



**Mid-Year Evaluation
Camelot Academy**

Provider:

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

Site Visit Date:

Thursday, December 7, 2017- 8:00 a.m.

Contract Term:

FY 2018 - 2022

Child Count Compliance:

100%

Program Capacity:

300

Percent of students attending at least 80% of school days: 57.3%

Site Visit Review Team:

Patricia Lesesne, Executive Director, Opportunity Network
DeAndre Jones, Assistant Dean, Division of Access and Community Engagement, Community College of Philadelphia
Marcus De Vose, Assistant Director, Transition Services, Opportunity Network
Sharika Proctor, Project Assistant, Opportunity Network
Rodreen Howell, Transition Liaison, Opportunity Network
Jacqueline Jones, Transition Liaison, Opportunity Network

Program Staff:

Milton Alexander, Vice President of Operations, Camelot Schools
Scott Cruttenden, Regional Director, Camelot Schools
Gregory McCleary, Executive Director, Camelot Academy
Alyssa Boyle, Principal, Camelot Academy
Jessica Hasben, Director, Student Services, Camelot Academy
Melita Johnson, Director, Diverse Learners, Camelot Academy
Kirsten Hurley, Academic Coordinator, Camelot Academy
Elizabeth Vaden, Clinical Director, Camelot Academy

Domains and Performance Levels:

Programs were rated according to **seven domains**: 1) **Vision for Learning**, 2) **Family & Community Relationships**, 3) **School Safety**, 4) **Positive Environment**, 5) **High Quality Instruction**, 6) **Talent Development** and 7) **Data**. The domains are aligned to the School District's evidence-based High Performing School Practices and the 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 rated according to **three performance levels**: 1) **Failing**, 2) **Needs Improvement**, and 3) **Proficient**. **Failing** indicates that a program could not demonstrate or did not develop practices identified within a domain component. **Needs Improvement** indicates that a program has made some progress or effort towards practices identified within a domain component, but has not sufficiently developed the practice. **Proficient** indicates that a program has made adequate progress towards the implementation of practices identified within a domain component.

Comments/ Considerations:

Camelot Academy operating in its 14th year and serves as an approved Alternative Education for Disruptive Youth (AEDY) provider. The Camelot Schools of Pennsylvania was awarded a contract to operate Transition

programs via the Request for Proposals 520 competitive bid process for Alternative Education Programs. Camelot Academy offers alternative education services to middle and high school students in a contract school setting.

SUMMARY OF FINDINGS

Vision for Learning

Rating: PROFICIENT [5 of 5 components met]

Strategy for literacy and numeracy skill-building (Yes). Camelot Academy's leadership discussed the strategy they use to increase students' reading and mathematics skill levels. Students are administered the Test of Adult Basic Education (TABE) upon entry into the program and a total of three times per year for students enrolled for 120 days or more. The assessment gives grade equivalencies and sets baseline data for math and reading. All data is transcribed into Google Docs for staff to view. The goal for staff is to increase students by two (2) grade levels for those who are behind. Typically, middle schoolers score in the upper 4th grade level and high schoolers are not much better at about the 5th grade level. The program's academic staff meets weekly to discuss TABE data, interventions, and students' overall academic progress in class. The staff also works together to develop accommodations that are incorporated into daily lesson plans. These accommodations support as many students as possible with skill gains. The program uses common instructional framework with six strategies and relies heavily on collaborative writing, academic questioning, and scaffolding. Camelot Academy uses routine and repetition across classes, which also help students to build skills. Specifically, the program uses 'word of the day', monthly writing contests, a classroom library, an individualized computer assisted program, Edmentum, and co-teaching with push-in and push-out. Teachers provide differentiated interventions with projects, graphic organizers, and charts. Each student has a Personalized Learning Plan (PLP) that documents their academic goals, progress, and strategies for skills improvement. Staff reviews students weekly in common planning time (CPT) and log into Google Docs to see what is going on with students and other teachers. Staff can utilize the strategies and tools that another teacher uses. The end-of-year TABE scores provide staff with each student's skill growth for the year. **Retention plan implementation** (Yes). Camelot Academy presented their plan with baseline data in attendance, promotion, and climate from the previous year and goals for the current year. The staff at Camelot Academy closely monitors student attendance, and has incentives and activities that keep students engaged with the program. Camelot Academy follows the School District's truancy procedures, which requires the program to contact parents via telephone and certified mail when students reach three (3) to seven (7) absences. The program will make referrals to truancy court for any student with 10 unexcused absences. The program's staff discussed building rapport at orientation, so that staff can talk freely with students and parents about issues. Staff contacts parents via phone each day that a student is absent. The program individualizes conversations with students to discuss where they are and where they need to go. In addition, Camelot Academy builds on strategies such as parent involvement, mentorship programs, parents access to grades, school connectedness, utilizing social services programs and clothing assistance. Camelot Academy works collaboratively with the District's Transition Liaisons through Periodic Reviews (PR) to engage students who show signs of risk in the program by meeting with families and developing a plan of action. Leadership also recognizes that comprehensive lesson planning and classroom procedures in all classes decreases inappropriate or disruptive behavior. Staff noted that through good lesson planning, a lot of the smaller fires are put out

before they even get started. **Orientation for new students** (Yes). Camelot Academy staff discussed the importance of engaging with each family at the start of a student's enrollment. The first engagement occurs during new student orientation, which is mandatory for parents to attend. The Director of Student Services presented the orientation process. During orientation, staff explains the program's high expectations for attendance, academic achievement, and behavior. The program's policies are discussed at length, and families are given a program handbook that they can use to reference various policies and expectations whenever needed. The program presented documentation for the orientation process such as an outline, forms, and handbook. Students receiving special education services will meet with the Director of Diverse Learners to review and amend the Individualized Education Program (IEP) to best support the students. From the beginning, staff members hear from parents about their concerns, and ask students about their strengths and weaknesses. Staff gives parents and students a preview of how the IEP will be implemented at the program. The Opportunity Network Transition Team assists the program by ensuring documents are compliant and services are arranged for students. **Family engagement plan** (Yes). Camelot Academy discussed their parent engagement plan including home visits, activities, and the Parent and Community Advisory Board (PCAB). All teachers at Camelot Academy make contact with parents by telephone every week to communicate positive news and concerns. The program presented sign-in sheets, communication logs, and progress notes. The program held 'back to school' night, report card conferences, and breakfast for students and members. The Sharswood/Brewery Neighborhood Association and Pathway to Justice Careers program are partnerships that have been developed to build community engagement. The program presented evidence of community engagement with a Thanksgiving dinner flyer and translation of letters for Spanish-speaking parents. **Personalized learning plans** (Yes). Camelot Academy presented Personalized Learning Plans (PLP) that develop and track goals for students in the areas of Academics, Social Emotional Development, and Attendance. Results from the TABE are used to develop individual academic plans for each student. The program uses a class called Guided Group Interaction (GGI) where students can develop and learn pro-social skills. The program tracks seniors and ensures that students are in courses needed to graduate. Staff will review transcripts and perform a credit review.

Family and Community Relationships

Rating: PROFICIENT [5 of 5 components met]

Parent surveys (Yes). Camelot Academy leadership discussed and presented their parent surveys. The program administers surveys to parents. Surveys are administered throughout the school year at parent conferences and meetings. The program leadership team analyzes parent survey results, and uses that data to develop campus-wide initiatives and to make improvements to the program. The program has sample surveys provided to parents to ask about their satisfaction with the school. Camelot Academy presented letters that were sent home to parents to let them know about expected student progress and upcoming events in the programs.

Parent/community outreach (Yes). The program discussed and presented evidence of its specific efforts to reach out to parents. The program presented fliers and events that student have participated in such as a canned food drive, breast cancer fundraisers, and upward bound access for college experience and enrichment with math subjects. Camelot Academy partners with their local library for a teen author program, which enhances students reading skills. Camelot Academy also included programming for seniors throughout the school year. The program has college testing services for students who are college bound or other community connections to support students. The program also has a newsletter where students are able to share their

'school pride', and relay messages and announcements to parents. **Communication logs** (Yes). Camelot Academy presented its communication logs, which documented their daily outreach to parents. These communications consisted of positive phone calls about student achievement, attendance calls when students are absent, as well as concern calls when students have challenges. The program tracks the calls via a Google Docs to allow other staff members to see previous communications and issues. Camelot Academy conducts Periodic Reviews with students, parents, and the Opportunity Network Transition Liaison to review a student's progress and prepare for transition. The program also holds interagency meetings with social workers, probation officers, and staff to provide wraparound support for students. **Strategy to improve family engagement** (Yes). The program presented a series of events and outreach efforts that encourages parents to visit the program, talk to staff, and express any concerns or give feedback about the program. The staff conducts home visits when they cannot communicate with parents over the telephone. Camelot Academy is looking to expand on the suggestions of the PCAB such as a community food bank, feeding the homeless, community clean-up, and partnering with a community center. Seeing the need for additional mental health resources, Camelot Schools has added a Clinical Director who work with the AEDY Transition programs and the Transition Team to support students and their families. **Partnerships with employers and postsecondary institutions** (Yes). Camelot Academy discussed the relationships that they have built and continue to build with community partners and the program's surrounding neighborhood. The program has partnerships with Pathways to Justice Careers, Temple University, and local businesses. Staff utilizes their personal networks to invite speakers for career days. Camelot Academy hosted a college and career fair, and financial aid workshop to provide information about postsecondary opportunities. Students take the placement test for Community College of Philadelphia. Students must apply to at least three colleges and take the SAT/ACT. Camelot Academy also established an Alumni Resource Center, which is a computer lab students can use to apply for colleges and employment opportunities. Many of the students are overage and under-credited and use the Alumni Resource Center as support to help them graduate. Moreover, the program also developed an Alumni Resource Center to support students who graduated. Students can return to apply for jobs and research postsecondary options.

School Safety

Rating: PROFICIENT [6 of 6 components met]

Average daily attendance (Yes). On the day of the site visit, the average daily attendance (ADA) was 82%. The program present their list of present students. **Use of Scholarchip with fidelity** (Yes). Camelot Academy experienced technical difficulties with Scholarchip and Infinite Campus (IC); the two systems do not always speak to each other, nevertheless, the program reviews and maintains attendance in Scholarchip and IC to ensure fidelity. **Number of students present in each classroom** (Yes). Review team members' count of students present in classrooms was consistent with the program report for that day. **Attendance policy and truancy plan implementation** (Yes). Camelot Academy discussed and presented their plan to address attendance and truancy. The program demonstrates an exemplary level of attendance monitoring and intervention. The campus has written policies in place and utilize 3-5-7 attendance procedures, which triggers a letter, home visit, and meeting at the program respectively. However, staff shared that calls to students and parents typically proceed these types of interventions. Heavy emphasis is placed on building strong rapport and relationships that allow staff to recognize individual issues, identify problems, and create resources or solutions. The program also utilizes a great deal of proactive interventions to prevent common causes of absenteeism, e.g., utilizing intake processes to identify potential problems and provide resources (transpass, uniforms, etc.). A major component of the program's attendance and truancy plan is to partner with students' individual

stakeholders, such as probation officers and social workers. Furthermore, the program proactively establishes cultural norms that build rapport, establishes trust, and incentivizes positive behavior. Staff will make morning phone calls to students, if necessary. Lastly the program uses student organizations and clubs as well as outside partnerships to incentivize student buy-in, community relations, and responsibility. For high-risk students with low average daily attendance prior to enrollment, the program will set high expectations with attainable goals to engage students to improve attendance. Camelot Academy also deploys a truancy team to make home visits.

Orderly daily routines and transitions (Yes). The program's Team Leaders facilitated an orderly transition. School days begin and end with a Townhouse. Review team members observed student transition between class periods. All students behaved appropriately during transition, and students settled into their next class periods without engaging in any disruptive activities. **Program-wide positive behavior system** (Yes). The program has continued to increase their mental and behavior support in response to a growing need for counseling services with the addition of a Clinical Director. Camelot staff are all trained on interpersonal skills. Behavior Specialists provide targeted support to prevent and respond to behavior issues. In addition, Camelot Academy continues to utilize well-developed cultural norms and commitments for students and teachers to foster a culture that builds and reinforces positive behavior and community. Reinforcement starts with structures such as Student Government and various levels of student status incentivized with additional privileges. Camelot Academy presented and discussed its plan for program-wide positive behavior supports. The program plan for program-wide positive behavior support is founded upon five basic norms that are taught during orientation and reinforced through visual cues around the program and in each classroom. The five basic norms set high expectations for students to respect themselves, their peers, and the entire program community. Additionally, program staff at Camelot Academy are trained in the program's tiered behavior intervention system. Staff uses non-verbal and verbal warnings. The program's student leaders also provide support to their peers through friendly redirection. If these interventions and de-escalation techniques do not work for a student who is behaving inappropriately, behavior support staff escort the student out of class to have a conversation with the program's operations team leader or another staff designee. On a weekly basis, Camelot Academy ranks students according to their academic progress, attendance, and behavior. The rankings group students into "concern", "neutral", "pledge", and "Hawk" designations. "Concern" students receive one-on-one meetings with program staff to discuss challenges and to devise plans for improvement. Students with the highest rankings enjoy a number of incentives, including special lunches, leadership roles (e.g., taking visitors on tours of the program), and decision-making power as it relates to program policies and activities. The highest ranking students become members of the program's student government.

Positive Environment

Rating: PROFICIENT [4 of 4 components met]

Engagement of students and families in building positive environment (Yes). Camelot Academy has a well articulated plan to engage students and families in building a positive environment in the program. The student government structure assists students to develop positive pro-social behavior. Parents are also engaged by being invited to 'back to school' night and also receive surveys to provide feedback on the program. The program presented fliers and events that student have participated in such as a canned food drive. The program partners with their local library for the teen author series programs. As discussed in the "Family and Community Relationships" section of this report, the program consistently and frequently connects with parents in support of their children's academic success. The program initially engages families and students in building a positive environment during orientation. The Camelot Academy Parent and Community Advisory Board helps leadership to make program-wide improvements, and members provide an important parental perspective for program

leaders who need to make decisions for the program. Students go on field trips and have honor roll brunch for students who excel academically. Female and male groups have been created for dance and other activities to keep students engaged. A female group completed a weekly project to improve their interaction in a supervised and structured environment. The female students found that they have more in common than they thought and come from similar backgrounds. Students also have dress down day when they show that they have been doing well in class. Everyone is passionate about their goals towards assisting students in their learning and academic success. **Respectful interactions between staff, students, and families** (Yes). Review team members observed respectful interactions between all students and staff. **Staff have a good rapport with students** (Yes). Staff engaged students in small talk as they transitioned to the next class, and students greeted staff respectfully. Students also acknowledged the site visit review team as visitors to their program during visits in the classrooms. During the observation of staff and students, teachers were engaging students and talking to them in a low and respectful voice. Students were respectful to teachers in the classroom and in the hallways and quickly responded to redirection, when needed from staff, and respected the rules made when walking through the hallways. Students in the class were able to participate without fear of rejection from their peers or teachers. Teachers encourage positive feedback and engaged in student's conversation and learning in and out of the classroom. **Team building activities for staff and students** (Yes). Camelot Academy engages in team building activities for staff and students. These activities were evident in the program's school year calendar. The program has teacher appreciation week to show their support for their work and efforts to teach students. Additionally, Camelot Academy also has 'spirit week' for teachers and students to participate. Team building activities with staff also included a karaoke night. The staff had a rock climbing activity during the summer. Staff will also eat lunch with students during the lunch period. Leadership communicates issues with each other and sharing relevant information. Every week teachers meet to discuss updates on the students. If students are struggling, teachers come up with appropriate interventions to assist the student in their learning. Staff attends trips with students and interactive with them. Students attend field trips and have honor roll brunch with staff and their peers as a team activity.

High Quality Instruction

Rating: PROFICIENT [7 of 7 components met]

Students actively engaged in class (Yes). Review team members observed five classes in the middle and high school. Class objectives, lesson plans, class rules, and norms were posted in classrooms. Most students were actively engaged in the lessons. In addition, instructional resources were posted throughout the classrooms (e.g., word walls in the English class). During the observation, high school students in English were writing creative stories based on vocabulary. In another high school math class, students were converting long and short notations into scientific notations. Students work independently and were called upon to show their answers on the board. Reviewers visited the beginning of a 7th grade social studies class. Students began journaling about serfdom and shared out their journal entries to the class. **Early warning system for academic interventions** (Yes). Camelot Academy implements its own system of early warning indicators in order to catch challenges early on and provide interventions to resolve those challenges. Teachers enter class grades weekly, and they analyze student achievement data to determine which students are facing academic, behavioral, or attendance challenges. Using weekly grades data, teachers are able to identify "red flag" students who are in need of an intervention. "Red flag" students meet individually with their teachers, and parents are notified of

the challenges. Students with academic challenges receive extra help and their individual academic plans are adjusted to reflect specific accommodations and strategies to support students. At end of each semester, teachers may have a make-up work day as an opportunity for students to improve an assignment or turn in missed work. Students with continuous behavior challenges receive redirection from behavioral staff or additional support. Camelot Academy proactively provides interventions for students who are academically at risk. Staff will assess needs to determine if there are attendance issues, family issues, and/or other needs. Students are rated weekly and staff discusses students during common planning time. The Academic Coordinator reviews students across courses in the Gradebook system to raise issues to the Resource Team to support students. **Students enrolled in the courses they need to meet graduation requirements (Yes).** The program presented student rosters and the program's master schedule. Middle school students take all necessary classes to be promoted. All high school students are rostered for the classes they need to earn credits towards graduation. The Opportunity Network Transition Team has been helpful with getting transcripts to the program before enrollment so that students' roster planning can begin and classes are taken toward graduation. Also, the senior capstone course ensures students are on track and prepares them for postsecondary opportunities. **Program has identified students eligible for Keystone and PSSA Exams (Yes).** Camelot Academy educates students in grades six through eight. As such, eighth grade students take the PSSA, and program staff provided the review team with a list of students who are required to take the exam based on grade. Likewise, the program presented a list of high school students eligible for the Keystone Exams in their respective content areas. **Strategies used to prepare students for Keystone and PSSA Exams (Yes).** The program develops a testing plan for teachers and students to prepare for the exam. PSSA-style questions are incorporated into class-based assessments and writing occurs across the curriculum in all classes. The course-based Keystone Exams and lesson plans are aligned to contents standards. Camelot Academy teachers focus on student mastery and understanding of concepts rather than just basic recall. Lesson plans often require students to explain and demonstrate their understanding of the concepts they learned. "Word of the Day" is used to build testing vocabulary. The program also provides test taking strategies to help reduce students' test-taking anxiety. **Postsecondary bridging plan (Yes).** Camelot Academy presented their postsecondary bridging plan. Every senior takes a capstone class where the curriculum is based on concepts to get them ready for postsecondary options. **Postsecondary exploration and preparation (Yes).** Students enrolled at Camelot Academy are given numerous opportunities to explore postsecondary options. All seniors take the Community College of Philadelphia's placement test. Being prepared for postsecondary opportunities is new for students who had not participated in postsecondary activities at their previous home school. The staff works quickly to get them prepared for life after high school. Students are provided with one-on-one college and career counseling. Camelot Academy has also developed partnerships with Pathways to Justice Careers, Temple University, trade schools and local businesses to assist students with exploring their options. Camelot Academy hosted a college and career fair, and financial aid workshop to provide information about postsecondary opportunities. Students must apply to at least three colleges and take the SAT/ACT. Also, Camelot Academy has established an Alumni Resource Center, which is a computer lab students can utilize to apply for colleges and employment opportunities.

Talent Development

Rating: PROFICIENT [7 of 7 components met]

Common planning time for teachers (Yes). The program's administrators presented the schedule and focus areas for Wednesday common planning time. Camelot Academy sets aside time each Wednesday for collaboration and common planning time (CPT) among teachers. The program's most recent Wednesday common planning time focused on differentiated instruction, classroom management, and the review of actual case studies to support students who are struggling academically. Leadership surveyed teachers about training topics. The Wednesday common planning time is not solely focused on teachers; behavioral staff also participates and contributes their expertise in the area of positive behavior management. Teachers will also participate in CPT training facilitation. **Differentiated staff supports** (Yes). The program staff discussed their strategies to support staff. The diverse learners teacher will do co-teaching with colleagues. Teachers at Camelot Academy conduct peer observations (instructional rounds) in order to learn from each other and to provide constructive feedback to their peers. The Academic Coordinator also co-plans with teachers to develop their lesson and goal setting plans. **Professional development calendar** (Yes). Camelot Academy presented sign in sheets from past professional development sessions, as well as a calendar of upcoming topics. The program's leadership noted that topics for professional development are subject to change based on the needs of the staff. The program has a set number of training hours for staff: 40 hours for existing staff, 16 additional hours for new hires and 80 hours for new programs. **Staff selection process** (Yes). Camelot Academy posts open positions through its corporate office. The program's parent company, Camelot Schools, does the first line of vetting candidates and then sends those resumes to Camelot's local leadership to further narrow down candidates. Candidates undergo a series of panel interviews and are required to solve a case study scenario and to present a sample lesson if they are interviewing for a teaching position. Camelot also puts together the characteristics of what a successful Camelot staffer looks like. This helps leadership to identify what it takes to be successful in working with students. In addition, it helps to hold staff accountable and to be clear about what characteristics staff needs to have. **Staff turnover** (Yes). Camelot Academy has retained most of its staff from the previous year. Some staff members were promoted to other positions within the organization. **New staff induction** (Yes). Camelot Academy holds summer training with all staff. New staff undergo two weeks of orientation in which they learn about the program's norms and culture, professional expectations, behavioral management techniques, and expectations for lesson plans and classroom instruction. Leadership will pair up with new teachers and the academic coordinator to provide support. **Principals conduct regular observations and provide constructive feedback** (Yes). Camelot Academy's academic administrators (the Principal and Academic Coordinator) observe classrooms on a daily basis. The quality management process and program consultant help to ensure leadership are meeting goals and supporting staff. Camelot Academy presented documented informal and lesson plan feedback. Formal observations are based on the Danielson Framework model focusing on all four domains, Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibility. Teachers are required to self-identify two areas in which they need to improve, and those goals are documented and worked on throughout the school year. Teachers receive quarterly formal observations each school year, and informal observations are done weekly by administrators. Leadership conducts a pre and post conference with staff to determine what areas teachers need support in and to self-assess. Leaders respond with immediate feedback. Professional development topics are created based on each teacher's strengths and weaknesses.

Data

Rating: PROFICIENT [4 of 4 components met]

Strategy to track student academic progress and provide interventions (Yes). Camelot Academy utilizes Google Docs to track grades and attendance on a weekly basis and staff are required to enter data into the Google Doc each week. In addition, the program uses the District's Student Information Systems and CPT. The Gradebook is checked by the Academic Coordinator on a weekly basis and progress reports are developed to help identify students who are struggling and to hold meetings with students. Camelot Academy has made adjustments to the schedule to support students. One example is switching gym to the end of the day for middle schoolers to maintain engagement. **System to collect and analyze data** (Yes). Camelot Academy presented their Campus Improvement Plan (CIP) and data report from the previous year. Program administrators aggregate and disaggregate the data to understand program-wide and individual student-level trends for attendance and grades. Information is discussed weekly during the program's Wednesday common planning time. The data allow staff to easily see which students are progressing and which students are off-track. Staff monitors data trends to develop interventions for struggling students and to also determine how well interventions are working and whether or not efforts need to be adjusted. **Program improvement plans and related data reports** (Yes). Camelot Academy presented and discussed the program's CIP, which is a performance document required of all Camelot's programs. The CIP includes performance expectations set by the School District, as well as those set by Camelot. The CIP also includes strategies for meeting performance goals outlined by the School District and Camelot. Similar to Camelot's other programs, Camelot Academy's CIP will serve as a year over year performance report by referencing previous years' outcomes, which are used to set targets for the current school year. **Formative and summative assessments** (Yes). Camelot Academy uses the TABE to gauge student growth and to provide targeted interventions for skill growth. The program administers the required PSSA and Keystones to all eligible students. Teachers are required to administer classroom-based assessments on a daily basis, such as an exit ticket to demonstrate a student's level of mastery with new concepts, and checks for understanding. Teachers are also required to administer unit exams, midterm exams, and final exams. Teachers are required to have a least one assessment a week. Leadership also helps teachers to support students by incorporating varying assessments such as project-based assessments.