



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	010100010018
School Name	Delaware Community School
School Address	43 Bertha Street, Albany, NY 12209
District Name	Albany City School District
School Leader	Kenneth Lein
Dates of Review	February 23-24, 2016
School Accountability Status	<input checked="" type="checkbox"/> Focus School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

School Information Sheet for Delaware Community School

School Configuration (2014-15 data)			
Grade Configuration	PK-5	Total Enrollment	471
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual		# Dual Language	7
Types and Number of Special Education Classes (2014-15)			
# Special Classes		# SETSS	
Types and Number of Special Classes (2014-15)			
# Visual Arts		# Music	
# Foreign Language		# Dance	
School Composition (most recent data)			
% Title I Population	100%	% Attendance Rate	93.5%
% Free Lunch	65%	% Reduced Lunch	1%
% Limited English Proficient	20%	% Students with Disabilities	9%
Racial/Ethnic Origin (most recent data)			
% American Indian or Alaska Native	1%	% Black or African American	31%
% Hispanic or Latino	37%	% Asian or Native Hawaiian/Pacific Islander	12%
% White	16%	% Multi-Racial	3%
Personnel (most recent data)			
Years Principal Assigned to School	1	# of Assistant Principals	0
# of Deans	0	# of Counselors/Social Workers	0.8
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	9
% Teaching with Fewer Than 3 Years of Experience	4	Average Teacher Absences	8.5
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	13%	Mathematics Performance at levels 3 & 4	11%
Science Performance at levels 3 & 4 (4th Grade)	61%	Science Performance at levels 3 & 4 (8th Grade)	-
Student Performance for High Schools (2013-14)			
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4	
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	
6 Year Graduation Rate			
Overall NYSED Accountability Status (2013-14)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District		Focus School Identified by a Focus District	X
Priority School			

Adequate Yearly Progress (AYP)

Met Adequate Yearly Progress (AYP) in ELA (2013-14)			
American Indian or Alaska Native	-	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	-
White	YES	Multi-Racial	-
Students with Disabilities	-	Limited English Proficient	-
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2013-14)			
American Indian or Alaska Native	-	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	-
White	NO	Multi-Racial	-
Students with Disabilities	-	Limited English Proficient	-
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2013-14)			
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:			
<ol style="list-style-type: none"> 1. Create a consistent protocol for grade-level team meetings that focuses on data and student work to inform instructional practice that aligns with the CCLS. 2. Develop and implement extended learning opportunities. 3. Increase student engagement through the use of higher-order questioning and feedback. 			

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 representative from the Regional Bilingual Education Resource Network (RBERN).
- The review team visited a total of 47 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff, and parents.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, school-wide data, teacher feedback, and student work.
- School leadership changed in March 2015, and the school year finished with an interim school leader and another district administrator managing the building. The current school leader began in September 2015.
- English language learners (ELLs) comprise approximately 22 percent of the school population.

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	Stage 4	Stage 3	Stage 2	Stage 1
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"/>
TENET 2 OVERALL STAGE:					1

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	Stage 4	Stage 3	Stage 2	Stage 1
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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	and other enrichment opportunities.				
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 type="checkbox"/>	<input checked="" type="checkbox"/>
TENET 3 OVERALL STAGE:					1

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	Stage 4	Stage 3	Stage 2	Stage 1
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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
TENET 4 OVERALL STAGE:					1

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	Stage 4	Stage 3	Stage 2	Stage 1
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 checked="" type="checkbox"/>	<input 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"/>
TENET 5 OVERALL STAGE:					1

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	Stage 4	Stage 3	Stage 2	Stage 1
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 type="checkbox"/>	<input checked="" 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"/>
TENET 6 OVERALL STAGE:					1

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 Stage

1

The school is at **Stage One** for Tenet 2 – School Leader Practices and Decisions.

- The school leader stated he has not worked with the school community to establish a clear vision that is shared by all stakeholders, and he has not established clear goals to drive school improvement. The school leader reported, and a review of the School Comprehensive Educational Plan (SCEP) confirmed, that although the school leader set some goals for school improvement, such as developing community partnerships and increasing parental engagement, he has not established detailed action plans for achieving these goals. Parents and teachers reported to the Integrated Intervention Team (IIT) that they were not involved in discussions about creating a vision and clear direction for the school, and they were not able to articulate the school’s vision or describe specific improvement goals.
- The review team found in interviews that the new school leader has made some initial decisions regarding allocation of resources to bring about school improvement. For example, to increase his capacity to focus on instructional leadership, the school leader appointed a home-school coordinator who began in December 2015. The school leader also provided time for teachers to meet, and he created an extended learning time program for some students. However, the school leader reported it was too early to see the impact of the extended learning time, and he had yet to begin regularly monitoring the impact of teachers’ meetings on instruction to provide feedback to help teachers improve their practice. As a result, the school leader has not ensured that all teachers are working to the best of their ability, and the IIT found that resource decisions have not yet brought about measureable school improvement and increased student achievement.
- The school leader reported he was beginning to increase the instructional capacity of some teachers who need support through targeted feedback and of the staff as a whole through some professional development (PD) opportunities and coaching focused on improving teaching. However, the IIT found that the school leader has not established a comprehensive approach to providing targeted feedback to all teachers or a clear PD plan to ensure that high quality instruction exists throughout the school. The school leader and teachers stated that PD is not always data driven and does not meet all teachers’ needs. The school leader reported and teachers confirmed that the school leader has not clarified expectations for planning and instruction, such as the use of student-friendly learning objectives in lesson plans. Further, teachers stated that the school leader does not routinely conduct lesson plan reviews or walk-throughs to provide detailed, actionable feedback to teachers.
- The review team found in interviews and a review of documents that the school leader has put some processes and protocols in place to examine some school-wide data such as attendance data and behavior referrals. However, the IIT found little evidence that school leaders use a coherent, systematic approach to gathering and analyzing data to inform decisions and identify strategies for school improvement. As a result, school leaders do not always have enough information to inform decisions about school improvement strategies.

Recommendation:

- Beginning March 14, 2016, the school leader should conduct regular biweekly walk-throughs with a

specific focus on the use of learning objectives in all lessons. The school leader should provide specific and actionable feedback to teachers within 24 hours.

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 Stage

1

The school is at **Stage One** for Tenet 3 – Curriculum Development and Support.

- The review team found that the school leader has not articulated the expectation that teachers modify curriculum to meet different student needs and provide appropriate levels of challenge for all students. The school leader reported he does not regularly review lesson plans or conduct walk-throughs to ensure that teachers adapt the curriculum to meet the varied learning needs of students. Teachers reported that school leaders have not clearly articulated their expectations for lesson planning. Although teachers use the district-provided curriculum aligned to the Common Core Learning Standards (CCLS), they typically do not modify the curriculum to meet student needs. In most lessons visited, all students experienced the same curriculum with no adaptations.
- Although curriculum unit plans often included evidence of complex materials and the CCLS instructional shifts, the IIT found that these were not typically included in individual teachers' lesson plans. Teachers reported that school leaders have provided some general coaching and PD to support teachers with lesson planning. However, teachers stated that this coaching and PD was not specific, and although most lesson plans reviewed by the IIT referred to the CCLS, few plans included higher-order questions, scaffolding, reference to complex materials, or different learning activities to address a range of student needs. The school leader reported he only discusses lesson plan expectations when he needs to do so with individual teachers.
- The school leader and teachers stated the school leader has not set expectations or established formal structures to provide opportunities for planning interdisciplinary curricula. Teachers reported that any interdisciplinary discussions they have are informal and usually occur before or after school on their own time. The IIT found no evidence of interdisciplinary planning in unit and lesson plans. As a result, in class visits, the review team observed almost no opportunities for students to experience cross-curricular learning and deepen their understanding.
- Teachers reported they have opportunities to meet to review student achievement data from a range of assessments including AimsWeb, Northwest Evaluation Association (NWEA) assessments, and teacher-generated assessments. However, the review team found that teachers typically do not use assessment data to make short- and long-range planning adjustments to meet student needs. Teachers also do not typically provide students with the feedback they need to improve their achievement. Student work reviewed by the IIT did not typically include feedback or guidance to help students improve their learning, and students stated that feedback on their work generally consisted of checkmarks or a "smiley face." Some student work reviewed by the IIT did not show evidence that teachers had reviewed or evaluated the work.

Recommendation:

- At the next building leadership team (BLT) meeting on March 7, 2016, the school leader and BLT should clarify with teachers the essential lesson plan components to be included in all planning. This should include specific reference to the CCLS and instructional shifts.

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 Stage

1

The school is at **Stage One** for Tenet 4 – Teacher Practices and Decisions.

- The school leader stated he does not routinely conduct walk-throughs to monitor the quality of instruction across the school. Teachers confirmed that the school leader does not regularly visit their classrooms to monitor instruction or provide detailed feedback to help teachers improve their practice. As a result, the IIT found that in many classrooms, teachers’ instructional practices were not reflective of student needs and learning styles and did not typically lead to high levels of student engagement. For example, lessons observed usually included low-level tasks with no differentiation to meet varied student learning needs.
- Most instruction observed by the IIT did not typically include multiple opportunities to learn, higher-order questions to deepen students’ learning, the use of complex texts, or a variety of activities matched to student needs including those of English language learners (ELLs). Most lessons were teacher centered and provided few opportunities for students to actively engage in discussion, ask questions, or share their learning with others. As a result, instruction did not always lead to multiple points of access or high levels of engagement. For example, the review team observed many lessons in which all students completed the same work using the same materials.
- The IIT found that the learning environment in most classrooms was intellectually safe. Students reported they feel safe and comfortable in class, able to ask questions, and confident that teachers will help them with their learning. However, teachers’ practices provided students few opportunities for high levels of challenge or intellectual discovery, and lessons did not support and challenge all students. For example, the IIT observed students copying text into their books and cutting and pasting four-letter words that according to students, they already knew well. The review team found little evidence that teachers recognized or met the learning needs of all students. The review team observed few extension activities, and some students reported that their work was usually easy and that they finished work quickly and often had to wait for others before moving on with their own learning.
- Although teachers have opportunities to discuss formative and summative assessment data to inform student groupings and instructional strategies, the review team found little evidence in classroom observations that teachers use data to inform their instructional practice. For example, teachers did not typically provide students with a suitable range of learning opportunities, such as specific learning tasks for different groups of students. In addition, while the team observed many lessons where students were in groups, all students typically worked on the same activity or rotated around centers so that all students completed the same tasks. In many observed lessons, teachers did not provide students with data-based feedback so that they could engage in self-evaluation. While the IIT found several classrooms had “I can” learning objectives posted, teachers did not always explain or discuss

these with students, and many students were not able to explain the focus or purpose of their learning.

Recommendation:

- Beginning March 14, 2016, all teachers should share and discuss with students planned learning objectives so that students are able to understand the focus and purpose of their learning.

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 Stage

1

The school is at **Stage One** for Tenet 5 – Social and Emotional Developmental Health.

- The review team found that the school leader has not articulated a vision or developed a comprehensive system to support all students’ social and emotional developmental health needs. School leaders and support staff described reactive systems in place to respond to concerns about individual student’s social-emotional health, including behavior referral tracking and referrals to the Response to Intervention (RtI) team. However, staff were not able to describe a clear vision or strategies to develop a school culture supportive of all students’ social-emotional needs. The school leader reported he does not routinely monitor Tier one-classroom interventions, and as a result, not all staff provide positive developmental support for students.
- The school is developing programs and curricula to address students’ social-emotional health such as a Positive Behavioral Interventions and Supports (PBIS) program and Calm Classrooms, a program with daily mindfulness activities for all students. However, the IIT found that the school does not have a plan to coordinate the range of programs to maximize their effectiveness. As a result, programs have not been fully implemented or monitored and have had limited impact on supporting all students. For example, while the IIT found PBIS strategies evident in several classrooms, the student support team reported that recent monitoring of the implementation of PBIS using the Benchmarks of Quality system, revealed a score of 65 percent. This indicated the school was not implementing the PBIS program with the required fidelity to meet the expected standard of 80 percent. The school leader, teachers, and school support team reported there is no formal plan and limited opportunities to provide PD focused on improving staff awareness and skills to identify and address students’ social-emotional needs.
- The IIT found that the school strategically organizes limited personnel resources to respond when students are in crisis. The school leader and the support team reported they use weekly meeting time to review behavior point sheets and implementation of supports that monitor behavior for the individual students most in need. Support staff stated that as a result, they have limited time to develop positive strategies to support the needs of all other students. The support team stated they must prioritize classes and individual students requiring support and work collaboratively to make best use of their time and expertise. Procedures are not in place to help staff and parents understand and support all students’ social-emotional needs.
- The school leader and support team have not developed a strategic plan to collect and analyze data to identify and address the social-emotional needs of all students. A review of the RtI meeting minutes

showed that the support team regularly analyzes achievement and behavior data for at-risk students to determine appropriate support strategies. However, the student support team reported that school leaders do not routinely share data with all school staff. The school leader and support staff stated they do not have a school-wide protocol for analyzing the Tier one behavior points given to all students. The support team also stated they rarely have the opportunity to share and discuss data about all students' behavior, or to work with teachers and students in classrooms to support the implementation of student support programs and monitor their impact.

Recommendation:

- On March 10, 2016, the school leader should work with the PBIS committee and members of the student support staff to assess the purpose of existing social-emotional curricula, programs, and processes to establish a clear understanding of how these work to support student social and emotional needs.

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 Stage	1
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The school is at **Stage One** for Tenet 6 – Family and Community Engagement.

- Parents and staff reported that the school leader's communications and relationships have ensured that students and families feel welcome in the school and comfortable expressing their needs and opinions. However, the school leader stated he has not established a vision to move the school forward that enables all stakeholders to be aware of high expectations for student success. Although the school leader set a goal to increase parent engagement, he has not established a detailed action plan for accomplishing this goal.
- The school leader and parents reported that the school communicates with families through various means including emails, telephone calls, and informational letters. However, the review team found that most communications are formal and not reciprocal. Staff reported that most school events are not well attended by parents. While the review team found that the school usually has communications translated into Spanish, they do not typically translate them into other home languages. As a result, communications are not always accessible for all non-English speaking families. For example, although Parent Teacher Association (PTA) meetings usually have translators available for Karen and Arabic speakers, information for these events is not always accessible to these families because the school does not translate invitations and letters into home languages. The school leader stated there currently is no newsletter for parents, and he does not monitor parents' responses to communications.
- Teachers and parents reported that the school provides little training for staff and parents to support the development of home-school partnerships. Parents stated that although the school offers events such as an open house, math night, science night, and parent-teacher conferences to help parents understand their children's learning, they receive little guidance to help them in supporting their children. As a result, not all parents reported being confident about helping their children learn. The

school leader stated he has not surveyed parents to identify their support needs or learn their views on how the school could support them to work as partners in their children's learning and development.

- The IIT found that the school regularly shares data with some parents. For example, the RtI team collects and shares academic and behavioral data with parents as part of the referral process to identify and address individual student support needs. Parents of ELLs receive New York State English as Second Language Achievement Test (NYSESLAT) data to inform them of their children's academic progress. Although the school sends parents reports cards that include student progress and achievement data and some information about next steps for learning, parents reported they receive little other feedback about their children's progress and development. Parents also stated that unless they request meetings with teachers, they typically only have an opportunity to meet with teachers once a year at parent-teacher conferences. The school leader reported that despite efforts to encourage parents, about only 50 percent of parents attend parent-teacher conferences, and as a result, staff have limited opportunities to share data with parents.

Recommendation:

- By March 14, 2016, the home-school coordinator should develop a three-question survey that will identify family support needs. The survey should be distributed and shared by the end of the school year through multiple media, and should be translated into all languages represented in the school community.