ADVISORY MANUAL

Phoenix Union High School District

Carl Hayden Community High School

2022-2023

Template Design Working Group Members

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Contents

Introduction

What is Advisory?

Advisory is a support system for students designed to increase campus and community connections, develop meaningful relationships, ensure academic success. Plain and simple— it is a gift of time. At PXU, we understand and support activities after school and family obligations. This is a chance for students to get caught up, to study, and to get ahead. Students that use Advisory wisely get better grades, are more connected to school, and develop skills that not only help them in school, but in college, career and life.

The Purpose of Advisory = C.H.A.N.G.E Lives

> **C** - Connections with Adults
>
> **H** - Health and Wellness (Food, Counseling, Support Groups, Resources)
>
> **A** - Attendance and Tardies
>
> **N** - Non-Academic Skills (Organization, Responsibility, Respect, Kindness, ect)
>
> **G** - Grades and Academic Achievement
>
> **E** - Engagement

Our goal is to make an impact through the relationships we build.

Acadmic intervention is not the only support students need. Sometimes, non-academic barriers inhibit our students' abilities to make academics a priority and a success. The goal is that each advisor knows their 22-25 students personally. Students may need a variety of supports: emotional, resources, like food, clothing, and goal setting. The relationship built between advisors and students is pivotal to identifying what students need in order to be successful.

Advisors have two jobs; the first is to love our students. If students feel loved and cared for, they are more likely to have the confidence to engage in their high school education and post-secondary goals. The second job is to hold our students accountable. Holding students accountable means that teachers and staff are holding them to high standards, which will in turn narrow the gap between performance and potential. This can only be done if as a site team, we cohesively implement the process with fidelity.

Connections to The Teaching and Learning Framework

Advisory supports Tier 1 and Tier 2 directly for students. Advisory can support social emotional and behavioral needs and skill teaching at the Tier 1 level and supports academic intervention for students at the Tier 2 level. Advisory is a part of a multi-tiered system of support and provides opportunity for teacher collaborative teams to own and lead supports for students through the highly structure work of Professional Learning Communities. Advisory can also be utilized to support school wide supports that engage other members of the campus outside of teacher

teams. The site advisory committee should be highly involved in and understand how Advisory will be leveraged in order to meet the needs of all students on campus.

An Advisor's goal:

Every student passes every class, every grading period.

2022 – 2023 BELL SCHEDULE

PHOENIX
PXU
UNION

Late Start Bell Schedule 45 Minute Classes		Block Bell Schedule 95 Minute Classes			Regular Bell Schedule 45 Minute Classes	
	Monday		Wednesday	Thursday		Tuesday/Friday
8:08 – 8:53	Period 0	7:23 – 8:08	Period 0	Period 0	7:23 – 8:08	Period 0
7:30 – 9:00	PLC/Prep	7:30 – 8:15	Teacher Prep	Teacher Prep	7:30 – 8:15	Teacher Prep
9:00 – 9:45	Period 1	8:15 – 9:50	Period 1	Period 2	8:15 – 9:00	Period 1
9:52 – 10:37	Period 2	9:57 – 10:42	Period 3 - Advisory	Period 3 - Advisory	9:07 – 9:52	Period 2
10:42 – 11:22	LUNCH A	10:49 – 11:29	Lunch A	Lunch A	9:59 – 10:39	Period 3 – Advisory
10:42 – 11:32 Or 11:27 – 12:17	Period 4	10:49 – 12:24 Or 11:36 – 1:11	Period 4	Period 5	10:44 – 11:24	Lunch A
11:37 – 12:17	LUNCH B	12:31 – 1:11	Lunch B	Lunch B	10:44 – 11:34 Or 11:29 – 12:19	Period 4
12:22 – 1:07	Period 5	1:18 – 2:53	Period 6	Period 7	11:39 – 12:19	Lunch B
1:14 – 1:59	Period 6	3:00 – 3:45	ESO Period 8	ESO Period 8	12:24 – 1:09	Period 5
2:06 – 2:51	Period 7				1:16 – 2:01	Period 6
2:58 – 3:42	ESO Period 8				2:08 – 2:53	Period 7
					3:01 – 3:45	ESO Period 8

Advisory Organizational Chart

Advisory Strands 2022-2023

Steve Coronado	Anna Villarreal	Heather Brown	Rene Frau-Borillas	Michael Morris	Brian Hayden	Doreen Dickinson
9th Grade Only	9th Grade Only					ESS
Begoun (9) 409	Arenas, L (9) 1317	Armstrong (10) 257	Arenas S. (12) 1317	Anderson, G (12) 838	Alvares (11) 826	Bradley (Mix) 504
Bowles De Silva (9) 1304	Arenas, M (9) 220	Alfaro-Johnson (11) 808	Franceschi (11) 805	Anderson, D (11) 1315	Benya(10) 244	Casillas (Mix) 1320
Cano J. (9) 222	Bocobachi (9) 201	Connery (10) 806	Gilmer (10) 839	Fierros (10) 823	Chevalier (12) 842	Coby (Mix) S154
Contreras, M (9) 207	Brown, R (9) 211	Evans (12) 500	Herrera (Mix) 204	Flores, R (10) 829	Delgado (11) 227	Dickinson, M (Mix) 253
Copeland (9) 502	Castro (9) 407	Freeman (10) 248	Larios(10) 238	Fox (10) 1303	Dolata (Mix) 501	Droney (Mix) 214
De Alejandro (9) 218	Emmott (9) 1241	Gomes (12) 246	McCartney (10) 1302	Galindo T. (11) 1245	Ellison (11) 410	Gomez, J (Mix) 817
Diaz (9) 228	Hill (9) 916	Marmelejo M (11) 225	Melara (11) 254	Garcia-Apodaca (10) 256	Heldt (12) 405	Gomez, P.(Mix) S163
ELL #2 (10) 1318	Hollister (9) 210	Martinez R.(11) 251	Palacios A.(11) 841	Gross (11) 901b	Lenz, D (11) 1332	Greenburg (Mix) 252
Flores, P (9) 223	Hoover (9) 202	Newman (10) 241	Pearson(12) 259	Moran (10) 1316	Luque (10) 603	Leon (Mix) 503
Hernandez, S (9) 208	Ryan (9) 601	Ochoa, F (Mix) 1257	Ramirez, M (11) 205	Munoz (11) 1328	Rodriguez-Mendoza (10) 825	Ontiveros (Mix) 224
Milmine, M (9) 219	Turrado (10) 1331	Oster (11) 258	Robles (10) 804	Padilla (Mix) 1323	Sauer (12) 505	Oviedo (Mix) 815
Neill (9) 260	Weirgartner (Mix) 1256	Rouhlamini, M. (10) 803	Sanders (12) 840	Resch (11) 1314	Schilling (10) 402	Owens (Mix) 1330
Rivera, A (9) 206		Schiellds (12) 401A	Sikorsky (10) 807	Robinson, R (11) 1333	Smith (12) 1313	Rodriguez, A (Mix) 827
Scillieri (9) 209		Scott(10) 237	Singh R. (12) 411	Rodriguez, I (10) 233	Soto (10) 203	Rodriguez, C (Mix) 240
Wiser (9) 229		Tagaban (11) 242	Turner (10) 800	Thiry(10) 1271	Spiller, J (10) 236	Samudio (Mix) 1321
		TBA,ELL (12) 1329	Umesi (11) 235	Tselykovskikh, L (12) 1324	Vasic (12) 1306	Schmunk (Mix) 1319
		Tena (10) 239		Villa (11) 810		Taranto (Mix) S155
		Whitley (11) 213				Whittaker (Mix) 812
		Xia (12) 837				

Administrators
- Sara Matthews (9)
- Julianna Contreras(10)
- Martin Perez (11)
- Angela Silvas(12)
- Mixed

Roles and Responsibilities
Advisors/Advisory Teachers

- **Connect**: All students should have at least one adult on campus who knows and cares about them.
- **Track**:
  - Check-in with students.
  - Check to see if students are passing classes.
  - Check to see if students are going to tutoring or participating in a specific school based intervention, encourage engagement, and refer to a resource as necessary.
  - Consider reviewing attendance as a possible factor effecting students' success.
  - Consider reviewing behavior as a possible factor effecting students' success.
- **Support**:
  - Consistently and positively support students to be successful and understand that student success is an expectation.
  - Utilize support systems for struggling students: advisory support personnel, administrators, counselors, support team.
- **Manage**:
  - Manage the first seven minutes.
  - Check student IDs, student planners, and binders.
  - Track travel.
  - Check-in students who travel to you.
  - Adhere to rules of the internal passing period.
  - Check that students are staying on task.
- **Document**:
  - Use the Synergy Contact Log
  - Communicate with stakeholders (students, teachers, school staff, families)
  - Use the Referral for Intervention (RFI) form, when necessary, to indicate student concerns: academic, attendance, behavioral and/or social emotional.

Students

1. Identify personal strengths and weaknesses.
2. Seek support to be successful.
3. Travel appropriately on campus with student ID and planner and follow travel procedures.
4. Develop organizational skills, time management skills and self-efficacy.
5. Plan for post-secondary life.
6. Practice skills and Learner Competency's.

Parents

1. Support your child's learning.
2. Be aware of the Advisory model.
3. Communicate with school on issues that may impact your child's learning.

4. Monitor your child's academic progress via ParentVue, student planner, transcripts, etc.

Administrators

1. Be visible.
2. Create and maintain open communication.
3. Support with non-compliant students.
4. Ensure all stakeholders are accountable.
5. Nurture community involvement/support for campus.

Counselors

1. College & Career programming (ECAP, FAFSA, etc.).
2. Assist students with scheduling.
3. Counsel students.
4. Assist with support groups.
5. Support Advisory processes.

Advisory Support Personnel

1. Provide assistance and backup for sub coverage when a teacher is absent.
2. Support and reinforce the expectations of the teacher in each Advisory class.
3. Reinforce class routines, procedures, and on-task student behavior within any intervention group assigned.
4. Provide random, positive reinforcement of student planner usage.
5. Confer with students who are struggling in behavior or academics, *as needed*.
6. Work with teachers to identify students who need support and facilitate interventions.
7. Collect data from teachers and students regarding purpose and goals of Advisory.
8. Attend Advisory Steering Committee (ASC) meetings, or Advisory support meetings, as needed.
9. Communicate special announcements to Advisory classes.
10. Build a supportive community throughout all levels of the Advisory framework.
11. Be cognizant of issues arriving from grade levels or strands.

Advisory Coordinator/Campus Steering Committee Chair(s)

1. Communicate with, parents, teachers, counselors, administration, and other appropriate staff members.
2. Assist Advisory Support Personnel with the day-to-day process of Advisory.
3. Assist teachers, counselors, Advisory Support Personnel, and appropriate staff with struggling students.
4. Meet with Advisory Support Personnel to plan Advisory celebrations.
5. Meet with students quarterly to discuss Advisory and course of action for improvement.
6. Track students through Synergy and other sources.
7. Analyze Advisory data and report to stakeholder groups.
8. Meet monthly with other

Day-to-Day Operations

It is imperative that there is equity in the Advisory experience for all of our students. With this in mind, every Advisory should have a similar structure to ensure that students have access to opportunities and support. While there are particular tasks that will occur consistently (attendance checks, transcript reviews, and timely communication), the structure of Advisory allows the teacher a level of autonomy. As Advisors develop practices that improve the outcomes of their students, we would like to share those with the community so all students can benefit.

The First Seven Minutes

There are seven minutes between the tardy bell and the travel bell. It is important that all Advisories follow the same structure daily! Adhering to a consistent structure for these seven minutes allows all logistics to be completed and sets the expectation for all students.

Tasks that need to be completed on a daily basis:

1. Provide the opportunity as appropriate to stand for Pledge of Allegiance
2. Actively engage in and encourage the observation of announcements
3. Take attendance
4. Check student planners, binders or other school-wide travel document, and IDs
5. Students who are approved for travel sign out in the travel log and leave when the travel bell rings

In addition to the activities listed above, this is an opportunity to interact with students to build relationships. The most effective Advisories are tight-knit teams. The Advisors know what students are involved in, what their talents are, and what their struggles are. If you need help in developing your first seven minutes, reach out to administration or your Support Leaders.

Travel Expectations

To account for movement during Advisory, it is important each Advisor maintains a travel log.

Guidelines for student travel:

- Advisors must maintain travel logs for students traveling to and from their class.
- No students are allowed to travel without a signed student planner. Please adhere to this rule. If students travel to your class without prior consent (student planner signature), please ask them to return to their Advisory.
- Communicate with students that they should seek to get signed out by designated teacher prior to the day of travel. Students should not be leaving on the day of travel to see if they can get signed out. This supports students in planning ahead as well as supports Advisory teachers with having a more accurate picture of who is traveling to them.
- Students are only allowed to travel to a **single destination**. Allowing students to travel to multiple classrooms compromises our ability to account for the location of

every student on campus. If a student is assigned to travel to you, do not allow them to go elsewhere until dismissal.

- If students are assigned to travel to you, it is mandatory for that student to attend. Refusal to travel to an assigned destination should be addressed based on campus expectation in conjunction with expectations outlined with the site advisory team committee.
- Traveling should be for intentional support. Students normally should not travel to the same class more than twice a week. Please limit how often a student travels to a single class. Chances are students need to address other academic areas.
- ***Clubs and sports are not a justification for travel. No individual club or activity meetings should be held during Advisory that are not coordinated as a campus wide or grade level event, academic in nature, or approved by administration.***

Advisory Procedures in a Visual Format

Travel Days		No Travel Days
1. *Teachers: Greet students as they walk in the room*	☺	1. *Teachers: Greet students as they walk in the room*
2. *Teacher check: Are students wearing their ID?*	🪪	2. *Teacher check: Are students wearing their ID?*
3. *Student check-in: Get a Pulse*	❓	3. *Student check-in: How Are You Doing?*
4. *Teacher/Students: Grade check and tutoring signup*	✔	4. *Teacher/Students: Grade Checks and Instructional Support*

Advisory Options

TUTORING	A. *Academics - Students study/work on assignments, test prep, complete classwork, reteach skill per decision from PLC*
	B. *Community Building Activities (check site resources)*
	C. *Social Emotional/ Leadership Activities (check site resources)*
	D. *College Career Readiness Skills*
	E. *Campus Based Activity-Assembly/ Presentation*

Start of the Year

The first few weeks of Advisory are planned out for Advisors. This is to ensure that all students receive all messaging necessary for the new school year. <mark>Advisory travel does not begin until 8/22/22.</mark> If you need ideas for team building, please see your Advisory Support Leader or guidance from the advisory steering committee.

Start of School Advisory Schedule

Advisory Presentations and Activities 2022-2023

No Travel Week   <mark>**To open links press "Ctrl" + click****</mark>

Monday 8/8	Tuesday 8/9	Wednesday 8/10	Thursday 8/11	Friday 8/12
No Advisory	Advisory Explained	Agenda Use and Travel Procedures	Teacher Directions Student and Family Handbook-Day 1 • Handbook Tour and signatures	Student and Family Handbook-Day 2 • Code of Conduct • Campus Expectations Spanish Student Handbook
If students DO NOT have their ID, they need to go before school, after school or at lunch. After presentations are complete, please use the remaining time to do team building, SEL, or relationship building activities.				

WEEK #2 –No Travel Week

Monday 8/15	Tuesday 8/16	Wednesday 8/17	Thursday 8/18	Friday 8/19
No Advisory	9th Grade Assembly	10th Grade Assembly	11th Grade Assembly	12th Grade Assembly

Please go over the Assembly procedures below with your advisory prior to bringing them to the auditorium at 10am on the day of your presentation.

- Walk as a class to auditorium
- Enter from the side of the auditorium *(till construction is done)*
  -There is a ramp for wheelchair access at this entrance
- Teachers should sit with their Advisory class
- Fill in seats from front (close to stage) to back- StuGo will be helping direct
- Limit students leaving auditorium during presentation for restroom, etc.
  <mark>AUDITORIUM RESTROOMS ARE CLOSED DUE TO CONTRUCTION*</mark>
- Dismiss in an orderly fashion (back to front)
- Return to classrooms if bell has not rung

Please go over these presentations on the day you are NOT at the assembly. Additional time can be used for team building, SEL, or relationship building activities.

Emergency Response Presentations
- [Evacuation (Fire) Drill](#)
- [Evacuation (Fire) Drill](#) w/ voiceover
- [Lock Down](#)

[Student Interest Form](#) (Clubs & Sports)

[Setting up Remind](#)

Monday 8/22	Tuesday 8/23	Wednesday 8/24	Thursday 8/25	Friday 8/26
No Advisory	Traveling Begins			
	Fire/Evacuation Drill			Lock Down Drill

Tools and Documentation

Sign In and Out Documents

Students must sign out of their Advisory classroom each time they travel. They must also sign in with the teacher of the classroom they are traveling to. Some campuses have developed electronic systems with QR codes to track travel. Tracking all students' movement is critical for safety, maintaining a record of student interventions, and staff members and parents locating students. Examples of paper forms are below for site use.

Advisors should maintain records of travel for at least one school year.

Advisory Sign Out

Date	Name	Student ID	Time Left	Travel To (Teacher + Room)	Reason:

TIP: *Have students sign this form when you sign them out in their planners. Then, use this list for attendance as they arrive for Advisory travel activities. This will also help you to prepare for their visit to your classroom.*

Advisory Sign In

Date	Name	Student ID	Arrival Time	Traveled from (Teacher + Room)	Reason

Library Advisory Procedures & Expectations:

- Students must sign up to attend advisory in the IMC before school, after school, or during lunch
- Students can sign up for advisory up to one week in advance
- Students cannot sign up during class time
- The IMC has a stamp used for signups & a folder/sign in sheet to keep track
- Only 40 students are accepted during advisory each day
- Advisory in the IMC is only for academic purposes (using computers for class work or school related purposes, study area/tables, or reading)
- The library does not accept teacher passes

How to Grade Students

Advisory is a Pass or No Pass class that yields .5 credits per year. To justify the distribution of credit, we must maintain a grade for every student in our Advisory class. The grading aligns with Carl Hayden Community High School's mission statement. More specifically, here is how we measure a student's successful completion of Advisory.

To quality for credit, a student must fulfill the following requirements:

1. participate in interventions to increase academic success
2. build positive campus relationships
3. strive to be an Ideal Learner

- Below is our universal rubric for grading for advisory. Teachers enter one weekly grade based on the rubric below. Each category is worth 1 point. Students earning:
    o 1 point = NP (No Pass)
    o 2 or 3 points =P(Passing)

Points	Advisory Criteria	Evidence of Criteria
	Participates in interventions to increase academic success	• travels twice a week to classes with lowest grades • works on homework, projects, classwork when NOT traveling • reads silently or work on ALEKS (online math program)
	Builds positive campus relationships	• participates in Advisory team building activities • participates in a club or sport • attends school performances, activities, or events
	Strives to be an Ideal Learner	• sets goals, reflects on results, and determines next steps • cultivates management skills to stay organized (agenda)

***Evidence of Criteria is NOT a check list, but simply ideas for ways students can earn a point for each criteria. ***

Interventions, Extensions and Supports for Students

Academic

- **Tutoring/Mentoring**
  - Facilitated by Advisors, peer tutors, AVID tutors, and Support Leaders.
  - Advisors identify students needing additional support.
  - Communicate with your Support Leaders.
    - Meet with student.
    - Communicate with counselor and strand administrator (as needed).
    - Assign students to Advisory interventions.
  - Concept Recovery / Retakes / Reperformances—arranged by PLCs
  - Test Prep—test and cohort specific supports
- **Extension Opportunities**
  - Action Research
  - Project Based Learning

Social and Emotional

- Support Groups—As needs are identified, coordinating with student support services to arrange supports is key.
- Reflection opportunities
- Skill teaching opportunities

Additional Supports

After School Tutoring

Fall 2022

Saturday School
8am - 12pm
Hayden Library

Math, English
ELD & Science,

August 27
September 10 & 24
October 22 & 29
November 5 & 19
December 3

Carl Hayden
High School

Spring 2023

Saturday School
8am - 12pm
Hayden Library

Math, English
ELD & Science,

January 28
February 11 & 25
March 4 & 25
April 15 & 29
May 13

Carl Hayden
High School

Carl Hayden
High School

Saturday School
Student Sign Up

Use the QR code
to sign up for Saturday School.

Get help in Math,
English, ELD or Science!
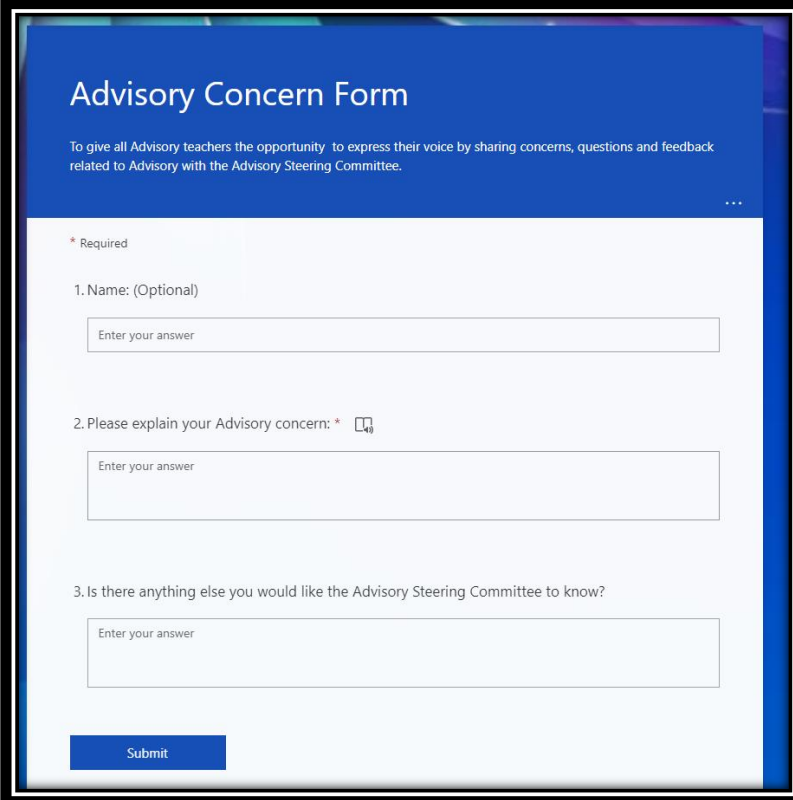
FAQ: Frequently Asked Questions

Who can I contact with questions?
- Contact your Advisory Support Personnel with questions regarding:
  - efficiently running your Advisory
  - assisting a student that needs Tier 2 intervention
- Contact a Counselor with questions regarding:
  - the past struggles and success of a particular student
  - the dynamics outside of school that might be a barrier for the student's success
- Contact your Administrator with questions regarding:
  - a student's "will" to do what is necessary in school
  - creating non-typical supports to remove barriers for learning
    - schedule changes
    - parent meetings
    - mediations
    - possible discipline

How do I submit a concern or idea for Advisory?
- Concerns and Ideas are brought before the Advisory Steering Committee to be discussed and communicated back out to staff
  - Fill out the Advisory Concern Form

Where can I find the Advisory Resources?

- All documents are housed on our school website. You can find Advisory under the Academics tab. Resources can be found under the "Advisory Teachers" tab.
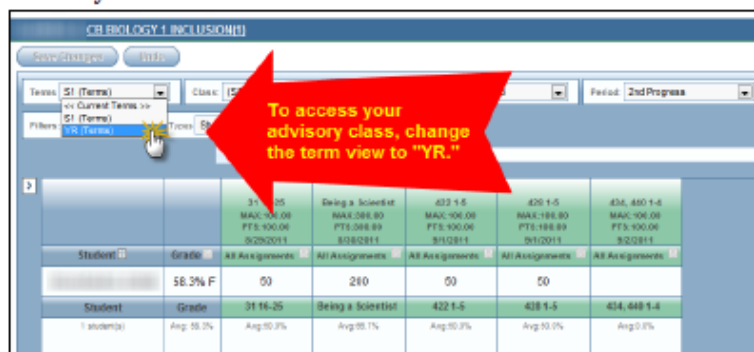
Advisory Sign Out

Date	Name	Student ID	Time Left	Travel To (Teacher + Room)	Reason:

Advisory Sign In

Date	Name	Student ID	Arrival Time	Traveled from (Teacher + Room)	Reason

Synergy Setup for Advisory P or NP

Step #1:

To open your Advisory Grade Book, be sure you are in your Advisory class or that you change the term view to "YR" in your Grade Book.

Step #2:

Once in your Advisory Grade Book, go to "**Grade Book**" and select "**Grade Book Set Up.**"
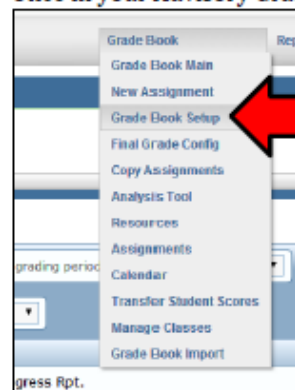
Step #3:
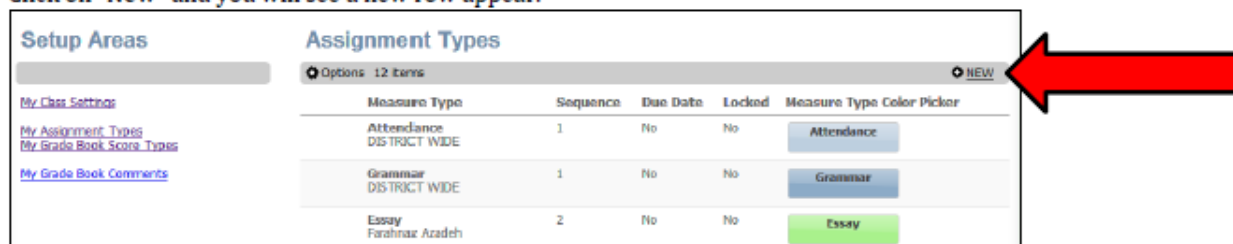
The SHIELD assignment types are pre-loaded. If you see them, skip to **Step#8**. However, if they are not showing or you are having difficulty accessing them, you can create six new assignment types, entitled Stewardship, Honor, Intelligence, Ethics, Leadership, and Discipline.

To create a new Assignment Type, click on the hyperlink on the left side of the screen in Grade Book Set Up that says, "**My Assignment Types.**"
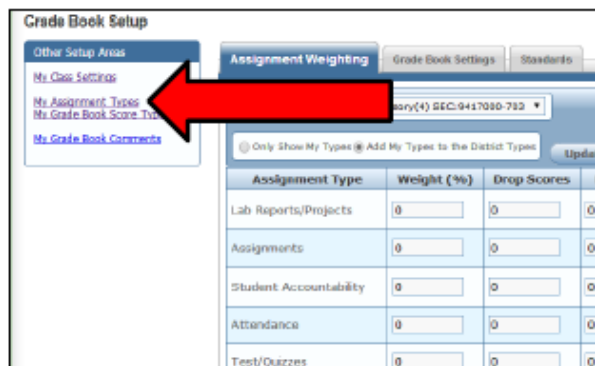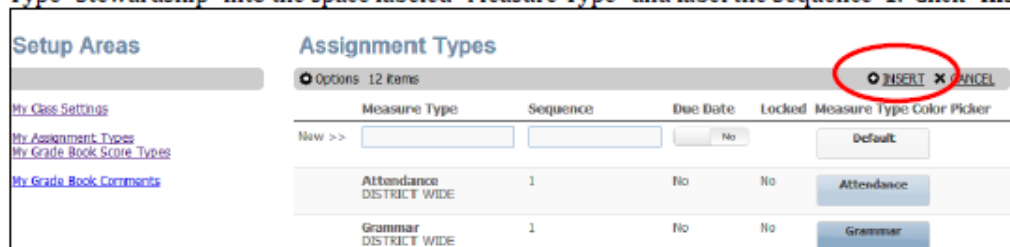
Step #4:
Click on "New" and you will see a new row appear.

Step #5:
Type "Stewardship" into the space labeled "Measure Type" and label the Sequence '1.' Click "Insert."
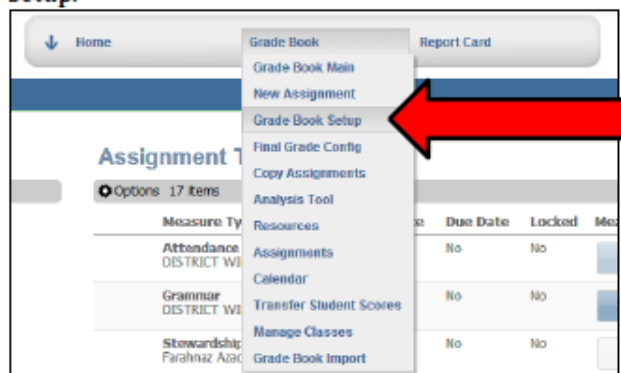
Repeat Steps #4 and #5 for every other component of the SHIELD (Honor, Intelligence, Ethics, Leadership, and Discipline), giving each a different sequence number.

Step #6:
Once you have added six new assignment types (one for each component of the SHIELD), return to "Grade Book Setup."

Step #7:
Select "Add My Types to the District Types" and the SHIELD should appear.

Step #8:
Enter the designated percentages for each of the SHIELD categories (see below). Then, click "**Update.**"

Assignment Type	Weight (%)	Drop Scores	Default Points Possible	Display Color
Essay	0	0	0.00	Essay
Midterm	0	0	0.00	Midterm
Final	0	0	0.00	Final
Stewardship	16	0	0.00	Stewardship
Honor	16	0	0.00	Honor
Intelligence	17	0	0.00	Intelligence
Leadership	17	0	0.00	Leadership
Discipline	17	0	0.00	Discipline
Ethics	17	0	0.00	Ethics

Also apply the above weighting settings to the following classes:

Step #9:
Return to "**Grade Book Main**" and be sure you are in the period "2ND **Semester Grades.**" You are now ready to add assignments.

Step #10:
Option #1:
Click on the "**New Assignment**" button. Be sure each "**Assignment Name**" matches the assignment "**Type**" and that you designate a "**Max Score**" of '1.'
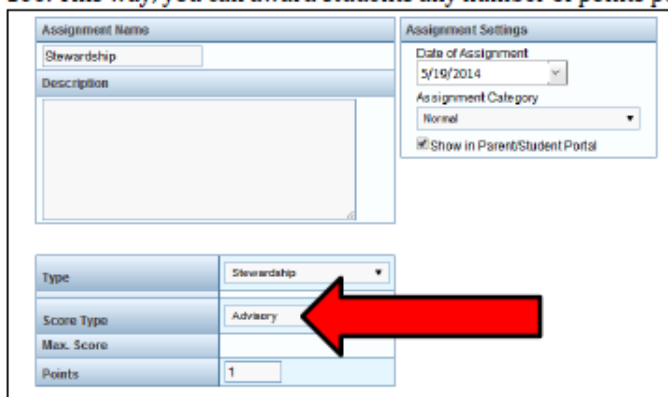
Option #2

If you would like the opportunity to give students partial credit for one or more of the SHIELD components (versus full credit or no credit), you will still click on the "**New Assignment**" button and ensure the "**Assignment Name**" matches the assignment "**Type.**" However, set the "**Score Type**" to "**Advisory**", and the "**Max. Score**" will be set to 100. This way, you can award students any number of points per component of the SHIELD.
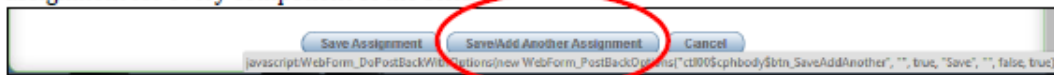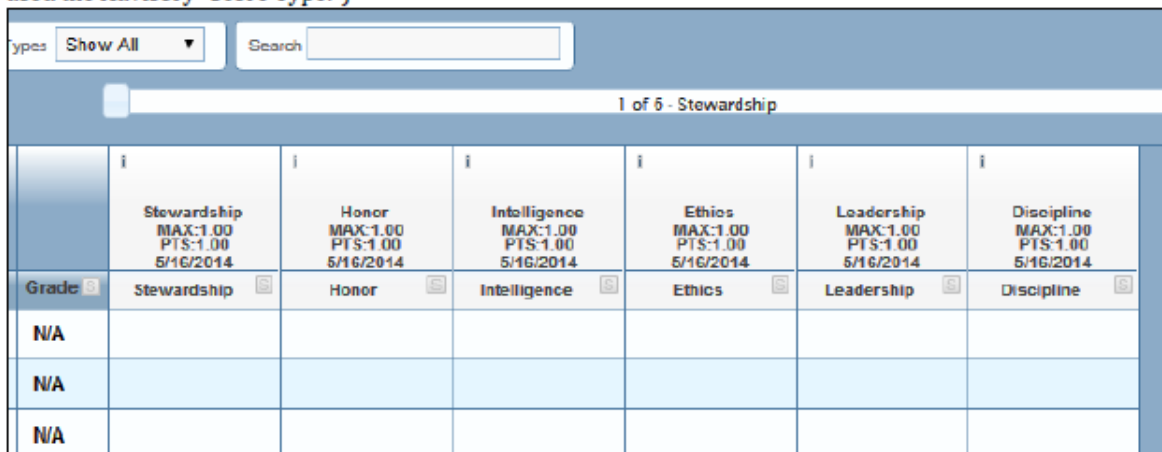

Click "**Save/Add Another Assignment**" and repeat Step #10 – Option #1 or Option #2 – until you have created an assignment for every component of the SHIELD.

Step #11:

Once you have created six assignments (one assignment for every component of the SHIELD), return to "**Grade Book Main.**" Your Grade Book should look similar to the screen shot below. (The MAX points may show 100 if you used the Advisory "Score Type.")
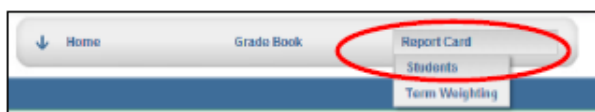
Grade	Stewardship MAX:1.00 PTS:1.00 5/16/2014	Honor MAX:1.00 PTS:1.00 5/16/2014	Intelligence MAX:1.00 PTS:1.00 5/16/2014	Ethics MAX:1.00 PTS:1.00 5/16/2014	Leadership MAX:1.00 PTS:1.00 5/16/2014	Discipline MAX:1.00 PTS:1.00 5/16/2014
	Stewardship	Honor	Intelligence	Ethics	Leadership	Discipline
N/A						
N/A						
N/A						

Step #11:

Assign grades to students for each of the SHIELD components. Once all grades have been entered, go to the "**Report Card,**" and select "**Students.**"

Step #12:
Because Advisory is a 'P' or "NP" course, you will need to edit all final grades for your students. Click on "**Edit Final Grades and Comments**" above the column "**2ND Semester Grades.**"

Post ☑ All	Student	Grade Level	Edit Final Grade and Comments 4th Term/4th Quarter	Edit Final Grade and Comments Final Exam	Edit Final Grade and Comments 2nd Semester Grades

Manually change every student's grade to either a '**P**' or "**NP**" by clicking on the arrow to reveal a drop down menu. Students should receive a 'P' if they completed at least four (4) of the six (6) SHIELD components.

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Step #13:
Once you have manually edited all final grades for your Advisory students, click "**Save Changes**" and, finally, "**Post.**"

Postable Periods Valid Posting Dates: 5/11/2014 through 5/21/2014   Post
Class ▬▬▬▬▬▬▬▬▬ ▾   Save Changes   Undo   1 Unsaved Change(s)

Postable Periods Valid Posting Dates: 5/11/2014 through 5/21/2014   Post
Class ▬▬▬▬▬▬▬▬▬ ▾   Save Changes   Undo   1 Unsaved Change(s)

ADVISORY PLAN FOR STUDENT SUCCESS
2022-2023

School: Carl Hayden High School   **Teacher:**   **Email:**   **Room:**

Department: **Course Title:** ADVISORY   **Code:** 9414000

Number of Credits   .25   **Grade Level:**   9-12th   **Prerequisite:** None

1. **Course Description:** In an effort to guarantee every student's success in college, career and life, this Course is a supportive opportunity allowing students to develop:
    - Mentoring relationships with staff members
    - Improved connections with the school and school activities
    - Leadership, academic and organizational skills
    - A greater sense of personal responsibility
    - Overall academic success and on-time graduation

2. **Materials Required:**
    - Paper
    - Pencils and Pens
    - Highlighter
    - Laptop (provided by school)

3. **Grading System:**

    Below is our universal rubric for grading for advisory. Teachers enter one weekly grade based on the rubric below. Each category is worth 1 point. Students earning:
    - 1 point = NP (No Pass)
    - 2 or 3 points =P(Passing)

    Evidence of Criteria is NOT a check list, but simply ideas for ways students can earn a point for each criterion.

Advisory Criteria	Evidence of Criteria
Participates in interventions to increase academic success	• travels twice a week to classes with lowest grades • works on homework, projects, classwork when NOT traveling • reads silently or work on ALEKS (online math program)
Builds positive campus relationships	• participates in Advisory team building activities • participates in a club or sport • attends school performances, activities, or events
Strives to be an Ideal Learner	• sets goals, reflects on results, and determines next steps • cultivates management skills to stay organized (agenda)

4. Title I Program: Academic tutoring and test preparation is available to all students. Additional support for passing classes and graduating on time is the intent of these services. Support through Title I funding is available in the areas of: math, reading and English. If interested, please contact the Assistant Principal for Instruction, Mr. Martin Perez, at 602-764-3032 for additional information.

5. Make-up Policy:

6. Attendance: "Absent" is defined as nonattendance in an assigned class or activity for more than one-half of the period. (PUHSD Governing Board Policy J-1561 JHR)

"Tardy" is defined as not being in the assigned class or activity when the tardy bell has finished ringing. (PUHSD Governing Board Policy J-1561 JHR)

Students may fail the class for the semester in any course, when reaching a total of 12 excused/unexcused absences and after school-documented interventions have been exhausted. (Student Procedures Handbook page 22).

7. Expectations:

#1: Travel for Tutoring Twice a Week
Students are more successful when they seek the support they need. Students must get signed out prior to Advisory.
- Students cannot get signed out during Advisory. For best results, students should plan traveling in advance.
- Students cannot travel without the proper stamp or signature from the requesting teacher.

#2: Utilize Student Agenda
- carry daily
- required for all traveling (no traveling without an agenda)
- required for all out of class needs (restroom, nurse...)
- visible and opened to current traveling date
- use as a daily planner for events, assignments, and more
- use it to track assignments and homework
- use it to track class grade

#3: Adhere to Advisory and school rules.
Students are expected to:
- follow the rules of Carl Hayden and their Advisory class
- attend Advisory class daily
- arrive to class on time
- remain in class until dismissed by teacher/announcement to travel
- work or study while in Advisory
- participate in Advisory class activity

#4: Participate in School Activities
Students who participate in campus activities are more successful in academics.
At Carl Hayden students are encouraged to participate in a club, sport, and/or attend campus events.
- Students are encouraged to attend at least 5 campus events per semester.
  - This should be tracked in the student agenda
  - Events can be during the school day or after
    Examples:
    - Club/Sport
    - Advisory/after-school performances
    - Lunch-time events
    - School event

Student Name_____

Student ID _____

Parent Name_____

Parent Signature_____

Parent Cell Phone_____

Parent Email_____

What else would you like me to know about your student? (Likes? Dislikes? Struggles? Goals?)