



The University of the State of New York
The State Education Department

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	150901040007
School Name	Moriah Elementary School
School Address	39 Viking Lane, Port Henry NY 12974
District Name	Moriah Central School District
School Leader	Valerie L. Stahl
Dates of Review	March 24-25, 2015
School Accountability Status	<input checked="" type="checkbox"/> Focus School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

School Information Sheet

School Configuration (2014-15 data)- given			
Grade Configuration	PK-6	Total Enrollment	405
			SIG Recipient
Yes			
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual		# Dual Language	
			# Self-Contained English as a Second Language
1			
Types and Number of Special Education Classes (2014-15)			
# Special Classes		# SETSS	
			# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	0	# Music	1
		# Drama	0
# Foreign Language	0	# Dance	0
		# CTE	0
School Composition (most recent data)			
% Title I Population 2014-15 School wide		100	% Attendance Rate
% Free Lunch		39%	% Reduced Lunch
% Limited English Proficient		0	% Students with Disabilities
24%			
Racial/Ethnic Origin (most recent data)			
% American Indian or Alaska Native		0	% Black or African American
% Hispanic or Latino		1%	% Asian or Native Hawaiian/Pacific Islander
% White		98%	% Multi-Racial
1%			
Personnel (most recent data)			
Years Principal Assigned to School		9	# of Assistant Principals
# of Deans		0	# of Counselors/Social Workers
% of Teachers with No Valid Teaching Certificate		0	% Teaching Out of Certification
% Teaching with Fewer Than 3 Years of Experience		25%	Average Teacher Absences
3			
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4		21%	Mathematics Performance at levels 3 & 4
Science Performance at levels 3 & 4 (4th Grade)		95%	Science Performance at levels 3 & 4 (8th Grade)
77%			
Student Performance for High Schools (2013-14)			
ELA Performance at levels 3 & 4		25%	Mathematics Performance at levels 3 & 4
16%			
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits			% of 2nd year students who earned 10+ credits
% of 3rd year students who earned 10+ credits			4 Year Graduation Rate
82.5%			
6 Year Graduation Rate		89%	
Overall NYSED Accountability Status (2013-14)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	✓	Focus School Identified by a Focus District	
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged	NO		
SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:			
<ul style="list-style-type: none"> • Adopt “A Story of Units” and “A Story of Ratios” PK-6 math curriculum to accompany the ELA CC curriculum to ensure a comprehensive, rigorous, and aligned program. • Continue to expand the targeted collection and use of meaningful data to drive instruction and decisions. • Develop consistent use of teacher practices and strategies to ensure student engagement and higher order thinking. • Address student social/emotional health issues that impede academic growth and success. 			

Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team also included a district representative and a district-selected Outside Educational Expert
- The review team visited 32 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff, and parents.
- Reviewers examined documents provided by the school, including curricular materials, lesson plans, school-wide data, teacher feedback, and student work.
- The school did not provide results of a student survey.
- The school did not provide results of a staff survey.
- The school did not provide results of a parent survey.

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 2:					I

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 3:				D	

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 4:				D	

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 5:					I

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families,

community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

#	Statement of Practice	H	E	D	I
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 6:				D	

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	I
<p>The school has received a rating of <i>ineffective</i> for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> • The school’s self-assessment indicates the school leader convened a group of volunteer teachers in 2014 to consider improvement needs in the school. The school leader reported members of this team developed a draft vision statement that is close to completion. However, the review team found no evidence that the school leader or team members collaborated with parents and students to develop the vision statement. The draft vision statement does not contain specific, measurable, ambitious, results-oriented and timely (SMART) goals, which focus on improved student achievement. Some teachers reported that the school leader invited them to voluntarily participate in revising the 2015 school comprehensive education plan (SCEP), but interviews indicate that most faculty, staff, and parents were unaware of this plan or its content. The school leader acknowledged she has not developed or used systemic procedures or protocols to monitor the implementation or effectiveness of the focus points, SCEP, or school-wide practices. • The school leader and assistant school leaders carry out the Annual Professional Performance Review (APPR) requirements for some teachers, including formal and informal observations. However, the school leader reported not all teachers, such as veteran and tenured teachers, are evaluated using this process, and formal structures are not in place for conducting frequent review of teaching practices or providing regular, explicit, and written actionable feedback. During collaborative classroom visits with reviewers, the school leader was not able to identify improvement priorities that had been previously identified for several teachers. The Integrated Intervention Team’s (IIT) review of written APPR documents of special education teachers indicated minimal alignment to the criteria used to assess the performance of the general education teachers. The school leader indicated that patterns of performance in professional practice are not often analyzed or used as the basis for providing professional development (PD) activities. She also noted she does not generally monitor staff implementation of PD provided by the school and district. • The school leader reported she allocated resources and made strategic decisions to improve student achievement and school practices. She indicated she improved the rigor of the hiring process through the use of multi-round vetting, mock teaching auditions, and deeper analysis of qualifications and noted that recent hires are better prepared to support the students to meet the demands of the Common Core Learning Standards (CCLS). However, the review team’s examination of lesson observation data did not provide evidence to support the school leader’s perspective. The school leader also stated she has prioritized maintaining full time art, music, and technology teachers to ensure that all students have instruction in the arts and access to resources, but there is little data or evidence to indicate that these decisions have led to improvements in the quality of learning or student achievement. Although discussions with the school leader indicate that the school provides Academic Intervention Services (AIS) within the school day and through afterschool programs, she was not able to provide evidence that this strategy had a positive impact on student achievement. Without a clear strategy for linking resource decisions and their impact to student achievement, the school leader is limited in her ability to identify the areas of the school’s work that are most in need of 		

improvement.

Recommendation:

- In the next month, the school leader should develop three SMART targets based on student achievement data in English language arts (ELA), math, and social and emotional developmental health, to align with the recently drafted vision statement, and convene the leadership team to communicate these targets to the entire school community.

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

Tenet Rating

D

The school has received a rating of **Developing** for Tenet 3 – Curriculum Development and Support.

- The school leader reported and teachers agreed that she has provided time in the master schedule for teachers to plan together to implement the CCLS; however, there is no formal monitoring of this process. Most teachers adapt the EngageNY modules in English language arts (ELA) with supplemental materials and use the EngageNY mathematics modules without adjustment, to address the CCLS. However, the review team found little evidence that formal units and lessons in other subject areas are well developed and modified to address the specific needs of all the students. The focus on ELA and mathematics has resulted in limited attention to teaching in other core areas, such as science.
- Teachers and the school leader stated that the school has no plans for developing interdisciplinary curricula because this is not an identified school priority. Teachers reported that they do not collaborate in creating formalized integrated learning opportunities for students. The review team observed no examples of students participating in such activities during the on-site visit. Students' lack of opportunities to build skills across subjects impedes their ability to be academically successful.
- The materials presented by teachers as CCLS aligned curricula were generally universal and did not indicate they were modified to address specific student needs. Some teachers use lesson plans that include some of the expected instructional shifts in mathematics and ELA, but the review team did not find evidence of curricula maps that fully support the implementation of CCLS across all content areas. The school leader reported she has prioritized teachers' focusing on developing higher order questions to challenge students and develop their critical analysis skills. However, the limited planning materials provided by teachers and class visits by the review team provided minimal evidence that this practice was being implemented by most teachers.
- Evidence from planning documents indicates that teachers use the AIMSweb tool at all grade levels at the beginning, middle, and end of the school year to assess proficiency and ability levels in ELA and mathematics. Students identified for intensive progress monitoring under Response to Intervention (RtI), are given more frequent assessments to enable staff to customize interventions and supports. However, reviewers found through discussions with teachers and students that the school has no formal protocol for using data to implement and adjust curricula, or provide actionable feedback for all students. Evidence from assessment information shows that while a standards based report card is in the first year of implementation for all grade levels, inconsistent implementation of this reporting tool

has minimized its effectiveness in identifying areas for school-wide and individual performance and for giving students greater responsibility for their academic success.

Recommendation:

- The school leader should revise and formalize a written plan, with timelines, roles and responsibilities, success criteria, and action steps to develop and implement consensus curricula maps that fully deconstruct the CCLS, at the appropriate level of rigor, in every content area and grade level.

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

Tenet Rating

D

The school has received a rating of **Developing** for Tenet 4 – Teacher Practices and Decisions.

- The IIT found little evidence from discussions with teachers or review of teachers’ planning documents that indicates available data is used to guide or deliver differentiated instruction that addresses the needs of all students, including those with disabilities. Many teachers reported that due in part to collective bargaining agreements and adoption of pre-designed curricular materials in ELA and mathematics, they implement the scripted plans as written but do not use common planning time to develop adaptive instructional plans to unpack the standards at each level of student need.
- Most classrooms that the review team visited were orderly and physically safe, and students reported that they felt comfortable asking and answering questions without fear of ridicule from classmates. Some teachers provide lessons that foster student participation and that include some of the pedagogical shifts, at assorted levels of complexity. The most prevalent literacy shift of generating text-based answers was observed in approximately 50 percent of all classes visited by the review team, and fluency development was observed in most mathematics classes. Observations, across different content areas and grades, indicated that students actively participated in mostly teacher directed learning, as they responded to instructional prompts provided at the cognitive engagement level of remember and understand. There were a few instances of teachers posing higher-level questions that required analysis and evaluation. Classroom observations by reviewers indicate that grade level fiction or non-fiction texts were used in most ELA classes, but few strategies such as annotation, reading for understanding, and CCLS based processing strategies were observed. There were few opportunities that required students to process their thoughts in writing, as many teachers implemented overly supportive scaffolds that impeded the development of critical writing and analysis skills.
- The IIT observed student groups in all class visits, but planning documents and discussions with students indicate that groupings were not based on data but on random selection or student choice. Although teachers and the school leader discuss benchmark data at grade level meetings and report that they consider several forms of data to guide their decisions, there are no protocols in place for using specific data points to target and match instructional strategies with student need. Observations often showed that work was not matched to the differing ability levels of students as the review team observed during both mathematics and ELA lessons when some students found work too easy and others struggled to cope with the assignment. Discussions with students and evaluations of student

work indicate that teachers do not provide specific, actionable feedback to students on the aspects of their work that are most in need of improvement, particularly in ELA. As a result, this limits students' ability to take responsibility for their own learning, which minimizes academic success.

Recommendation:

- The school leader should immediately select a data protocol for interpreting the available formative student data and making targeted adjustments to daily plans based on the data. The school leader should immediately disseminate the protocol with directions for use during the common planning time and monitor the implementation of this protocol on a weekly basis.

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

Tenet Rating

I

The school has received a rating of *Ineffective* for Tenet 5 – Student Social and Emotional Developmental Health.

- The school’s self-assessment and interviews with school staff indicate that the school does not have a formalized curricula or programs in place to ensure that the social and emotional needs of all students are addressed. Although the school leader has not proactively or systematically developed universal school-wide approaches to connect students with a designated adult for support and guidance, students report that there are many attentive and supportive teachers they can approach if they have a problem. However, as this is an informal system without specific protocols, the review team found there are no records of students needing support or the strategies the staff used to address their needs. One aspect of the vision statement drafted this year prioritizes the collaboration of parents, teachers, school leaders, and the community in support of student achievement and emotional well-being; however, the school leader reported this vision has not yet been implemented. Students, parents, and student support staff members, all reported that the school leader has not articulated her expectations concerning the role they are expected to play in making the vision a reality.
- The staff and school leader reported that staff have not had PD to equip them with skills to support the social and emotional developmental health needs of the students. The student support services staff reported that they do not have formal meetings focused on the social and emotional needs of students nor does the school have relationships with community agencies that provide services to students. The school leader and student support staff stated that the school leader does not meet with the Response to Intervention (RtI) team. The IIT’s review of the RtI meeting agendas did not indicate that the meetings focus on specific procedures and strategies to address students’ social and emotional needs but instead focus on more generic school-wide issues. The school psychologists and part time social worker reported that they individually attempt to promote connections between classroom teachers and families to address student needs. However, these efforts are not systemic, regular, or coordinated with other services in the school and do not address the needs of all the students.
- The school has not prioritized a plan or begun to develop procedures to use data to address student social and emotional developmental health needs. Behavior incident referrals are recorded in the

school-wide information system (SWIS) electronic tool, but the review team did not find evidence that the school has procedures or structures to analyze data and modify school-wide or teacher practices. The school has participated in the Olweus program, an anti-bullying initiative, which was hosted by the Champlain Valley Educational Services, and they conducted a bullying survey in December 2014. However, survey results have not been shared with the school community and action planning to address problems has not yet been conducted. Staff indicated the need for a tool for identifying and tracking the social and emotional needs of all students and for linking this data to academic data.

Recommendation:

- The school leader should collaborate with the district Director of Special Services to convene the existing Rtl committee to expand the structures and routines used in the coordination of the academic intervention services, to include the identification, intervention, monitoring, and communication of the social and emotional developmental health needs of all students.

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Tenet Rating

D

The school has received a rating of **Developing** for Tenet 6 – Family and Community Engagement.

- The school leader reported she is developing a plan to communicate the school’s expectations for student mastery of the CCLS to students and their families. To communicate the school’s wider commitment to raising academic achievement, the school leader noted she intends to share the school’s new vision statement with parents and families in spring 2015 and provided planning documentation to the review team. However, at the time of the on-site visit, the review team found through interviews with parents and staff that there have been no structures to formally promote or engage students and families in school-wide conversations focusing on the school’s high expectations for students. The school leader acknowledged that she has not yet evaluated the effectiveness of the strategies the school uses to inform parents of the school’s commitment to academic success for all students.
- During meetings, parents and staff stated to the review team that staff members use a variety of tools to reach out to parents, such as social media, email, and written newsletters. Parents reported that most staff members have an open door policy but that communication strategies and partnerships are stronger with some teachers than with others. Parents reported teachers communicate behavioral expectations for students and class procedures to them, but some parents expressed concerns about a small number of incidents of misbehavior and bullying in areas outside of the classrooms such as common areas and on transportation. Staff reported that the school has not evaluated how well it communicates with parents or considered ways in which communication could be improved to strengthen the partnership between home and school.
- Parents stated that they have not been provided with guidance or training to enable them to better understand the demands of the CCLS, ways to support their children’s learning or to develop and sustain strong home-school relationships. Staff reported that the school has not provided PD for

them to build their capacity to create and sustain strong, reciprocal home-school partnerships, which limits their ability to implement best practices in family engagement and to help improve student achievement.

- Although the school is beginning to share data with families, parents and teachers indicated during interviews that more training is needed to ensure that the school and parents work in partnership to support student learning. Academic progress reports are prepared and distributed every five weeks, and the newly implemented standards based report card is sent home at each ten-week interval. Although the school provided a short information session for families on the standards based report card, parents reported that they are still not clear about the information that is included and how it relates to their child's academic and social progress. The school leader acknowledged that the school has not provided workshops to enable parents to better understand the data it provides to them, which limits the ability of parents to advocate for services for their child.

Recommendation:

- Prior to June 1, 2015, the school leadership team will conduct a needs assessment of the families served by the school, using multiple modalities such as focus groups, surveys, and interviews. The needs assessments should identify family preferences and challenges regarding communication, home-school collaboration, and continued education for supporting the academic and social and emotional growth of their children.