

**Instructional Walkthrough Report**  
SY 2022-2023

# Excel Academy North

Provider: The Camelot Schools of Pennsylvania, LLC  
(a Specialized Education Services, Inc. (SESI) company)

Program Type: Accelerated  
Grades 9-12

1435 N 26<sup>th</sup> Street, Philadelphia, PA 19121 | (215) 924-8950

<https://www.sesischools.com/locations/excel-academy-north>

## Instructional Walkthrough Overview

Instructional Walkthroughs for all Opportunity Network contract programs focused on the instructional design and implementation of this design with consistency and fidelity at the classroom level required to deliver high quality instruction to all 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.

Walkthrough Date: March 1, 2023

Contract Term: FY2023 – FY2027

## General Information

**Program Mission:** *At SESI, our mission is to provide educational services for K-12 students who require specialized educational and behavioral supports to overcome challenges that impede their success in a traditional school setting. We believe that all children deserve an education that goes beyond academics and enables them to grow into responsible, self-sufficient adults.*

**Program Leadership:**

Milt Alexander <i>Deputy Superintendent</i>	Scott Cruttenden <i>Regional Director</i>	Cassie Oshinsky <i>Instructional Specialist</i>
Kevin Mark <i>Site Director</i>	Shelby Hilt <i>Principal</i>	

**Walkthrough Review Team:**

Daniel Turner <i>Director of Instructional Resources, Opportunity Network</i>	Majeedah Scott <i>Director, Multiple Pathways to Graduation</i>	Tiana Wilson <i>Assistant Director, Re-Engagement Center</i>
Seth Morones <i>Strategy Analyst II, Opportunity Network</i>	Brett Botwinis-Zaba <i>Special Education Case Manager</i>	Joel Whitter <i>Professional Learning Specialist, Learning Network 4</i>

## Program Overview

The following is a brief description and summary of different aspects of the Opportunity Network program. These descriptions were shared by the programs prior to the walkthrough and informed by observations as part of the formal Instructional Walkthroughs.

### Daily Structure

#### Program Snapshot

Enrollment	193 (as of April '23)
Instructional Model	Direct Instruction

#### Daily Student Schedule

Full Day	7:30 am – 3:30 pm
Wednesdays	7:30 am – 1:50 pm

#### Course Frequency

Core Courses	5 times a week
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#### Class Duration

Full Days	50 minutes
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#### Number of Classes

Number of Courses Students Can Take	Maximum of 6 Courses
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#### School Culture

Students participate in assembly each morning at 7:50, there is advisory every day and weekly Town hall.

#### Core Curriculum Resources

Math	SDP Curriculum
English	SDP Curriculum
Science	SDP Curriculum
History	SDP Curriculum

### Student Supports

- ✓ Achieve 3000 Literacy
- ✓ Achieve 3000 Math
- ✓ Small Group Instruction
- ✓ Intervention Period
- ✓ Co-Teaching/Push-In Support
- ✓ Community/External Partners (ex: ELECT, etc.)

#### Additional Supports:

The program also utilizes the programs No Red Ink and Desmos to help provide data driven student supports.

### College & Career Readiness

- ✓ Service Learning Opportunities
- ✓ Internship Program
- ✓ 1-on-1 Counseling
- Certifications Offered
  - OSHA 10
  - CPR/First Aide
  - Mandatory Reporter (Act 31)

#### Additional/Other Certification Opportunities:

The program has also developed a partnership with Temple University for students to become Youth Conflict Specialists.

### Culture of Academic Success

- ✓ Honor Roll
- ✓ Public Recognition
- ✓ Restorative Practices

#### Additional/Other Academic Success

There is also academic tutoring available for students on Mondays, Tuesdays, and Fridays.

## Summary of Program Areas of Strength

Below are short descriptions of areas where the program has shown sustained strength, as informed by the school visit, student and staff interviews, and a review of the provided artifacts.

- Warm and Welcoming Environment**  
 The program has developed a warm and welcoming environment, which is clean, organized, and has a strong sense of community supported by structures like advisory and the use of a shared space like the gym.
- Positive School Culture**  
 The culture is one where students are comfortable, it was evident they see school as a safe space to take academic risks, and had the confidence to do so, as was observed in classes like Algebra 2.
- Curriculum Rigor**  
 The program had grade level appropriate rigor. Not only were objectives/content grade level aligned but appropriate and relevant texts were driving most lessons.
- Relationship Building**  
 Adult and student relationships were evident, and there were clear attempts to build those relationships, which contributed to the positive school culture.
- Engagement and Participation**  
 Engagement and participation were frequent and well received- both in teacher to student moments, but also amongst students during group work opportunities.
- Schedule Adjustments**  
 The program highlighted some structural changes (new vision for Advisory and adjustments to the schedule (such as offering fewer sections of some courses to increase class size) are having a positive impact on the school and the student experience.

## Performance Summary- All Domains

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2022-2023 Instructional Walkthrough. Information regarding how standards in each domain are measured can be found in the Performance Framework for Opportunity Network contract programs.

Domains	Program Performance	Total Possible	Average Rating	Category
<a href="#">Domain I: Overall Management (Page 4)</a>	18	20	3.6	Exceeds Expectations (SY2021-2022: <span style="color: green;">▲</span> Expectations Met)
<a href="#">Domain II: Instructional Delivery (Page 5)</a>	20	28	2.9	Expectations Met (SY2021-2022: Expectations Met)
<a href="#">Domain III: Conditions for Learning (Page 7)</a>	23	28	3.3	Expectations Met (SY2021-2022: Expectations Met)
Total	61	76	Overall Percentage: 80%	

## Domain 1: Overall Management

Management for a Safe and Educationally Supportive Environment	Observation Notes (notes are provided for standards rated Nearing or Did Not Meet Expectations)	Performance Rating
1. Program Environment Maintains a school environment where students feel welcome and invited.		Exceeding Expectations (SY2021-2022: Exceeding Expectations)
2. School-wide Rules and Procedures The program ensures school-wide rules and procedures are operating effectively.		Exceeding Expectations (SY2021-2022: Exceeding Expectations)
3. Classroom Rules and Procedures The program ensures classroom rules and procedures are operating effectively.		Exceeding Expectations (SY2021-2022: ▲ Expectations Met)
4. Acknowledgement of Students The program's acknowledgement of students who are/are not following school-wide and classroom procedures is evident.		Expectations Met (SY2021-2022: Expectations Met)
5. Awareness of Conditions Teachers display an awareness of conditions.		Expectations Met (SY2021-2022: Expectations Met)

### Observation Summary

The program has created a very welcoming school culture that is not just socially a warm and inviting place, but one where students are also encouraged and welcomed to engage academically. This is the result of structures like advisory, which serve to support students with career advising, SEL supports (such as the quiet corners where students can go when they feel dysregulated), as well as support with areas of academic need (utilizing Achieve 3000). Additionally, the program has created strong systems that are supported by operational staff and support strong academic environments. For example, the operation team would frequently give teachers a 5-10min warning before the transition between class periods; this helped to support having a consistent closing routine as well as an efficient transition between classes. The team noted that no students were observed disrupting class or others, and any minor off-task behaviors were often quickly addressed appropriately.

One school-wide system to consider for improvement is how technology can be further leveraged in a strategic way to develop an even more efficient learning environment and support student success.

## Domain 2: Instructional Delivery

Components of Effective Instruction	Observation Notes <i>(notes are provided for standards rated Nearing or Did Not Meet Expectations)</i>	Performance Rating
1. Instructional Modeling Teachers model the thinking and learning process.		Expectations Met <i>(SY2021-2022: Expectations Met)</i>
2. Curriculum Relevance Teachers make the curriculum relevant for their students.		Expectations Met <i>(SY2021-2022: Expectations Met)</i>
3. Curriculum Rigor The program ensures all lessons are rigorous.		Expectations Met <i>(SY2021-2022: Expectations Met)</i>
4. Student Effort Courses are developed and implemented to ensure students are working harder than their teachers.		Expectations Met <i>(SY2021-2022: ▲ Nearing Expectations)</i>
5. Classroom and Instructional Data Evidence of data is visible.		Expectations Met <i>(SY2021-2022: ▲ Nearing Expectations)</i>
6. Teacher Questioning Teachers question all students with the same frequency.		Expectations Met <i>(SY2021-2022: Expectations Met)</i>
7. Cognitive Complexity Teachers ask all students questions at different levels of cognitive complexity.	In general, the level of questions that students were asked involved students being asked to provide rationale/reasoning for their answers. However, only some teachers expected a level of reasoning/evidence in responses, while others asked for one or two-word responses with no explanation needed. In a review of the lesson plans, there were notes in the lesson plans about differentiating and supporting students, but these were not observed consistently.	Nearing Expectations <i>(SY2021-2022: Nearing Expectations)</i>

### Observation Summary

The program is consistently meeting expectations in nearly all areas of Instructional Delivery. The content in classrooms was not only grade-level appropriate and rigorous but also the modeling of that content was consistent from classroom to classroom. Teachers were frequently seen scanning students during their work time, as each class included a number of student activities that allowed students to attempt the objective skill. Student engagement with these tasks was often high, as teachers made the topics relevant and interesting for students. For example, in an English class students were engaged in a discussion about the difference between identity and legacy, both in the text they were reading and in their own lives. The data on display in classrooms (STAR growth, grades, etc.) was encouraging for students and was aligned to the data-oriented nature of the instruction taking place. In addition, the program has established a clear and consistent effort across classrooms to make sure that all students were participating in the lesson and answering questions. There are two growth areas for the program, one is in the types of questions that are being posed to students, and how to both increase the complexity of questions. The second is to make sure they are fully supporting all learners with differentiated supports as planned.

## Opportunities for Growth

1. Standard 1: Teachers model the thinking and learning process.

The program should provide professional development and coaching for teachers on questioning students so that students utilize critical thinking skills to respond and students are engaged at higher levels of thinking and learning. Also, program should provide teachers of diverse learners with increased coaching and accountability for implementing differentiated supports for students.

These topics are closely related, in that in order to differentiate questions and provide scaffolds- the questions need to be asked at both lower levels (like recall and comprehension) as well as at higher levels (where students are analyzing or explaining their thinking). Consider how you might leverage the PLC structure to help teachers to develop this skill in alignment with their discussions of student supports in the MTSS process. Additionally, the program should work to close the observation and feedback loop with lesson plans so that the differentiation and support for diverse learners as in the lesson plans are observed and implemented with fidelity. This differentiation can and should include the scaffolded question types as above.

## Domain 3: Conditions for Learning

Establishing Conditions Necessary for Learning	Observation Notes (notes are provided for standards rated Nearing or Did Not Meet Expectations)	Performance Rating
1. Non-Engagement Teachers are aware of non-engagement in their classrooms.		Expectations Met (SY2021-2022: Expectations Met)
2. Engagement Strategies Teachers use a variety of engagement strategies.		Expectations Met (SY2021-2022: Expectations Met)
3. Student Engagement Students appear to be engaged in the lesson.		Exceeding Expectations (SY2021-2022: ▲ Expectations Met)
4. Peer Interactions Students are interacting appropriately with other students.		Expectations Met (SY2021-2022: Expectations Met)
5. Teacher Interest Teachers demonstrate a clear interest in their students.		Expectations Met (SY2021-2022: ▼ Exceeding Expectations)
6. Student Responsiveness Students are appropriately responsive to teacher interactions.		Exceeding Expectations (SY2021-2022: ▲ Expectations Met)
7. School-Wide Focus There is clear evidence of the school-wide focus in the classrooms.		Expectations Met (SY2021-2022: ▲ Nearing Expectations)

### Observation Summary

The program has created an instructional environment where students are engaged from the variety of activities that teachers have designed and planned for each lesson to the awareness that teachers have of their students' engagement and the effective strategies they utilized to keep students focused. The cumulative effort of those teacher driven moves, as well as the high level of student to student interaction led to high levels of student engagement across classrooms. The teachers were also observed working to build strong relationships with their students- both in class, but also in other structures like advisory. These relationships, the school's overall culture, and the effective techniques that teachers used when giving directions and redirecting students meant that students responded appropriately when given directions, asked questions, or were redirected by teachers. Lastly, there was also evidence of the programs school wide focus, which was first a shift in teacher's roles from instructor to facilitator and second the inclusion of higher order thinking skills in most class activities. Both of these focus areas resulted in notable improvement in instructional practices from previous walkthroughs.