

THE SCHOOL DISTRICT OF PHILADELPHIA

Opportunity Network

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Camelot Academy Mid-Year Evaluation December 20, 2016

Provider: The Camelot Schools of Pennsylvania, L.L.C

Contract Term: FY 2013-2016; 1-year extension
Program Capacity: 300

Site Visit Date: Monday, December 5, 2016 - 9:00 a.m.

Child Count Compliance: 100%

Average Daily Attendance & Number of Students Present:
70% (127 students present out of 181 enrolled)

Walkthrough Review Team:

Majeedah Scott, Director, Multiple Pathways
Marcus De Vose, Assistant Director, Transition
Marlon Riddick, Transition Liaison
Jennifer Zahor, Director, Special Education
Nefertiti White, Special Education Case Manager
Barbara Cobb, Supervisor, Philadelphia
Department of Human Services
Gissele Rosado, Family Engagement Coordinator,
Office of Family and Community Engagement

Program Staff:

Milton Alexander, Vice President of Operations
Scott Cruttenden, Regional Manager
Kevin Marx, Executive Director
Alyssa Boyle, Principal
Gregory McCleary, Program Manager
Melita Johnson, Special Education Director

Domains and Performance Levels:

Programs were rated according to seven domains: Vision for Learning, Family & Community Relationships, School Safety, Positive Environment, High Quality Instruction, Talent Development, and Data. The domains are aligned to the School District's evidence-based "High Performing School Practices" and "Essential Features of Alternative Education Programs", as well as the Pennsylvania Department of Education's Leadership Framework. Each domain includes three to seven components that are individually rated according to three broad performance levels: **Failing**, **Needs Improvement**, and **Proficient**. In general, a **Failing** rating indicates that a program could not demonstrate or did not develop practices identified within a domain component. A **Needs Improvement** rating indicates that overall a program has made some progress or effort toward practices identified within a domain component, but has not sufficiently developed the practice. A rating of **Proficient** indicates that, in general, a program has made adequate progress toward the implementation of practices identified within a domain component.

Comments/ Considerations:

Camelot Academy received ratings of **Proficient** in all components within each domain assessed during this mid-year evaluation.

SUMMARY OF FINDINGS

Vision for Learning

Camelot Academy was rated **Proficient** in all of the five components within this domain: orientation for new students, strategy for literacy and numeracy skill building, retention plan implementation, family engagement plan, and individual graduation plans.

Camelot Academy uses a nationally recognized common instructional framework from Jobs for the Future. The framework's six instructional strategies are used in all of Camelot Academy's classrooms. The strategies support engaging instruction, rich questioning, and literacy/numeracy skill building. The Common Instructional

Framework, Understanding by Design Model, helps students increase their reading and math levels because it focuses on students understanding the concepts behind them. The program administers the SRI/SMI assessments to all students three times per year. Teachers use test results to inform lesson plans and Personalized Learning Plans (PLP) for students. Camelot Academy presented and discussed Personalized Learning Plans for students. The plans included academic, attendance, and behavior goals for students, as well as strategies and benchmarks for accomplishing those goals.

Camelot Academy incorporates its vision for learning at the onset during new student orientation. Students and parents meet with the Director of Student Services to go over the student handbook, expectations, parental involvement, daily schedule, review reasons for transfer to assist in supporting the student. Camelot Academy has updated their orientation materials with the help of district staff at the beginning of this year to assist in a smooth transition. The state mandated AEDY processes are established after orientation, which begins to monitor and track student performance in academics, behavior and attendance. The Director of Special Education meets with parents of diverse learners to review and modify the IEP to ensure services are delivered.

Although Camelot Academy is an AEDY Transition program that temporarily enrolls students, the program offers comprehensive postsecondary planning, as well as the Personalized Learning Plan. The process includes career exposure and exploration for all students, as well as targeted supports for graduating seniors. The program presented evidence of its efforts, including, sample Senior Portfolios, Post-Secondary Planning and graduation credit review. In addition, Camelot Academy offers a Career and Technical Education (CTE) track: cosmetology. When students leave Camelot Academy, they can transition to one of the District's CTE programs, and their credits are transferrable.

Family and Community Relationships

Camelot Academy was rated **Proficient** in all five components within this domain: communication logs, partnerships with employers and postsecondary institutions, parent/community outreach, and parent surveys.

Camelot Academy administered their first parent surveys this year in their series and have seen a modest increase 2% from the previous year. Results from the survey encourage Camelot Academy to look at student uniforms and offer a variety of shirt colors, in addition to finding assistance with the purchase of uniforms when needed. Camelot Academy uses Google Docs as its system for maintaining communication logs. All communications on behalf of students are recorded in the system, and staff is required to update their efforts and use the information in the database to inform their work. It is noted that it may be helpful to include an outcome/follow-up column to document next steps or results.

Camelot Academy has a family and engagement plan and reaches out to parents consistently and frequently. Camelot Academy has improved efforts and planning in this area with strategies to create a Parent Advisory Board, maintaining an open door policy, opening the school building for community meetings and working with a local church to feed the homeless. In addition, the program works with the Department of Human Services to find resources for their students. Camelot Academy engages students and families by hosting an annual thanksgiving dinner and May Day.

Camelot Academy presented flyers, letters and tours of some colleges and universities, such as Chaney and Temple Universities, Walnut Hill Culinary School, and Community College of Philadelphia. The array of presented partnerships included Orleans Technical School and other trade schools. Camelot Academy has partnerships with employers, community agencies and postsecondary institutions, and reaches out to parents consistently and frequently.

To improve on the many efforts of Camelot, it is recommended to possibly incorporate a parent/community room to give parents access to the school and assist in family resources, as well as developing a resource book of partnerships for students and families.

School Safety

Camelot Academy was rated **Proficient** in all six components within this domain: orderly daily routines, average daily attendance (ADA), number of students present in each classroom, use of Scholarchip with fidelity, program-wide positive behavior system, and attendance policy & truancy plan implementation.

Camelot Academy provided the review team with attendance documentation for the walkthrough day, which included reports from Scholarchip. The ADA at the time of the visit was 70% (127 students present out of 181 enrolled). The attendance on the day of the walkthrough was 70% and matches the Camelot Academy's aggregate ADA since the beginning of the school year, which includes attendance during the SEPTA strike. The review team observed smooth class transitions. Students travelled the hallways quietly and quickly, and staff was present throughout the halls to monitor students.

Camelot Academy uses a student ratings system that is standard practice for all of Camelot's programs. Ratings are displayed in the hallways and are updated weekly based on a student's attendance, academic achievement, and behavior. Students are ranked "Neutral", "Pledge", "Eagle", and "Executive" based on their ratings. High ranking students receive a number of incentives, including membership in student government, trips and events, and special privileges like dress down day. The program also sets clear consequences for unacceptable behaviors, which was presented to the review team in the Student Handbook.

Positive Environment

Camelot Academy was rated **Proficient** in all four components within this domain: respectful interactions between staff, students and families, staff have a good rapport with students, engagement of students and families in building a positive environment, and team building activities for staff and students.

Camelot Academy discussed its efforts to engage students and families in building a positive school culture. The program starts with orientation and morning greetings. The program discussed its use of de-escalation techniques in helping to maintain a safe and respectful environment for all members of the school community. The program's behavior norms are implemented with fidelity by all staff, and students respond well to the consistency. This supports buy-in from students to follow the norms and also to hold their peers accountable. The program uses Guided Group Interaction (GGI) as a way to address culture in the building and character development for students. During GGI, students receive lessons on social-emotional topics and students have time to engage with the topic through group activities and reflections. Camelot Academy also uses Townhouse at the beginning and end of the day to share positive messages, set expectations and the tone for the day.

Camelot Academy discussed and presented multiple team building activities for staff and students. Families and students are engaged in building a positive environment by participating in the required Periodic Review conference with the district's Transition Liaison. Parents and students have an opportunity to discuss progress and concerns, and plan for transitioning back to a comprehensive school. The program's Annual May Day has demonstrated to be a positive way to build relationships between staff, students, and the community. Camelot Academy's May Day is an outdoor, fun event with barbeque food, ice cream, bull rides, bouncy houses, face painting, and more. Members of the Camelot community are invited, and many attend.

High Quality Instruction

Camelot Academy was rated **Proficient** in all seven of the components within this domain: identifying students eligible for Keystone exams, students enrolled in the classes they need to graduate, postsecondary bridging plan, postsecondary exploration and preparation, strategies to prepare students for Keystone exams, early warning system for academic interventions, and students actively engaged in class.

Camelot Academy discussed and presented documentation for their early warning system for academic interventions. The program's staff meets weekly for common planning to talk about the progress of individual students. Teachers share academic, behavior, and attendance for each student, and develop strategies to support struggling students. Results from the team meetings are posted on the wall in the school to update students on their progress and performance. Parental conferences are then scheduled to discuss challenges and strategies, and to get suggestions and support from parents. The program tracks student progress weekly using data from the Engrade online grading system and the Scholarship attendance system. The program presented its tiered system of interventions based on the severity of a student's challenges.

The program's strategy to prepare students for Keystone exams includes a focus on delivering instruction that incorporates standards and language from the tests. The curriculum is built upon a backwards design model with the idea that students are learning in class standards that are presented on the Keystone Exams. Teachers received professional development on Keystones standards and language, and are held accountable for including both in their lesson plans. Camelot Academy's Principal reviews all lesson plans and provides constructive feedback to Teachers.

Camelot Academy uses the Personalized Learning Plans (PLP) to represent the efforts of all staff in the building. Teachers are able to set goals for improvement along with strategies and determine resources for achieving goal. Camelot Academy's Student Services team leads building postsecondary planning and supports by tracking credits needed to graduate, conducting an assessment of student's interests, and developing a postsecondary roadmap. The number of graduating students can increase at any given time due to the referral process. The team ensures that students are on the right path to graduation.

Talent Development

Camelot Academy was rated **Proficient** in all of the seven components within this domain: staff turnover, professional development calendar, staff selection process, new staff induction, principals conduct regular observations and provide constructive feedback, common planning time for teachers, and differentiated staff supports.

Staff who are new to Camelot Academy go through a week-long orientation prior to the first week of school. Per Camelot policy, all new staff must go through 56 hours of professional development prior to the start of school. The program discussed their new staff orientation and presented related evidence. The agenda for new staff orientation includes training on Engrade, grading and lesson planning expectations, and an overview of the Camelot model.

Camelot Academy has common planning time and professional development every Wednesday. All program staff attends and meets as a whole school, with time built in for additional collaboration with breakout meetings for teams of staff. The agenda for common planning time is published each week. Camelot Academy presented agendas and sign-in sheets for professional development sessions. The Principal and Teachers lead professional development sessions. Camelot Academy's Principal discussed the importance of having Teacher led professional development as a strategy to share best practices and facilitate peer learning. The Principal and Special Education Director also attend district trainings, which are turned around to staff.

All managers conduct classroom informal and formal walkthroughs. Formal observations use a structured form to take notes and provide feedbacks; formal observations 4 times per year for a whole class period, use a standard form that is built from Danielson Framework. Camelot Academy also uses the rounds model, which allows teachers to observe and learn from their peers.

Data

Camelot Academy was rated **Proficient** in all of the four components within this domain: formative and summative assessments, system to collect and analyze data, strategy to track student academic progress and related interventions, and program improvement plans and related data reports.

The program presented its database of student interventions, which showed regular updates on student progress and the effectiveness of related interventions. Camelot Academy presented samples of its school-wide performance data (Campus Improvement Plan), which it reviews regularly with staff. The program tracks its performance in relation to the standards set forth in its contract with the School District. This data is shared with staff so that all contribute to solutions and all are held accountable for outcomes. Camelot Academy discussed the impact of their Campus Improvement Plan on programming. One impact discussed was increasing parental involvement and engagement.

In addition, Camelot Schools performs an audit of the campus, called Quality Management Visit. Camelot makes observations, analyzes data in reference to academics, attendance and operations and uses feedback to make changes and program improvements.