

PXU Advisory Planning Logic Model

<p><u>PUHSD Strategic Plan Focus:</u></p> <ol style="list-style-type: none"> 1. Achieving readiness in college, career & life 2. Building a strong school community 3. Creating a culture of excellence <p>Commitment 2: Increasing Quality Seats Commitment 4: Student wellness & connectedness</p>	<p><u>Goal:</u> Develop framework for Advisory to support the district strategic plan and the PXU learner profile across all PXU campuses.</p>	<p><u>Problem Inquiry:</u> What are you trying to address on your campus?</p> <ol style="list-style-type: none"> 1. Campus Culture & Climate 2. Academic Performance 3. Both 	<p><u>Advisory Defined:</u> A period of time during the school day dedicated to increasing academic achievement by removing barriers to learning and providing interventions, supports and access to academic and support services staff.</p>
<p><u>Rationale:</u></p> <ol style="list-style-type: none"> 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). 4. Advisory may be used for grade level activities and interventions, ECAP and post-secondary enrollment initiatives, and other activities in order to protect instructional time to the extent possible. 	<p><u>Common Language Defined in Advisory:</u></p> <ul style="list-style-type: none"> • <u>Buy-In</u>- represents all levels of agreement with final result being student success in Advisory • <u>Struggling Students</u>-Capable students whose behavior/situation is keeping them from demonstrating success • <u>Under-performing Students</u>- students earning D's or F's in courses • <u>Achieving Students</u>- students who earn A, B & C's in courses 	<p><u>Advisory Must Have Recommendations Setup</u></p> <ul style="list-style-type: none"> • Advisory Steering Committee (ASC) • Advisory goals • Advisory organizational chart • Members must include at least one representative from each category: Admin, Teachers (recommend 1 from each department), Student Support Services, Counselor, CTA unit chair, micro-school assigned staff) • Training (initial and ongoing) • Step-by-step manual for teachers - Campus ASCs to develop by site • All classroom teachers will be assigned an Advisory period. Any exceptions shall be reviewed and agreed upon by campus advisory steering committee. • Exceptions shall include justification and alternative roles to support Advisory on the campus. • All Advisory classes will be leveled across the campus in accordance with the professional agreement • Use planners/calendars/agendas – electronic or print • Plan to clear campus 	<p><u>Advisory Negotiable Recommendations: Setup:</u></p> <ul style="list-style-type: none"> • 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 (Future decision to require Advisory to be grade level pure-not decided to mandate at this time) • Future decision to have most ESS students distributed equally, and not with ESS case manager. (Not decided to mandate at this time. Parameters for which ESS levels stay with case manager) • Travel/Non-travel days (based on minimum) • Supplies/resources • Format for non-compliant students • Format for academically successful students • Steering committee membership determined based on school need • Establish guidelines/process and approval for clubs, special interest activities, monthly student connection day, or focused workshops to meet during advisory • Schools will establish criteria for advisory credit

		<ul style="list-style-type: none"> Advisory will be 0.25 credit per semester <p><u>Implementation</u></p> <ul style="list-style-type: none"> 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 available per week Through an identified process, ASC must approve any club meetings or additional activities during Advisory. <p><u>Additional Support</u></p> <ul style="list-style-type: none"> 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 	<p><u>Implementation</u></p> <ul style="list-style-type: none"> Training by role Freshman Academy (where applicable) <p><u>Additional Support</u></p> <ul style="list-style-type: none"> Center for Educational Excellence (CEE) Virtual study groups or opportunities may be set up at the site level
<p>Inputs Roles & Expectations Recommendations:</p> <p><u>Administration:</u> Visibility, creating and maintaining open communication, problem-solving, messaging to students & parents; and ensuring all stakeholders are accountable. Nurture community involvement/support for campus.</p> <p><u>Counselors:</u> College & Career programming (ECAP, FAFSA, etc.); Scheduling, counseling students, & assisting with support groups</p> <p><u>Teachers:</u> 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.</p>		<p>Additional Inputs:</p> <ul style="list-style-type: none"> 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 	

<p><u>Support Services Staff:</u> May use Advisory period to provide appropriate interventions and supports. Specific responsibilities will be delineated with input of the support services staff.</p> <p><u>Security:</u> Monitor student movement and ensure a clear campus during advisory.</p> <p><u>Students:</u> Identify personal strengths and weaknesses. Seek support to be successful. Develop organizational skills, time management skills and plan for post-secondary life.</p> <p><u>Parents:</u> 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.</p> <p><u>IMC:</u> Make sure availability of computer labs, library, and technology. Monitor student usage in labs and library.</p> <p><u>Additional TOAs:</u> Communicate with teachers, counselors, and admin. Support students as appropriate to their assignment.</p>			
<p><u>Activities:</u> <u>Advisory Supports for Instruction & Process:</u></p> <ul style="list-style-type: none"> • Develop a folder online for all resources from all PXU 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. 	<p><u>Activities:</u> <u>Advisory Classroom Format & Travel</u> <u>Recommendations:</u></p> <ul style="list-style-type: none"> • First 5 minutes, check in, attendance, and announcements • 5-minute travel time • 30-minutes of Advisory time 	<p><u>Activities:</u> <u>Advisory Class Objectives</u> <u>Recommendations:</u></p> <ul style="list-style-type: none"> • Orient students of purpose and process of Advisory. • Build rapport with students. • Provide academic interventions, supports, and social and emotional learning (SEL) connections. • Celebrate student successes and strengths. 	<p><u>Activities:</u> <u>Training-</u></p> <ul style="list-style-type: none"> • 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.
<p><u>Outputs:</u> <u>Program Evaluation:</u></p> <ul style="list-style-type: none"> • Student's grades, attendance and behavior checked at a minimum of 3 weeks but may be adjusted to a higher frequency. • Survey developed for both student and staff feedback • Open forum meetings for staff feedback, as needed • Campus/District leadership report on Advisory key indicators of success (Attendance, Behavior, Grades, Grad Rates) 		<p><u>Outputs:</u> <u>Short-Term Data Collection:</u></p> <ul style="list-style-type: none"> • Increased attendance rates/decrease tardies • Decrease D/F Rates. Increase GPA. • Improves campus culture; increase student connectedness. • Decrease discipline referrals. 	<p><u>Outputs:</u> <u>Long-term Data Collection:</u></p> <ul style="list-style-type: none"> • Increase graduation rates. • Increase enrollment. • Increase college readiness; college knowledge. • Increase work readiness. • Increase District/campus rating.

<p>Additional Things to Consider:</p> <ul style="list-style-type: none"> • How to support staff and leadership if staff or leadership is not compliant with Advisory protocols • How to report concerns to District; process for all staff • Subcommittee Opportunities: <ul style="list-style-type: none"> ○ Synergy/Schoolwires/Technology Support for Advisory ○ Students Services Planning & Access ○ Common artifacts/resources ○ Statement of intent for credit ○ Criteria for students earning credit for Advisory • Support/training on change management; example book-ChangeABLE Organization- William R. Daniels 	<p>Recommended Next Steps:</p> <ul style="list-style-type: none"> • Look at all resources on all PXU campuses to organize and format for use across schools. • <i>Campus will develop and confirm ASC team within the first two weeks of the school year.</i> • Advisory Planning Team will review school framework matrix to inform next steps as needed. 	<p>Credit Recommendations for Course</p> <p>Catalog:</p> <ul style="list-style-type: none"> • Quarter credit (0.25) per semester • Pass/No Pass mark given; no impact on the GPA • School will establish criteria for a pass/no pass mark following the guidelines provided (TBD-Current recommendation-not decided) 	
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Setup	Implementation	Additional Support
<ol style="list-style-type: none"> 1. Advisory Steering Committee (ASC) <ol style="list-style-type: none"> a. Administrator b. Each department teacher representative c. Student Support Services d. Counselor e. CTA Unit Chair 2. Advisory Goal(s)/Purpose (Logic Model) <ol style="list-style-type: none"> 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). 	<ol style="list-style-type: none"> 1. Training <ol style="list-style-type: none"> a. ASC is responsible for developing framework and communicating training to staff b. Present expectations and framework rationale at staff/faculty meetings c. Communicate to stakeholders and students d. Provide orientations/expectations to students and parents e. Share feedback loop with staff f. Teacher in-service is developed and presented 2. Scheduling <ol style="list-style-type: none"> a. Build sections to begin scheduling 	<ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> a. Support Pillars <ol style="list-style-type: none"> 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

<ul style="list-style-type: none"> e. Activities needed to reach goal f. Outputs-what external sources can/need to use. Look at non-classroom resources. g. Outcomes-measurable <ul style="list-style-type: none"> i. Short-term ii. Long-term h. Student Impact: (if then statement) <p>3. Committee explores models</p> <ul style="list-style-type: none"> a. Phase 1 schools look at options <ul style="list-style-type: none"> i. Visit campuses with working advisories. ii. Determine framework/model. b. Select options that fit campus <ul style="list-style-type: none"> i. Consider campus spaces and resources. <p>4. Training</p> <ul style="list-style-type: none"> a. Initial Training/Orientation <ul style="list-style-type: none"> i. Purpose and definition of Advisory ii. Roles and Expectations iii. Goals and Outcomes 	<ul style="list-style-type: none"> b. Provide parameters for scheduling based on chosen pathway. <p>3. Activities</p> <ul style="list-style-type: none"> a. Develop 1st week activities for all campuses (may be every first week of the quarter/semester) b. Begin traveling after the 3rd week of school c. Advisory Steering Committee will seek feedback from staff within 3 to 6 weeks d. Advisory Steering Committee will survey staff and students about Advisory by the end of the first quarter <p>4. Travel Procedures</p> <ul style="list-style-type: none"> 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 	<p>2. PHASE I</p> <ul style="list-style-type: none"> 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. d. Implement supports and a pathway for struggling students. <ul style="list-style-type: none"> 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. <p>3. PHASE II</p> <ul style="list-style-type: none"> 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. <p>4. PHASE III</p> <ul style="list-style-type: none"> a. Implement additional workshops, presentations and enrichment opportunities provided by our current community partnerships.
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