

**HLA 2 Renewal Site Visit Report 2021 - Evaluative Comments**

Page #/BM	Renewal Site Visit Report Text	HLA2 Response																				
P. 11/Summary of Findings	ELL and ED enrollment is still below the district of location, as is “all student” and subgroup retention, based on SY 2020-2021 data	<p>HLA2’s MLL enrollment remains below that of CSD 21, but the gap has been closing every year:</p> <table border="1" data-bbox="865 545 1911 898"> <thead> <tr> <th>School Year</th> <th>HLA2</th> <th>NYC CSD 21</th> <th>Differential to District</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>16%</td> <td>34%</td> <td>-18</td> </tr> <tr> <td>2018-2019</td> <td>27%</td> <td>35%</td> <td>-8</td> </tr> <tr> <td>2019-2020</td> <td>22%</td> <td>29%</td> <td>-7</td> </tr> <tr> <td>2020-2021</td> <td>24%</td> <td>29%</td> <td>-5</td> </tr> </tbody> </table> <p>We have also implemented strong MLL recruitment/retention strategies which include:</p> <ul style="list-style-type: none"> <li>○ <u>Improved process with Ops</u>: Director of Special Education is working with Ops to create an “HLQ/MLL Process” document that details the identification and qualification process for MLL students. It also has timelines for each part of the process and names which team member is assigned to be responsible for each step.</li> <li>○ We've invested approximately \$4k on digital advertisements in Spanish, Russian, and Hebrew to target MLL families. With plans to continue targeting them</li> </ul>	School Year	HLA2	NYC CSD 21	Differential to District	2017-2018	16%	34%	-18	2018-2019	27%	35%	-8	2019-2020	22%	29%	-7	2020-2021	24%	29%	-5
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		<p>moving forward. Ads are targeted specifically to families who speak those languages.</p> <ul style="list-style-type: none"> <li>○ HLA2 is using Parent Square which allows families to choose what language they prefer all communication sent to them be translated into.</li> <li>○ Pedagogical practices such as celebrating heritages during month-long culture events, World Language Week, etc.</li> <li>○ Director of Special Education Services worked with the External Team to host an Open House in Spanish in March 2021 and another in January 2022.</li> <li>○ We are working on a bi/tri lingual postcard marketing campaign. This would mean MLL families get our postcards in their home language.</li> <li>○ Sharing communications in specific languages to those who request it (in Russian, Creole, Hebrew, Spanish)</li> </ul>
<p>P. 11/Summary of Findings</p>	<p>In terms of classroom instruction, the school is currently short-staffed, which has prevented it from implementing its ICT model with fidelity, and the Committee on Special Education (CSE) has reported that there are concerns regarding the delivery of specially designed instruction for students with an individualized education plan (IEP).</p>	<p>We currently have all ICT classrooms fully staffed so there are two teachers in every ICT classroom.</p> <p>We also are providing 100% of mandated academic supports to our special education students. This means that all ICT and SETSS mandates are being provided with fidelity.</p> <p>In addition, 100% of SWD qualify for academic supports we are able to provide. We currently have 0 students with academic placements that we are not able to support.</p> <p>This school year, we have also updated our Special Education Teacher Reports-used to gather information to complete IEPs, to include specific Special Designed Instruction sections for Reading, Writing, and Math. Here, the teacher notes which SDI strategies are being implemented for a specific student and how they will be implemented. I am including a sample <a href="#">here</a>.</p>

P. 11/Summary of Findings	The school is currently in a facility that has capacity limitations, which the school claims has resulted in a self-imposed enrollment cap.	<p>Despite having facility constraints, it is clear by the number of applications the school has received for next school year that families are very interested in the school. HLA2 was recently approved to open a 36 seat pre k program which we intend to launch in September 2022 depending on current facility availability. Once the school moves into its permanent facility, we intend to run a full prek.</p> <ul style="list-style-type: none"> <li>- <b>K-5 applications for the 22-23 school year as of 3/24: 203</b></li> <li>- <b>Prek Applications for the 22-23 school year as of 3/24: 50</b></li> </ul>
P. 17/BM2	However, one school leader indicated, “The guided reading ‘launch’ is not quite where we want it to be,” and this is an area of focus for the coming year.	Guided Reading is up and running in all classrooms with support and coaching from Academic Deans and the Special Education Coordinator. Teachers are receiving 1-1 coaching and planning support where needed, and groups are happening with fidelity. Additionally, students who are not in a Guided Reading Groups with the teacher are participating in a variety of literacy stations- computer based, independent reading, phonics and word work, buddy reading, etc. We look forward to launching guided reading even earlier in 2022-2023.
P. 17/BM2	School leaders discussed in their focus group that the two-teacher model has been “pushed” because of the impact of the COVID-19 pandemic on learning, but also acknowledged that they are currently short staffed and cannot implement ICT in every classroom.	<p>While the pandemic did make it more difficult to staff all classrooms, we have worked diligently to ensure that all ICT classrooms are now fully staffed so there are two teachers in every ICT classroom.</p> <p>As stated above, We also are providing 100% of mandated academic supports to our special education students. This means that all ICT and SETSS mandates are being provided with fidelity.</p>
P. 17/BM2	Differentiation strategies were not referenced in some lesson plans provided during the renewal site visit, but instructional staff were observed providing push-in support to individual students in some classrooms.	Staff has received specific training in implementing differentiation strategies both in the summer and throughout the school year, and often use planning time to consider what scaffolds should be in place to ensure students have access to the task and text. Some examples, which may or may not be evident in the lesson plan, include use of manipulatives, use of sentence frames/sentence starters, strategic partnering, individual conferencing, and targeted independent work.

<p>P. 17/BM2</p>	<p>In more than 90% of classrooms visited, most students appeared to be engaged, and teachers were fairly adept at keeping students on task. Teachers primarily used call and response techniques as checks for understanding, but it was evident through opening (do now) and closing (exit ticket) activities that assessment for learning and mastery was taking place. Calling on students randomly or “cold-calling” rather than asking for volunteers would allow more reticent students to participate and allow teachers to ascertain knowledge more thoroughly. Teachers appeared skilled at using technology, including a platform that recorded student responses. <u>However, little or no peer-to-peer communication, reading, or writing tasks were observed.</u></p>	<p>In the school schedule, there are dedicated blocks for reading and writing across all grade levels. In Grades K-2 students have discrete reading, phonics, and writing blocks. In Grades 3-5 students have Close Reading and Expeditionary Learning, both of which combine reading and writing instruction, as well as Guided Reading. In Math and Science we also strive to ensure that reading and writing are core elements of instruction.</p> <p>In general, we agree that deepening student discussion skills are an important focus area. As we returned to in-person instruction after COVID, and used social distancing protocols, many of the routines that had previously been strong in encouraging student discussion had been diluted. We are excited to continue building this skill in our teachers and students.</p>
<p>P. 19/BM2</p>	<p>However, according to NYCDOE Committee on Special Education (CSE) 7, <u>“The school requires additional assistance and support in understanding specially designed instruction (SDI) [and] discussions about SDI are often vague and school staff tends to struggle with showing how they provide SDI to students.”</u></p>	<p>This school year, we have also updated our Special Education Teacher Reports- used to gather information to complete IEPs, to include specific Special Designed Instruction sections for Reading, Writing, and Math. Here, the teacher notes which SDI strategies are being implemented for a specific student and how they will be implemented. I am including a sample <a href="#">here</a>. The CSE is provided with this information at least 2 weeks before a scheduled IEP meeting to ensure they have adequate time to ask any questions/make any suggestions prior to a meeting.</p>

		<p>Our Special Education Coordinator conducts classroom observations with a lens of ensuring that SDI strategies are being implemented and supports implementation when necessary.</p>
<p>P. 20/ BM2</p>	<p>However, NYC DOE Committee on Special Education 7 reports that there have been challenges with coordinating schedules with classroom teachers and “the school sometimes improperly directs a special education coordinator who is not familiar with the student to participate in IEP meetings,” and another area of improvement surrounds predetermination by school staff regarding IEP recommendations: “When referring new students for initial evaluation, the school usually provides no evidence that Rtl was used or attempted to support students.”</p>	<p>Each student’s teachers and related service providers fill out their Special Education Teacher Report which offers a detailed overview of a student’s strengths, areas of growth, and recommendations for a new IEP. The Special Education Coordinator works closely with all stakeholders to complete these reports and to ensure they are accurate and detailed. This report is always provided to the CSE at least two weeks prior to an IEP meeting so that they have time to review, make comments, or ask questions about the information.</p> <p>In order to ensure teachers are in classrooms servicing students at all times, the Special Education Coordinator and/or the Network Director of Special Education attends IEP meetings on behalf of the school. Prior to attending these meetings, they conduct observations of the student in the classroom, conference with the teacher and family (when available) and agree on next steps/recommendations that will be shared at the IEP meeting. This process is collaborative and all stakeholders are aware of recommendations and outcomes immediately following an IEP meeting.</p> <p>Students are rarely referred for initial evaluations by the school as they do feel a referral to SpEd services is a last step and should only be made after every attempt to support a student in a general education environment are made. This school year, the school has initiated <b>zero</b> initial referrals to the CSE. Parents of students have initiated five initial referrals to the CSE directly themselves. If a student is referred (by the parent or by the school), the CSE is provided with a completed Appendix B form which details several weeks or months of targeted, individual interventions that were provided to the student along with outcomes of those interventions. In the case that a student is experiencing behavioral difficulties, we also provide detailed behavioral data and, when appropriate, a functional behavioral analysis and behavior intervention plan and/or incentive plan.</p>

<p>P. 23/BM3</p>	<p>Only ninety-five parents or 29% of the parent population responded to the CSO 2021 Parent Survey; however, 94% of parents responding strongly or somewhat agree that the school seeks feedback from parents through surveys, meetings, or some other way.</p>	<p>During the 2020-2021 school year, we surveyed our parents more than ever before, and believe there was a possibility of survey/communication “burnout” when it came to the CSO survey as it was administered as the school was preparing to return to in-person hybrid instruction, and a large amount of information was disseminated to facilitate the transition.</p> <p>As shared in our renewal application and during family focus groups, the school was in touch with families constantly through surveys checking on technological and social welfare needs for home learning. Our intent to return survey administered at the end of the year yielded a 95% response rate, which we believe is indicative of a strong relationship with our parent body.</p>
<p>P. 23/BM3</p>	<p>NYCDOE Committee on Special Education (CSE 7) reported to the CSO that “the school diligently follows up regarding parent concerns and they collaborate with the CSE team regarding contacting parents. <u>However, when parents do not agree with the school’s policies, recommendations, or implementation of services, parents have reported that the school staff does not communicate effectively and can be dismissive.</u>”</p>	<p>When any new special education student enrolls at HLA2, The Special Education coordinator (member of the leadership team), reviews their IEP and management needs with their teachers to ensure there is a full understanding of the students needs and services. The SpEd coordinator also reaches out to the students family to introduce themselves and share contact information for themselves and their child’s teacher. Leading up to an IEP meeting, if the school is recommending any changes to a child’s IEP, the SpEd coordinator communicates those recommendations, along with data that was used to make the recommendation, to the student’s family. The family is also informed that these are just recommendations and nothing will be changed without a full team decision at the IEP meeting.</p> <p>If a student's family is interested in communicating with any related service provider, the Special Education coordinator helps to arrange a meeting as soon as possible. For any other questions or concerns, the Special Education coordinator always makes themselves available to speak with families within 24 hours of a meeting request. School staff also make themselves available to families via phone and email and aim to respond to all families in a timely manner and always within 24 business hours.</p>

		HLA2 leadership staff prides themselves on their commitment to partnership and collaboration with all of our families and we believe that together, we can support our students achieve all of their goals.
P. 24/BM3	Focus group discussions and renewal documents relate that, at minimum, school leadership and teachers are anecdotally assessing the effectiveness and impact of programs. According to the CSO 2021 Teacher Survey, 79% strongly or somewhat agree that school leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students. <u>No evidence of systematic collection or review of data related to programmatic impact was shared or collected.</u>	It is worth clarifying that leaders look at student engagement data such as attendance and discipline data to assess SEL effectiveness. Outreach and engagement strategies are adapted where possible. Additionally, the responsive classroom program has a heavy emphasis on SEL. Although we do not currently use a formal SEL assessment, we have plans to pilot Satchel Pulse (an online platform that we will be using as an SEL screener and for SEL intervention management). Satchel Pulse consists of both a teacher-facing Universal Screener, as well as a student-facing module. Using the CASEL aligned evidence based framework, staff will use the screening tools to identify student social emotional strengths and needs within the 5 CASEL social and emotional competencies (Self Management, Self Awareness, Social Awareness, Responsible Decision making, and Relationship Skills). When a student is flagged as needing Tier 2-3 support in one of these competencies, staff will be prompted to identify the specific sub-skill the student needs to strengthen.
P 28/BM 6	The self-evaluation report indicates the board training and development is offered through BoardSource. <u>However, trustees in the focus group did not identify objectives, goals, or areas of focus for future board development.</u>	We are working on scheduling a full board training and strategy meeting this July to review past trainings and to further ensure future board development. Our CMO is also focusing on a calendar of board engagement touch-points throughout the year to further the board's knowledge of HLA2's progress towards academic and school goals and provide more opportunities for active oversight throughout the year.
P. 31/BM 7	When asked during their focus group if they had school improvements they would like to see, teachers listed: more staff, a larger space, more supplies and	In 2022-2023 HLA2 will be moving to a new location that will allow for more classroom space and meeting space, as well as space for additional pull out groups. In addition, the Hebrew Public network team is in the process of hiring for a Culture Leadership Coach to ensure our school leaders and teachers are receiving additional development in social emotional best

	materials for sciences, two teachers plus an aide in each class, staff/faculty parking, and more coaches/deans for SEL.	practices, Responsive Classroom, and strong management strategies.
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