THE SCHOOL DISTRICT OF PHILADELPHIA

OPPORTUNITY NETWORK
INSTRUCTIONAL WALKTHROUGH 2020-2021
Program Name: Camelot Academy East
Provider: The Camelot Schools of Pennsylvania, L.L.C.

INSTRUCTIONAL WALKTHROUGH OVERVIEW

Instructional Walkthroughs for all Opportunity Network contract programs focused on the instructional vision and implementation of the vision at the classroom level required to deliver high quality instruction to students. Instructional Walkthroughs assessed program performance across three domains: 1) Overall Management; 2) Instructional Delivery; and 3) Conditions for Learning. Taken together, the three domains encompass key instructional expectations that are required to ensure effective instruction that facilitates meeting the program's contract requirements with The School District of Philadelphia, as well as applicable federal, state and local laws.

Instructional Walkthroughs are one part of the School District's three-part approach to the formal annual evaluation of all contracted Opportunity Network programs. In addition to Instructional Walkthroughs, Operational Walkthroughs and Alternative Education Progress Reports (AEPR) provide qualitative and quantitative data for program performance that inform decisions related to contract renewal, termination, and program expansion. *NOTE: Due to the COVID pandemic, availability of some academic data was affected. Academic data may be available in part, whole or not at all.* This report summarizes the program's performance for each of the three domains reviewed during the Instructional Walkthrough. Each domain has been considered, in terms of key indicators for the domain area, and were rated by the walkthrough team on a four-point scale. In addition, this report provides ratings for select contract requirements indicating whether the program met those requirements or standards based on evidence reviewed during the Instructional Walkthrough.

During the 2020-21 school year, due to Covid related health restrictions meant that instruction was being conducted remotely. All Instructional Walkthroughs were conducted virtually as well, including meetings with leadership, class video conference observations, interviews with staff and students, and review of documentation. Initial feedback from the walkthrough was also given at the end of the visit to the program.

PROGRAM LEADERSHIP

Milton Alexander, Deputy Superintendent

Scott Cruttenden, Regional Director

Jennifer Green, Executive Director

Krista Maugle, Director of Student Services

Melita Johnson, Director of Special Education

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GENERAL INFORMATION

Walkthrough Date: February 25, 2021

Contract Term: FY 2018 - FY 2022

Program Type: AEDY Transition (Grades 6-12)

CONTACT INFORMATION

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WALKTHROUGH REVIEW TEAM

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Nefertiti White, Special Education Director

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INSTRUCTIONAL MODEL

Students complete courses in this transitional setting that offers them the opportunity to continue to develop academic skills while also focusing on behavioral goals to assist them in successfully transitioning back to a more traditional secondary school.

PROGRAM OVERVIEW

Daily Structure
- Each day begins with a Townhouse meeting, followed by 5 academic courses, and a session of SEL skills called GGI focused on a competency from the Cassel framework
- Wednesdays are asynchronous with teacher support provided and meetings for academic and emotional supports, there is also some HS elective courses offered (Health and PE as well as Foreign Language)
- Wellness Wednesday Checks are individual meetings with each student to check on their emotional and mental health each week

Teacher Feedback
- Lesson plans are submitted weekly, with written feedback from leadership and follow professional development to address trends across teachers
- Informal observations take place daily in all classrooms, with feedback given during bi-weekly coaching conversations
- Formal observations take place 2-3 times per year, using Camelot rubric- feedback is given in writing and during debrief meetings
- Peer feedback is given through a peer observation system known as Rounds Observation to promote teacher development

Intervention
- Resource meetings (leadership) 3x each week and Team meetings (whole staff) each week are held to reflect on student data and progress, and make adjustments to student supports as necessary
- These meetings drive the MTSS system that the school has in place to support all students
- This year they have further developed their non-academic supports as students deal with challenges outside of school

Professional Development – the instructional staff have received feedback on the following topics:
- PD has been focused on interesting and engaging remote learning lessons (both from leadership and collaboratively during Common Planning Time meetings)
- Topics from week to week are determined by trends in observations, lesson plan feedback, or community events (such as the death of student or protests over police violence)
- Virtual engagement and Digital resources
- Anti-racism
- Self-care/SEL.

Parent Communication –
- Staff utilize phone calls, text messages, and email to communicate with families with important information
- Behaviors support staff reach out to students whenever they don't attend synchronous instruction, and teachers also reach out via phone and text whenever they have a concern
- Teachers email out progress reports to both students and parents
- Home visits are conducted (following safety protocols) whenever there is a major concern
- The school has also leverages social media to communicate important dates, events, or deadlines

Use of Data – administration and instructional staff use the following to monitor student performance
- The TABE Assessment allows the school to gather growth information and identify students in need of supports
- The principal completes frequent grade book audits, and the Resource Team reviews attendance data
- The weekly team meeting is a key data sharing point where staff can share relevant concerns and celebrations

SUMMARY OF PROGRAM AREAS OF STRENGTH

- There is a strong welcoming environment, with clear system to reach out and try to engage students who are not present at the start of class
- There were a wide variety of technology tools being utilized to engage students in the work of the lesson while in remote instruction
- Teachers were consistently designing lessons with content that the students would find relevant
- There were many examples of strong lesson design, where tasks and the checks for understanding were written to be rigorous and standards aligned
- Teachers demonstrated a genuine interest in their students and their interests, which strengthened the welcoming environment
- In multiple classrooms observed there were positive student to student interactions, related to the lesson and its objectives
- A clear effort was made to try and have all students engage/participate when teachers were asking checks for understanding

PERFORMANCE SUMMARY OF ALL DOMAINS

The table below summarizes performance by category on elements that are conducive to effective instruction and are consistent with the academic performance measures in the contract during the 2020-21 Instructional Walkthrough.

DOMAINS	PROGRAM PERFORMANCE	TOTAL POSSIBLE	PERCENTAGE
Domain I: Overall Management	16	20	
Domain II: Instructional Delivery	20	28	
Domain III: Conditions for Learning	23	28	
TOTAL	59	76	

* Percentages were not calculated due to COVID and full-time virtual teaching and learning, this structural change does not support comparison of the report for the 2020-21SY to previous or future school years.

DOMAIN 1: OVERALL MANAGEMENT

Management for a Safe and Orderly Environment	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
1. The program is welcoming and inviting.					X
2. School-wide rules and procedures operating effectively.				X	
3. Classroom rules and procedures are operating effectively.				X	
4. Acknowledgement of students who are/are not following rules and procedures is evident in classroom/school-wide.				X	
5. Teachers display awareness of conditions.				X	

Summary:

The program has established a warm and welcoming environment effectively in the digital space. This was accomplished by having a consistent start to each lesson, which is inviting and focused on relationships- as well as leveraging all staff to support engagement and participation with the lessons. Teachers displayed a clear awareness of who was and was not present, and worked with their peers to reach out to students not engaging. One area for potential growth is continuing to more consistently share expectations for participation and to connect that to the rationale for doing so and why it benefits students.

DOMAIN II: INSTRUCTIONAL DELIVERY

Components of Effective Instruction	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
1. Teachers model the thinking and learning process.				X	
2. Teachers make the curriculum relevant for their students.					X
3. Lessons are rigorous.				X	
4. Students are working harder than their teachers. Lesson plans and slide decks form the lessons observed today featured many rigorous tasks and standards aligned checks for understanding. However, in multiple instances the teacher would make an adjustment in the moment, altering the activity and making it much less rigorous and no longer standards aligned.			X		
5. Evidence of data is visible. There was little evidence of how data was driving decisions for instruction. For example, some texts used were not standards aligned in their level of complexity. Another example was that it appeared that students were rostered into a course that was not being taught (health students in an art course).			X		
6. Teachers question all students with the same frequency.				X	
7. Teachers ask all students questions at different levels of cognitive complexity.				X	

Summary:

The program had clear expectations for teachers planning and a concrete vision for what the instructional block should look like. This meant that classes consistently featured teachers modeling the concept, and that in each course the content chosen was relevant for students. This planning also meant that lesson materials were aligned to standards, and aligned to state standards. However, in some instance's adjustments made in the moment or in the execution of the tasks for students meant that they were less rigorous and no longer aligned to standards.

Opportunities for Growth:

1. Provide teachers with development on how to adjust a task that maintains rigor while offering access to all students. There was a clear awareness of teachers that they need to modify some tasks and activities so that students with skill gaps could access the content, however, many of their adjustments went beyond providing access and instead, lowered the rigor of the activity. Consider adopting a set of core scaffolding strategies for teachers to utilize as you attempt to strengthen this particular skill are with teachers.

2. Establish routines for the leadership team to confirm that all students are rostered to the correct courses and are that their needs are being met (using student achievement data as well as transcripts etc.) While there are many ways to be creative in meeting students' academic needs, it is necessary that students only receive credit for the courses that they are taking, and that they have access to and experience with grade level content.

DOMAIN III: CONDITIONS FOR LEARNING

Establishing Conditions Necessary for Learning	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
1. Teachers are aware of non-engagement. There was a clear focus on using engaging tools and strategies with students- and a large number of different tools were observed across classrooms. In some instances, teachers were unsure of how to monitor participation with the tool, and had reduced awareness of who was or was not engaging.			X		
2. Teachers use a variety of engagement strategies.					X
3. Students appear to be engaged in the lesson.				X	
4. Students are interacting appropriately with other students.					X
5. Teachers show interest in their students.					X
6. Students are appropriately responsive to teacher interactions.				X	
7. There is evidence of the school-wide focus in the classrooms.				X	

Summary:

The program has had a clear focus on developing some of the technology tools needed to facilitate remote instruction, and staff have embraced this change and are utilizing a variety of tools to do so. It was also evident that staff are interested in their students, and that they have built a community- where student to student interactions were taking place and in a positive way. This resulted in strong engagement in several of the classrooms observed.

Opportunities for Growth:

1. Provide continued development for teachers on the technology tools and how they can use them to monitor engagement, or highlight low-tech strategies for doing so as well. In particular, help staff to see the connection between the real-world practice of circulating and monitoring student effort on a task, and their facilitating in the remote learning environment. How can you see who is writing? How can you tell who is stuck? Consider also leveraging best practices of other staff, those with the strongest facilitation to monitor engagement and have them share those best practices with their peers.

SUPPLEMENT: SOCIAL EMOTIONAL LEARNING

SEL Foundation and Execution
As a part of program contract requirements, Transition and Continuation Programs provide explicit Social-Emotional Learning (SEL) instruction by which students can acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Collaboration for Academic Social and Emotional Learning-CASEL). SEL is an integral part of education and human development, and positively impacts life and learning. In the social skill development approach for school and life, the SEL observations provide a focus on foundations and execution that promote SEL through a modified SAFE (Structured/Sequential, Active/Engaging, Focused, and Explicit/Evaluative) model for effective SEL.

Summary:

The SEL session began by the program setting clear expectations for participation and the value of sharing and respecting perspectives. Staff members praised students for their involvement in the session. The facilitator created a safe and inviting environment by greeting students, taking an emotional temperature check and reminding students of the group norms. The facilitator previewed the lesson and objectives, and scaffolded the discussion from prior sessions connected to the CASEL competency of Self Awareness. The topic focused on empathy and perspective-taking. In this lesson, less emphasis was given to empathy as the objectives covered a lot of information. The session used a poem to connect to the theme of Self Awareness but did not center on key points and takeaways. At times, staff did not allow wait time or probe students to relate to the main idea or answer prompts. Staff did, however, use active activities that allowed students to engage and contribute. Staff provided praise and support when students participated. The facilitator assessed students' learning in class by using an exit ticket.. There was an opportunity to build on the solid SEL foundations and structures provided in the sessions by focusing on key points and critical questioning, and connecting content to real world experiences.