THE SCHOOL DISTRICT OF PHILADELPHIA

OPPORTUNITY NETWORK
INSTRUCTIONAL WALKTHROUGH 2021-2022
Program Name: Camelot Academy
Provider: Specialized Education Services, Inc.

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. 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, interviews with key stakeholders, and observations in the classrooms.

GENERAL INFORMATION

Walkthrough Date: March 22, 2022

Contract Term: FY 2018 - FY 2022

Program Type: AEDY Transition (Grades 6-12)

CONTACT INFORMATION

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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 LEADERSHIP

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WALKTHROUGH REVIEW TEAM

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PROGRAM OVERVIEW

Here is a brief description of different aspects of the program, these descriptions were shared by the program and observed as part of the Instructional Walkthrough.

Daily Structure – Each day begins with a session of mindfulness and SEL through Townhouse meetings, followed by GGI, which is focused on the competencies from the CASEL framework. Each day is comprised of six academic classes. Wednesdays begin with Common Planning Time (CPT), which gives teachers the opportunity to engage, participate and share best practices in student learning and teaching practices. And lastly, Thankful Thursdays are individual meetings with students that may consist of check-in's, yoga, role play, and more, which allows the team to check on the emotional and mental health needs of all students individually.

Teacher Development and Feedback – Lesson plans are submitted weekly and teachers receive feedback which detailed strengths and areas of opportunity. In addition to the planning feedback, informal observations are completed on a daily basis in several classrooms and teachers receive "real-time coaching" which allows for immediate feedback and implementation back into the instructional environment. Formal observations, following the Danielson model, take place two or four times a year depending on the teacher's status. Peer feedback is given monthly through a process known as Rounds, which looks at student learning in the classroom and allows teachers to share non-evaluative data and discuss best practices. Finally, teachers are tiered based upon their needs instructionally and are supported with principal coaching and central office supports based upon the trends seen in informal observations and individual lessons within the instructional block.

Multi-Tiered System of Supports – The program's MTSS system has several components. All school administrators meet for Resource meetings, held four times each week, and Team meetings (ie, entire staff) are held to reflect on student data in order to adjust resources accordingly; the goal is to provide the necessary data that supports the MTSS system & PLPs. The program is still developing a consistent and comprehensive structure to implement this with fidelity. Students receive skill-level interventions through the "WIN" period weekly via iReady and Achieve3000 programs. Additionally, the program is also piloting a new program this year called LiveSchool, which is a tool that allows the program's operational staff to give real-time points to students for achieving or accomplishing determined actions throughout their day in school. This intervention also serves as an additional non-academic data point to show a student's progress or lack thereof within the program.

Professional Development – PD is based on trends in the informal and formal observations and best practices that are highlighted within lessons during CPT. The program follows the SDP calendar for all half- and full-day PD opportunities. Topics covered in CPT this year have been: Self-care/SEL, Tiered Teacher Support System, Differentiated Instructional Practices, Intervention programs, and Instructional Strategies & Best practices.

Parent and Family Engagement – The program uses a variety of strategies and tools to interact with their program's stakeholders. Faculty and staff utilize phone calls, text messages and email to communicate important information with families. The Operations Team reaches out to families regarding attendance and opportunities to improve conditions for learning. Families are mailed interim and official report cards during each quarter, and are invited to participate in report card conferences. Additionally, home visits are conducted when there is a barrier to reach families.

Use of Data – As shared by the program and observed as part of the Instructional Walkthrough, the program uses the STAR assessment to gather student growth information and identify students that need specific supports. Weekly team meetings allow the team to share other meaningful and measurable data as the team revisits student accommodations. The principal monitors the grade book portal weekly, while the resource team reviews student attendance data and plans.

SUMMARY OF PROGRAM AREAS OF STRENGTH

- There was consistent use of the Engaging Opening structure observed across classrooms and was evident in lesson plans.
- The program has a warm welcoming atmosphere that is created for students with structures like Townhouse and greetings for students after each transition.
- There were measurable objectives posted in all rooms, including shared spaces used by multiple teachers.
- Teachers show a tremendous amount of interest in their students, and have strong relationships, which likely contributed to the very few disruptive behaviors observed.
- Classrooms were well organized, and strong program-wide routines and procedures were established and contributed to a positive learning environment and fluid transitions.
- When lessons were relevant, students were very engaged, notably in African American History, high school Biology.

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 2021-2022 Instructional Walkthrough.

DOMAINS	PROGRAM PERFORMANCE	TOTAL POSSIBLE	AVERAGE RATING	Category
Domain I: Overall Management	14	20	2.8	Expectations Met
Domain II: Instructional Delivery	13	28	1.9	Nearing Expectations
Domain III: Conditions for Learning	19	28	2.7	Expectations Met
TOTAL	44	76	Overall Percentage: 61%	

DOMAIN 1: OVERALL MANAGEMENT

Management for a Safe and Educationally Supportive 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. *In general, teachers were aware of student engagement during the lesson, however, at times, support staff were less aware or even distracting (eg, talking while teachers were talking, not intervening at appropriate times, etc.). Support staff were present and active in some classrooms, but were less active in others where they were more needed (eg, new teacher's classroom etc.). Additionally, while teachers had a strong awareness of student engagement, more checks for understanding are needed to increase teacher awareness of student understanding and comprehension.*			X		

Summary:

The program was warm and inviting to students, both with greetings from teachers as well as many positive and affirmative statements posted around the school. There were strong routines and systems established school wide (eg, cell phones and bathrooms), as well as in classrooms (eg, distributing materials and structures like the exit ticket). There were very few off task behaviors, and when these did occur, they were redirected effectively. There is room for improvement in the role that support staff play in classrooms, as well as in the application of checks for understanding to make sure teachers are aware of student comprehension.

Opportunities for Growth:

1. (Standard 5) **The program should provide professional development and coaching everyone on how support staff can best support a teacher's lesson in the least disruptive way possible.** Part of this development is in determining more data driven ways to deploy support staff so that they are most effective (ie, giving more support to novice teachers vs. experienced teachers).

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. *Some classrooms observed had strong modeling, notably in high school math and science. However, this was inconsistent across classrooms where students were simply taking notes or copying down information without connection to a skill, such as a process to follow or a concept to apply.*			X		
2. Teachers make the curriculum relevant for their students. *While there were some standout connections being made (eg, in African American History), this was not consistent across classrooms. In several instances, students were introduced to content or skills, but without clear connections being made to their lives. Having teachers thoughtfully plan and strategically choose examples that students find relevant will improve their understanding of the lessons.*			X		
3. Lessons are rigorous. *In general, teachers were focused on a grade-level appropriate topic (eg, homeostasis and an examination of how groups are portrayed in "Birth of a Nation"), however, in many instances, the content being shared was not aligned to the appropriate level of rigor. For example, in Geometry, the lesson focused on drawing and labeling polygons, which is not aligned to the standard of finding the perimeter or area of polygons, or the transformations of polygons.*			X		
4. Students are working harder than their teachers. *There were few engaging activities observed in the lessons observed beyond the engaging opening. Most classes had students spending a majority of time copying notes from a PowerPoint slide or the whiteboard. It was also observed that, while every class had an engaging opening structure, there was almost no student-to-student conversations, and many of the engaging opening activities needed stronger framing to activate students' prior knowledge or to make them curious. The portion of the lesson where students did work hardest was often the application activities near the end of the lesson, notably in African American History, middle school Science and middle school English, which stood out as positive examples.*			X		
5. Evidence of data is visible. *There were no visible responses to student data observed during the walkthrough, with the exception of two teachers that did differentiate for attendance reasons, meaning giving those that had been absent slightly more support than those who had been present.*		X			

Components of Effective Instruction	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
6. Teachers question all students with the same frequency. *In many classrooms observed, there was only a small number of students, which frequently meant all students were answering questions. However, there were multiple examples where the teacher allowed one student to passively be in the room but not answering teacher questions; there was a notable trend where it was often the only female student in the room that was not being called on.*			X		
7. Teachers ask all students questions at different levels of cognitive complexity. *Some teachers did ask students for examples or to make connections in their questioning, however, the vast majority of student questions during the walkthrough were lower-level (eg, recall or basic comprehension questions). This was likely connected to the notetaking from slides rather than being asked to read a text and verbally analyze and explain a deeper level of understanding.*			X		

Summary:

During the walkthrough, the program had some definite areas of success with instructional delivery, however, these were not consistent across classrooms; in general, there is room for improvement in this domain. The program had some examples of modeling and engagement strategies, but there were also several classrooms observed where the activities were passive and resembled a lecture style approach. There were clear objectives for each lesson, but at times the alignment was to the topic, rather than the skill of the standard. Opening routines were consistent and engaging across classrooms, and there is an opportunity to build similar engagement structures into other parts of the lessons, as well as more opportunities for student-to-student interactions, as very few were observed during the walkthrough. In addition to having more engaging structures and activities, there is an opportunity to make coursework more relevant for students—there was little evidence of this being done intentionally observed in classrooms or in the lesson plans reviewed. There was questioning of students, which was often done both equitably and with higher-level questions. Having more consistently inclusive questioning of all students at a high level is an area of growth for the program. There was also no use of academic data being used to make instructional decisions that was observed or noted in the artifact review.

Opportunities for Growth:

1. (Standard 1) **The program should provide professional development and coaching for teachers on how to model a skill or concept in an engaging way.** Consider connecting the program's existing cognitive engagement strategies to providing students with a concrete model. There are some teachers with strong modeling, and so consider utilizing the collaborative planning time to further develop the team on these skills.
2. (Standard 2) **The program should provide professional development and support with accountability in lesson planning on how to design lessons with student relevance in mind.** Consider how you might adjust your lesson planning process and or templates to further encourage teachers to select materials and activities that students will find relevant. This topic is well aligned to the work of common planning time where they can share ideas and benefit from a shared understanding of students and what they find relevant. This is also an area where you should utilize SEL skills to build relevance based on the experience in townhouse.
3. (Standard 3) **The program should provide more professional development and support with lesson planning so that teachers are choosing rigorous activities that are aligned to standards.** Consider what planning materials teachers are using and if the

curriculum resources (eg, text books etc.) are all well aligned to the standards. Unpacking and understanding is also a topic needing to be addressed so teachers are able to choose aligned activities.

4. (Standard 4) **The program should provide professional development and coaching on utilizing engagement strategies throughout a lesson.** Building from the success the program has shown with the engaging openings, continue to support teachers with engagement throughout the lesson. There should be alternatives to lecture that are content aligned for teachers to use in engaging students.

5. (Standard 5) **The program should share a clear vision and support teachers with concrete strategies to use data in making instructional decisions (both in planning and in the moment).** Consider a limited number of data sources and ways to make strategic adjustments using that data, such as a check for understanding and exit ticket scores. In order to be effective, data incorporation needs to move beyond attendance information and support with makeup work.

6. (Standard 6) **The program should develop and coach teachers to question all students.** Consider concrete systems (such as a tracker or a cold calling with labeled popsicle sticks) as well as structures (think/pair/share) that allow teachers to question all students. Coaching should also address when different groups (such as female students) are not being questioned at the same level or frequency as other students.

7. (Standard 7) **The program should provide professional development and coaching for teachers on how to craft stronger questions aligned to higher order thinking skills.** Consider starting this work by exploring different lesson structures other than lecture-style teaching that naturally lead to higher order questioning.

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.				X	
2. Teachers use a variety of engagement strategies. *Several classrooms observed utilized lecture-style teaching, meaning students were taking notes and/or completing assignments (eg, worksheets) independently. While there were often strong visuals being used in the lesson, there were very few collaborative activities being assigned. In general, there is a need to move from individual activities to more collaborative/interactive activities to further engage students.*			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. *The leadership team mentioned differention and inclusive openings as the overall program goal and focus. Lessons plans did contain opening routines and differentiated practices, however, differentiated instruction during the lesson was not observed. There were few instances observed where students explained their thinking or where teachers pushed students to build upon their answers supporting their individual needs.*			X		

Summary:

Overall, there were very few off-task behaviors and students were effectively redirected by teachers when necessary. Students were observed listening to their teachers, but the frequency of lecture-style lessons led to little academic engagement. During some lessons, "temperature checks" were observed serving to check for student understanding. When given the opportunity to work in groups, students did so appropriately, although much more time was spent not talking to one another. Teachers showed interest in their students and there was evidence they built strong rapport and were working to create a safe academic environment, which was evident in the student questioning observed and their willingness to participate. The school focus areas were not consistently implemented. While all classrooms had an engaging opening, very little differentiation was observed.

Opportunities for Growth:
1. (Standard 2) **The program should provide professional development and coaching for teachers on engagement strategies.** As noted in Domain 2, Standard 4, the program should develop strategies that teachers can implement beyond the opening routine.

2. (Standard 7) **The program should more clearly communicate the vision for their focus area and support teachers in its execution.** Consider how to support teachers in internalizing, what it will look like in their lessons, and how to both support and hold them accountable for execution when sharing a program-wide focus area. Consider how to involve other program community members, including culture staff, as well.

ADDENDUM: 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. 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.

SAFE MODEL COMPONENTS	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
1. Structured and Sequential - SEL *standards/goals* are embedded into lessons; Curriculum/Lesson is *connected* to students' needs and/or reasons for referral. Lessons are *constructed* to introduce new concepts or *build upon* previously learned ones. Session has Opening, Sharing, Activity and Closing.				X	
2. Active - Use *active tasks and activities* that allow students to *practice* skills and apply knowledge. Teaching strategies should include discussion with higher-order questioning, role-playing situations with takeaways, peer-teachings, gamified activities, interviews, pauses and reflections, incorporation of the arts/writing, and visuals.				X	
3. Focus - Facilitators can specifically address how a given skill *applies* in daily life and break down *strategies* and skills into smaller, more manageable components. Students *make connections* between SEL and what they're learning and initiate reflection, discussion and practice. The session was more than discussion/talking.				X	
4. Explicit and Evaluative - *Track/Chart* students' SEL progress over time, providing insight into students' skill development and student reviews. *Use tools* such as exit tickets, grades, rubric/ratings to provide frequent feedback for positive behaviors and identify growth areas as it relates to SEL and assess students' skills acquisition. The GGI Facilitator provided feedback during the lesson on concepts, and used exit tickets to assess student learning at the end of the lesson. *It was not observed how all students accessed the SEL topics in the lessons observed or how student progress was tracked, shared, and communicated to students or staff for periodic reviews.*			X		

Summary:

In the session observed, the GGI facilitator led a structured lesson with connected objective and reflections. The session had a reflection activity and guided scenario supporting key concepts of decision-making and resolving conflict. There was an opening prompt, independent task and share out during the period. The facilitator circled the class and assisted students who came in late.

Opportunities for Growth:

1) **(Standard 4) The program should incorporate and evaluates student SEL skill development across the educational setting.** Because of low attendance and lateness, many students did not fully benefit from the session to help them meet their behavioral goals. Teachers can infuse SEL competencies in class learning, activities, and examples, and for behavior staff to effectively track and assist students with SEL skills application beyond redirection and compliant behaviors.

2) **(Standard 4) The program should ensure connection of SEL to student goal monitoring and behavioral progress.** This could include discussing student skills development and supports as a team as it relates to their goals and progress during MTSS meetings and resource meetings, and ensuring follow-ups and information is a part of students' periodic reviews.