on honor roll
- Everyone successful and not failing classes
- Focus mindset
- Look like comrades helping each other
- Look like family
- See school is important
- Feel peaceful
- Be quiet; focused energy
- Flexible environment for social and academic needs
- Leadership and students can be candid with each other

Student Conversations CCHS

What is the purpose of advisory?

- Time to do your homework
- If you are having trouble in class you can get help
- Help students while in school
- Opportunity to study

How does advisory support students?

- Helps with homework done/ other projects in school
- Helps with time to do work/Job
- Gives extra time to do what needs to be done at home

What transferable skills to outside world?

- Time management; set aside time
- Organizing; papers; help organize binder
- Learn to be responsible; complete tasks

What are student's impressions of advisory?

- Social hour
- Student's don't use time as it supposed to
- Some see advisory as important; 40% of students
- Importance change based on teacher expectations
- Good time to sleep; depends on the teacher
- Some see advisory as study hall; other support group

What are some recommendations to improve advisory?

- Integrate advisory with half academic half opposite to balance classes
- Be tougher on students when not using advisory appropriately
- Be with actual teacher instead of random teachers.
- Separate friends

Team Questions:

What about technology or lab carts?

- Teachers practice Saptap (See a phone take a phone)
- Students can go to the library to use computers
- Teachers can sign out carts or pre-sign up for library time

How does advisory help with extracurricular activities?

- It helps in participating in extracurricular activities; like volunteering

What do parents think of advisory?

- Parents know it exists; will ask about homework and I say I did it in advisory.

How would you see students in advisory?

- Put in study groups
- Well it is beneficial for peer mentorships to help students with classes they are failing.
- Yes. Peer mentorship is good but not all students want help.
- Advice for tutor/mentor to understand students socially; why are they failing?
- Shifting from class subject when struggling; spend more time with teacher in advisory
- Students get transferred due to grades

Team Questions:

What is the highest level impact due to advisory?

- Complete H.W. to get better grades
- Less dropouts
- Time to relax at home

How many of you have a connection with advisory teacher?

- Half of the group felt a connection with the Advisory teacher
- All students says it matters to have a connection

SWOT (Strength, Weakness, Opportunity, Threat)

Opportunity

- For students to get caught up;
- Time to take and complete tests & H.W.

Weakness

- No desk in class due to classroom; dance room
- Technology and peers; no structure
- Half of class are not on task

Additional Notes:		
<p>Goal: Preparing every student for success in college, career and life.</p>	<p>Result: Develop pathway(s) for advisory using existing frameworks to inform the process:</p> <p>Strategy: Advisory</p>	<p>Advisory Team Definition- Period of time dedicated to increasing academic achievement by removing barriers to learning and providing interventions and supports.</p>
<p>Norms:</p> <ul style="list-style-type: none"> Clearly Communicate terms and concepts Open to concepts and perspectives Identify opportunities to create win/wins. Think in solution base mindset Values neutral setting; Assume positive intent Be flexible to reach goal or result Maintain humor and find joy in the process 	<p>Myers Briggs Type Indicator:</p> <p>ISTJ: April & Marla INTP: Juli, Abraham, Scott, Heidi, Johnna ESFP: Claudio ENFP: Cyndi & Thea ENTP: Matt G.</p>	<p>Person/Role/System Activity</p> <p>How do you change the system from your role?</p> <p>Cyndi-By fighting for all student Thea- Using data to point to change Claudio-Challenging assumptions for kids and adults Matt- Understand impact of poverty; influence community Juli-All students are provided the best learning environment Scott- Advocate for students Abraham- Merge academics with sport to establish leaders April- Students can perform; Higher expectations Heidi- Open doors to achieve; go beyond what is possible Marla- NA</p>
<p>Parking Lot (Answered & Partially answered):</p> <ul style="list-style-type: none"> Convo for teachers: Indicators and evaluation for Advisory to evaluate the program. Teachers said they used: ATD, BHV, GRDS also on track credits SHEILD data for evaluation: Teacher offered to share data from her Advisory. How do we communicate advisory to stakeholders? Team said: open house, newsletters, email, surveys, PBIS communication plan model, new teacher training How do you identify # of strands in advisory? Team decided # of counselors is one way to identify # of strands for advisory How will small & large schools accommodate advisory? Team identified needing some population info to plan such as: student population, teacher and staff population, SEI & ESL population Common language: how are these advisories rather than academic intervention? See definition above How is advisory defined? See definition above 	<p>Parking Lot (Not Answered)</p> <ul style="list-style-type: none"> What do we put into place to keep time productive in advisory? What parameters can we put in place for S.E.L? How can we develop a process of implementation for staff, students & parents? How do we deal with teachers that do not pull students? What are the parameters to scheduling? What are the skills parameters for advisory coordinators? 	<p>Action Commitments</p> <ul style="list-style-type: none"> Juli & Abraham identify key commitments from stakeholder groups: Leadership (district/school), faculty, parents, students, teachers & community support Marla & April – Bring back a logic model for advisory Cyndi- Provide a list of support services Heidi & Matt provide list of roles/responsibility descriptions for key roles in advisory. Thea & Scott any key data of school populations to identify how to setup advisory which may need different things based on populations. <p><u>Team agreed to focus on :</u></p> <p>If it is critical for a successful advisory, how do we accomplish it?</p>

<u>Accountability Pathways (Day 1 & 2)</u> Marla/Find Solutions/Find Solutions April/Find Solutions/Make It Happen Abraham/ Own Action Commitment/Make It Happen Matt/Find Solutions/Make It Happen Cyndi/Find Solutions/Make It Happen Heidi/Acknowledge Reality/Find Solutions Thea/Own Action Commitment/Find Solutions Johnna/Own Action Commitment/NA Claudio/ Own Action Commitment/ NA	<u>One Word Checkout</u> Stoked Optimistic Motivated Excited Inspired Effective Okay Impressed	