



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	530600010030
School Name	William C. Keane Elementary School
School Address	1252 Albany Street, Schenectady, NY 12304
District Name	Schenectady City School District
School Leader	John Sardos
Dates of Review	January 26 – 28 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 William C. Keane Elementary School

School Configuration (2015-16 data)			
Grade Configuration	K-6	Total Enrollment	350
		SIG Recipient	
Types and Number of English Language Learner Classes (2015-16)			
# Transitional Bilingual		# Dual Language	
		# Self-Contained English as a Second Language	
Types and Number of Special Education Classes (2015-16)			
# Special Classes	1	# SETSS	
		# Integrated Collaborative Teaching	3
Types and Number of Special Classes (2015-16)			
# Visual Arts		# Music	
		# Drama	
# Foreign Language		# Dance	
		# CTE	
School Composition (most recent data)			
% Title I Population		% Attendance Rate	95.9
% Free Lunch	60	% Reduced Lunch	34
% Limited English Proficient		% Students with Disabilities	14
Racial/Ethnic Origin (most recent data)			
% American Indian or Alaska Native	0	% Black or African American	36
% Hispanic or Latino	20	% Asian or Native Hawaiian/Pacific Islander	18
% White	18	% Multi-Racial	7
Personnel (most recent data)			
Years Principal Assigned to School	8	# of Assistant Principals	0
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0
% Teaching with Fewer Than 3 Years of Experience	4	Average Teacher Absences	
Student Performance for Elementary and Middle Schools (2014-15)			
ELA Performance at levels 3 & 4	7	Mathematics Performance at levels 3 & 4	8
Science Performance at levels 3 & 4 (4th Grade)	29	Science Performance at levels 3 & 4 (8th Grade)	
Student Performance for High Schools (2014-15)			
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4	
Global History Performance at levels 3 & 4		US History Performance at Levels 3&4	
4 Year Graduation Rate		6 Year Graduation Rate	
Regents Diploma w/ Advanced Designation		% ELA/Math Aspirational Performance Measures	
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District		Focus School Identified by a Focus District	X
Priority School			

Adequate Yearly Progress (AYP)

DID NOT MEET Adequate Yearly Progress (AYP) in ELA (2013-14)			
American Indian or Alaska Native		Black or African American	97
Hispanic or Latino	97	Asian or Native Hawaiian/Other Pacific Islander	86
White	96	Multi-Racial	80
Students with Disabilities	100	Limited English Proficient	
Economically Disadvantaged	93	ALL STUDENTS	
DID NOT MEET Adequate Yearly Progress (AYP) in Mathematics (2013-14)			
American Indian or Alaska Native		Black or African American	96
Hispanic or Latino	97	Asian or Native Hawaiian/Other Pacific Islander	89
White	96	Multi-Racial	
Students with Disabilities	100	Limited English Proficient	
Economically Disadvantaged	95	ALL STUDENTS	
DID NOT MEET Adequate Yearly Progress (AYP) in Science (2013-14)			
American Indian or Alaska Native		Black or African American	64
Hispanic or Latino	67	Asian or Native Hawaiian/Other Pacific Islander	55
White	-	Multi-Racial	-
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged		ALL STUDENTS	

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

- In order to increase test scores at a minimum of 8 percent on all state and 15 percent on all local and building-level exams, 100 percent of classroom and support teachers will participate in planning sessions focused on the creation of individual, small group, and classroom plans for students based on the available data and using researched-based and appropriate strategies.
- The Academic Achievement Committee in conjunction with the principal will oversee the planning and implementation of all lesson plans; provide all teachers and support staff (pupil personnel, para professionals, etc.) with professional development on how social/emotional issues can affect a

student's class behavior and academic work, and how they can provide support through differentiating and making meaningful connections with the students and families; provide resources at both the student and adult level that will lead to the decrease in office discipline referrals and school suspensions by at least 15 percent, resulting ultimately in increased academic performance.

3. Principal will conduct walk-throughs for each classroom, special area, and support teacher on a bi-weekly unannounced schedule. The purpose will be to monitor instructional strategies and classroom activities for higher-order thinking skills and Common Core aligned lessons. Feedback will be provided within one business day. Seventy-five percent of all lessons will meet the criteria, resulting ultimately in increased academic performance (8 percent at the state level, 15 percent at the district/building level), as well as a decrease in office discipline referrals and school suspensions by at least 15 percent.

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 (NYSED). The team also included a district representative and a Special Education School Improvement Specialist (SEIS) representative.
- The review team visited a total of 44 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff, and parents
- Reviewers examined documents provided by the school, including lesson plans, schoolwide data, teacher feedback, and student work.
- The school provided results of a staff survey that 19 (90 percent) completed.
- The school provided results of a parent survey that three parents (<1 percent) completed.

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 type="checkbox"/>	<input checked="" 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, 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 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 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"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	student success.				
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 type="checkbox"/>	<input checked="" 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’s vision, as stated in the School Comprehensive Educational Plan (SCEP), is not commonly known by most staff and stakeholders. This vision has not been translated into clearly understood goals that are specific, measureable, ambitious, results-oriented, and timely (SMART) that drive school improvement efforts. Interviews held with the school leader and staff revealed that there is no commonly understood vision that guides the direction of their work. While the school’s self-reflection document lists three priorities that include raising student achievement, developing structures for reviewing lesson planning, and increasing the frequency with which teachers’ lessons are monitored, these priorities are not aligned with the next steps and other priorities referenced in this document. School leaders and staff reported that they do not routinely monitor and evaluate progress toward achieving the goals identified in the SCEP because most of their time is taken up with reacting to student behavior rather than taking strategic actions that could result in sustained school improvement.
- The Integrated Intervention Team (IIT) found that the school leader spends most of his time dealing with student behavior and does not strategically direct many of the resources available to bring about the system-wide improvements urgently needed at the school. The review team’s observations revealed that instructional time is not maximized to ensure that optimal teaching and learning take place. For example, valuable time is lost each morning while teachers supervise breakfast for up to 40 minutes, an activity that the school district calculates should be completed in 10 minutes. The school leader has not taken effective action to prevent such losses of instructional time. The student support staff reported that the school leader decided to purchase a new program to supplement the Positive Behavior Intervention Support (PBIS) structure without their full consultation.
- The school leader reported that he is too busy dealing with routine student behavior management issues to develop and implement an effective system for monitoring teachers’ lessons. School leaders and teachers reported that school leaders infrequently conduct informal observations and walkthroughs that result in actionable feedback and goals that support improvements in teachers’ practice. In classroom visits, the review team found the quality of instruction to be inconsistent, and that the majority of students were not actively engaged in their learning.
- The school leader and staff reported they typically do not use student achievement data to inform school improvement strategies, and they have not established effective systems to monitor key school-wide processes and practices including lesson planning, instructional practice, and the implementation of PBIS. The school leader acknowledged that he has not given sufficient attention to proactively monitoring the success of school improvement efforts.

Recommendation:

- Beginning February 26, 2016, the school leader should monitor and report every two weeks to the central office the progress made toward full implementation of these DTSDE recommendations.

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 school leader, who has not shared a vision for the curriculum with his staff, stated that because he is too busy dealing with routine management issues, he does not have time to monitor or provide teachers with feedback on the quality of their curricular planning. Therefore, he stated that he could not guarantee that teachers plan rigorous and coherent curriculum aligned to the Common Core Learning Standards (CCLS) that meets the learning needs of all students. Teachers reported they are not expected to regularly submit lesson plans for review by school leaders, and they stated they are not aware if aspects of their planning require improvement. Teachers reported that no professional development (PD) has been provided to support their lesson planning. Lesson plans reviewed by the IIT contained few details and provided only a very brief outline of the content to be covered. Most lesson plans did not include the instructional strategies and resources to be used or the questions to be posed to promote higher levels of learning. While the school’s self-reflection document referenced an Academic Achievement Committee that was to review the implementation of lesson plans, neither the school leader or teachers made mention of this team during the review
- The review team’s classroom visits showed that because the school leader has not set clear expectations and does not frequently monitor teachers’ curricular planning, teachers do not plan high quality lessons that prepare students for the next stages of their education. Observed lessons showed that while most plans were based on CCLS-aligned materials, they were not informed by student performance data and did not include complex materials, higher-order questions, or the CCLS instructional shifts to promote student learning. A comparison of lessons planned and lessons taught revealed that teachers did not adapt the lessons to match students’ learning needs, and teachers did not consistently deliver the lessons as planned.
- Classroom visits and discussions with teachers demonstrated that teachers do not work together to plan interdisciplinary curriculum. Teachers reported that although they have done some work to teach aspects of English language arts (ELA) in social studies lessons, there is very little planned integration of different content areas. Classroom visits demonstrated that there is little integration of technology into other curricular areas. The school leader reported he does not have a plan to promote interdisciplinary curricular planning.
- The review team found that although teachers administer a range of formative assessments, they do not consistently use student performance data to inform curricular planning and to match lessons to the learning needs of most students. The school leader stated that the use of student achievement data to inform curricular planning is not yet an established practice. Student work reviewed by the IIT showed that teachers do not typically provide students with feedback that would help them improve their work.

Recommendation:

- Beginning February 8, 2016, the school leader and Curriculum and Instruction Coach (CIC) will develop

a schedule for reviewing lesson plans and providing feedback to all teachers every three weeks to ensure alignment to the CCLS, district curriculum, and scope and sequence. Clear criteria and expectations for lesson plans should be established and shared with all teachers.

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 that he does not make time to monitor the quality of teaching and learning and does not consistently provide teachers with the feedback needed to improve their instructional practices. As a result, teachers’ instructional practices are not informed by data or aligned to the CCLS, and do not meet the varied learning needs of students. Teachers confirmed this statement and reported that apart from mandated teacher evaluations, the school leader visits their classrooms less than once a week to complete short walkthroughs. The school leader stated that he does not provide written feedback, but occasionally provides verbal feedback. Teachers reported that the feedback they do receive from the school leader is not detailed enough to help them improve the quality of their teaching. Teachers stated they are not aware of the school leader’s vision for instructional practice, and that he has not provided them with PD to help them improve their teaching.
- In class visits, the review team found that teachers’ instructional practices did not include the use of higher-order questions or complex text that would extend students’ thinking and learning. For example, in one ELA class observed, students spent more than 30 minutes completing a choral reading task using texts designed for students at least two years younger; which did not engage or challenge the students, and many of them quickly lost interest. Most observed lessons were teacher centered and provided few opportunities for students to discuss the lesson’s content and to learn from each other. The school leader acknowledged that the evidence gathered during his infrequent walkthroughs revealed that many of the instructional practices commonly used by teachers do not support the rapid progress required to raise the level of academic achievement in the school.
- Classroom visits showed that most teachers’ instructional practices did not meet the diverse learning needs of students, and as lessons were typically teacher led, teachers did not provide regular opportunities for independent student discovery and learning. Most students reported that they feel physically and intellectually safe in school; however, in class visits, the review team observed inappropriate behavior that was not conducive to intellectual safety. For example, in one class visit, the teacher did not intervene when a student laughed and made disparaging remarks about another student who gave an incorrect answer to a question.
- Interviews with the school leader, class visits, and the observation of a PLC meeting revealed that teachers do not use assessment data to inform their instructional practices. As a result, teachers do not use a range of instructional practices to meet students’ different learning styles. Students reported that teachers do not regularly provide verbal or written feedback on the quality of their work, and that they do not know what they need to do to improve their learning. Teachers stated that students occasionally evaluate the quality of their own work.

Recommendation:

- Beginning February 22, 2016, the school leader and CIC should create and implement a monthly class visitation schedule in which each teacher is visited using the learning walk protocol established by The Institute for Learning. In addition, the visitation schedule should include a three-minute walkthrough every two weeks in every classroom.

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.

- Student support staff reported that school leaders have not prioritized the implementation of systems to identify and support the social and emotional developmental health needs of all students. The school leader stated that he does not have a clearly defined vision for student social and emotional developmental health. Interviews and classroom visits showed that school leaders do not effectively monitor the implementation of PBIS structures by student support staff. As a result, student support staff inconsistently use PBIS practices and protocols to reward and encourage good behavior and to manage challenging behaviors. In addition, student support staff reported that the PD provided by school leaders related to student social-emotional health is not always consistent with the different levels of students’ social and emotional needs.
- The school’s social and emotional developmental health curriculum is limited to the PBIS program, which is not implemented in several classes, and is not consistently delivered with fidelity in all classes. Since PBIS is designed to support behavior and discipline, the program is not effective in supporting the full range of students’ social-emotional needs. The school leader and student support staff shared that the school’s approach to social and emotional developmental health is generally reactive and only addresses the needs of the most challenging students.
- Student support staff reported that they do not have protocols and procedures to organize their work with teachers and family members to support students’ social and emotional developmental health needs and remove barriers to success. In addition, student support staff stated that they do not have clearly defined roles and responsibilities that are understood by all stakeholders.
- The school leader and student support staff shared that the school does not have a coherent plan to use data to inform the development of strategies that address the social and emotional developmental health needs of all students. The student support staff and the behavioral specialist confirmed that although student social and emotional developmental health is listed as a priority in the school’s self-reflection document, school leaders have not prioritized the use of data to identify and support students’ social and emotional developmental health needs.

Recommendation:

- Beginning March 15, 2016, the school leader and the PBIS team should reestablish and implement with

fidelity the school-wide PBIS structure with clear roles and responsibilities for all stakeholders.

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

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

- School leaders do not ensure that students and families are aware of high expectations for student success. The staff survey revealed that only about a third of teachers think the school leader has prioritized the communication of high expectations for academic achievement to students and their families. The school leader stated that the school community does not engage parents in conversations about academic expectations. Many parents interviewed stated that the school leader is well liked and approachable, but several were concerned about regular incidents of bullying in the school.
- The school provides a limited range of opportunities for reciprocal communication between parents and staff, and staff reported that these are not used with consistency across the school. As a result, there is a limited exchange of information that could support improved achievement for many students. Parents reported that the school does not use alternative means of communication, such as social media to improve home-school links. Parents also stated that the teachers and the school leader are not easily accessible to address concerns about academics and student behavior, causing frustration for many. Teachers and student support staff reported that it is often difficult to contact parents about academic and behavioral concerns because their contact details frequently change or they do not respond to telephone calls or emails. A number of parents, including parents of students with disabilities, reported that school leaders and staff do not always address their concerns about the needs of their children in a timely manner.
- School leaders and staff do not provide training for parents that would promote effective home-school partnerships to support improved student achievement. The staff survey showed that nearly two-thirds of staff members do not think the school provides programs that parents can use to support their children’s learning. Staff reported that school leaders have not provided them with training that would support them in promoting home-school partnerships.
- Student support staff reported that school leaders and staff do not regularly share data with parents in a manner that helps them understand the academic and social-emotional needs of their children. Parents reported that they are not clear on whether their children would benefit from additional supports. Some parents expressed dissatisfaction with the small number of opportunities available for them to discuss the progress of their children with teachers. Interviews with school leaders and student support staff revealed that more could be done to empower families to advocate for their children. Student support staff stated that the school has not administered a needs assessment survey to identify family needs. Recent plans to appoint a parent liaison have been delayed by the withdrawal of the selected candidate.

Recommendation:

- By April 1, 2016, the school leader should identify and appoint a parent liaison to develop and implement an effective home-school communication plan that is shared with all stakeholders.