School Asset and Needs Assessment

Stoplight Sticker Activity

Directions: This survey will take two to three hours to complete. In order to complete this form, you will likely need to consult with other members of your team such as classroom teachers, the reading specialist, the administration, the family engagement specialist, the instructional coach, and the Title I teacher in order to complete this assessment.

1. Type your name, email address, and school into the header of this document.
2. For each topic, first review the Key Indicators and Guiding Questions. Then, go row by row to:
    a. Read the Criteria and review the linked documents it contains.
    b. Reflect on how current practices in your school compare. Use the third column for notes, questions, and links. Remember that the more specific you are now, the more useful this tool will be throughout your time in this cohort. We will be using this information to inform S.M.A.R.T. goals, which will guide your progress through this process.
    c. Fill in the final column with your "Stoplight Sticker Rating"
        - Green - Fully meets the criteria
        - Yellow - Partially meets the criteria
        - Red - Significant gaps in the criteria
    d. Complete the final row with your overall rating for the topic.

Change Management Cohort: Only complete part one regarding Family and Community Engagement Priority Topics. We will use the data previously collected from the Change Management project to understand the current literacy practices at your school.

Part 1: Family and Community Engagement Priority Topics

Priority Topic #1: Structures for Family Engagement

Key Indicators: Structures are in place that support representative attendance at family-teacher conferences, literacy nights, and annual professional development around community engagement.

Guiding Questions:
- Does our conference schedule meet the needs of our community such that all families can attend a conference without significant interference to their work/lives?

- Do we provide events that are accessible to our community in terms of content, time, and language such that they would see the value in continuing to make these opportunities a priority?
- How often does our building leadership prioritize professional development in community engagement during our designated building time?
- How do we effectively communicate with our families regarding skills being taught at school each week and student successes?

Area of Practice	Criteria	Notes, explanations, links to your relevant docs, etc	Stoplight Rating		
			🔴	🟡	🟢
Infrastructure	Our school is exemplary in the Local Education Agencies (LEA) Infrasture section of the Utah State Board of Education's Family and Community Engagement Tool.	Ohana Parent Committee has met, however it needs to be more consistent. This is our goal for SY24-25 There are many activities planned and executed to engage parents that include performances, celebrations, community meetings, student led conferences scheduled for the SY - Open House - Aloha to Kindy 2x - Title One meetings - Student Led Conferences - Student Performances			🟢
	Our building leadership dedicates time during our staff meetings to enhance our community and family partnership practices. (This could be a book study, planning for family engagement events with information regarding the framework being used, etc.)	We have 4 major family activities a year to engage parents in not only academics, but to celebrate cultural highlights and performances. These are planned by our staff using the goals set within our School Improvement Plan			🟢
	ALL staff are included in community and family partnership work and professional development, not only classroom teachers.	PHA considers every adult working at PHA a 'teacher' therefore all adults sign up to participate in a committee that build the a sense of community for faculty and staff as well as community			🟢
	Literacy-based PLCs include time for teachers to incorporate ideas for family involvement.	PLCs are conducted every week that focus on the academic and behavioral goals from the SIP. We	🔴		

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		have not integrated discussion for family involvement other than strategies for families when completing homework.	
Communication	Our school communication is at an exemplary level based on the Utah State Board of Education's Family and Community Engagement Tool.	PHA has the following in place: • REMIND (schoolwide & for each teacher to communicate with families • Workshops for community • Surveys to see how we're doing as a school and school climate • Teachers newsletters and text to parents on school and classroom activities	
	The school has available and accessible resources for families to use at home to support their children in literacy.	• Websites for extended learning o Math Facts, i-Ready Math/Reading • Devices as requested for extended learning	
Family Knowledge on Literacy	Families receive information regarding their child's literacy results from Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) testing for Tier I students. Families with students in Tier II and Tier III receive additional information following each intervention cycle.	• Results for BOY, MOY, EOY, WIDA are sent home and presented at Student Led Conferences for all students • Tier II & III students receive progress monitoring every 1-2 weeks with information being shared with parents	
	When families receive their child's literacy results from BOY, MOY, and EOY testing, this is communicated using accessible language.		
	Grade-level expectations are communicated to families in a way that is accessible and clear.	• Communicated through REMIND, in all languages	
Family-Teacher Partnerships	Our school hosts at least two non-academic events (Ex: Back to School night) a year that fosters relationship-building between families and teachers.	Qtr 1 • Open House • Back to School Night • Aloha to Kindy Qtr 2 • Halloween Parade & Door	

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	Decorating Competition • Turkey Trot • Winter Performance Qtr 3 • Family Valentines Dance • Paint Night • Gala Qtr 4 • May Day	
Our school provides adequate times for all families to attend a family-teacher conference which is reflected in 80% or greater attendance.	• We have 82% attendance rate for conferences as evidenced by our login attendance sheets	
Our family-teacher conferences are inclusive which is reflected in attendance that is representative of the population at our school.	• Students present their goals, samples of their current classwork and grades. They share what their struggle was and what they did to overcome it in order to produce the work they share • Translators are scheduled to help foster discussion between parent and teacher	
During family-teacher conferences, families are shown specific literacy skill deficits according to their child's recent data and given targeted tools and resources that they can use at home to support their child.	• Students present their goals, samples of their current classwork and grades. They share what their struggle was and what they did to overcome it in order to produce the work they share	
School staff can identify the assets that their families can offer within a school/family partnership.	• We are learning to navigate through this piece and understanding what our primary needs are so we can be more definite with our needs	
Our staff is confident that families will want to engage in literacy events that	• It has been a struggle to	

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	will offer strategies and techniques for their students. We believe our families are capable of following through with these tasks at home with their children.	engage families in academics with our students, however they are very interested in supporting their child but they are not sure how • When surveyed, parents express time constraint	(yellow)
Academic Family-Teacher Teams	Our school offers three literacy nights throughout the school year in which the community can learn applicable skills specific to their child's grade and learn about the Science of Reading.	• Aloha to Kindy • Fall Student led Conference • Spring Student Led Conference	(green)
	Literacy events allow families to see their child's data anonymously compared to other students in the grade.	• Our LEVEL UP data board to show reading progress is located in the Hallways and identifiable only by Student ID	(green)
	Families know what strategies they can use to support their children with literacy at home as a result of academic family-teacher teams.	• Monthly Reading Strategy TIP newsletter • Teacher discussion and REMIND	(green)
	Attendance for literacy nights reaches more than 60% of the parent population and attendance is representative of the parent population.	•	(red)
Home Visits	All staff that are conducting home visits attend a training session so there is consistency regarding topics shared and desired outcomes amongst all visits.	• Some of our teachers conduct home visits	(yellow)
	Within a week of the beginning of the school year, each family is offered the opportunity to sign up for a home visit. (Home visits are ideally done prior to the start of the school year.)	• Some teachers offer Home Visits at the beginning of each year	(yellow)
	Following the home visit, teachers create strategic plans with attainable goals that incorporate the family's strengths, values, and goals. Communication regarding progress toward the goal is done on an ongoing basis.	• Plans are created to support families and students for those who visit	(yellow)
	Our school is exemplary per the Utah State Board of Education's Family and Community Engagement (FACE) Tool in the following areas:		(red)

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	1. The FACE Specialist oversees the scheduling and documentation of Home Visits at a Tier 1 level following the PTHV (Parent Teacher Home Visit) home visit model. 2. The FACE Specialist ensures that communication from home visits is communicated to the school counselor or social worker with the intent of connecting families to resources to lessen or remove barriers to engagement. *If you do not have a FACE Specialist, please do not identify higher than yellow.*		🟥
Use of School Building	The school building is frequently open and accessible beyond the school day for literacy-based programming such as Z.A.P. (Zeros Aren't Possible), High Dosage Tutoring, family literacy nights, etc.		🟥
Overall Rating	Reflect holistically on the Key Indicator, the Guiding Questions, and each of your criteria ratings. How would you rate your school overall on structures for family engagement?		🟨

Priority Topic #2: Authentic Community Engagement

Key Indicators: Our school strategically engages broader community partners in order to maintain relationships and form key partnerships to strengthen the use of research-based literacy practices.

Guiding Questions:
- Does our school have partnerships with the broader community to engage and holistically support families in literacy?
- Do we have community-based partnerships with a wide range of organizations with various backgrounds?

Area of Practice	Criteria	Notes, explanations, links to your relevant docs, etc	Stoplight Rating
Community	Our school is exemplary in the In-person Community Events section of the Utah State Board of Education's Family and Community Engagement Tool.		🟨
	Families and community members recognize the school as a hub for developing the community's knowledge about the Science of Reading.		🟨
	The principal works with the community school support position,	• Principal meets with local	🟩

	community partners, and staff to fully engage the community in the life and work of the school.	• community groups and communicates school events and needs. • School participates in local events to engage in the community	🟩
Overall Rating	Reflect holistically on the Key Indicator, the Guiding Questions, and each of your criteria ratings. How would you rate your school overall on authentic community engagement and literacy?		🟨

Priority Topic #3: Family Voice

Key Indicators: Our school provides multiple and varied opportunities per year for families to engage directly with teachers and school leaders for their voices to be included in school decisions (Ex: Family-Teacher Organizations/Associations (PTO/PTA), Student Accountability Committees (SAC), Student Success Teams (SST), etc.).

Guiding Questions:
- How does our school currently provide families with social and academic opportunities to be involved with the school?
- How does our school include family voice and perspective when making decisions and communicating?
- To what extent does family engagement reflect the student population that is served?

Area of Practice	Criteria	Notes, explanations, links to your relevant docs, etc	Stoplight Rating
Committees	Our school has an active family-teacher organization or association with representation from each grade level, and 15% of families are involved in monthly meetings. (Often referred to as PTA or PTO.)	• PHA is rebuilding	🟨
	Family members involved with committees are representative of the student population.		🟨
	Our school has a Student Accountability Committee with representation from each grade level. Literacy is one of the primary focuses during this meeting.	• Our school is too small therefore we have Team Leads who participate in Leadership meetings	🟩
	The SST process is in place for all students who do not have an IEP or 504	• SPED Director oversees these programs along	🟩

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	and are two or more years behind in literacy. Families, teachers, and reading specialists attend these meetings when literacy is discussed.	with the MTSS team members	
Surveys	Surveys are translated for multilingual families as needed.	• Surveys are offered in multiple languages	
	At least 60% of families respond to surveys. The responses received are reflective of the demographics of our student population.	• We have a low rate of surveys being returned	
	The leadership team spends a minimum of one hour reviewing and reflecting as a whole on the data from surveys and creates action steps to improve.	• Curriculum Instruction meetings occur 2x a month to go over the data	
	Staff are aware of and understand the building steps and goals for the school year regarding family and community partnership based on data.		
	Our school is exemplary in the Engagement Surveys section of the Utah State Board of Education's Family and Community Engagement Tool.		
School Vision	Families are included in the creation of the school vision and are regularly included in decision-making at the school.	• We conduct surveys but have a low rate of return	
	Families receive information regarding the goals and vision that the school has on a regular basis.	• We provide the information at BOY, MOY and EOY however, we don't get any feedback	
	Our school vision is inclusive of students from all backgrounds and ability levels. It isn't catered to specific groups of students.		
Overall Rating	Reflect holistically on the Key Indicator, the Guiding Questions, and each of your criteria ratings. How would you rate your school overall on family choice?		

Part 2: Literacy Priority Topics

Priority Topic #4: The Literacy Block

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Key Indicator: The daily schedule includes a minimum of 120 minutes for Tier 1 universal core literacy components including intentional whole and small group differentiated instruction (and additional time for evidence-based Tier 2 and Tier 3 instruction).

Guiding Questions:
- Does our school have a master schedule that ensures adequate instructional time for Tier 1, Tier 2, and Tier 3 instruction of reading?
- Does our school provide the forms and quantities of explicit and systematic instruction students need during Tier 1 Instruction to become proficient readers?
- Do we ensure that all students, including SPED and ELL, receive Tier I instruction with the proper accommodations?

Area of Practice	Criteria	Notes, explanations, links to your relevant docs, etc	Stoplight Rating		
Master Schedule	Our school's master schedule includes a literacy block with adequate time for all components of Utah's Recommended Core Literacy Block (pg 54-58).

Kindergarten half-day components include phonological awareness (10-15 min.), phonics (20 min.), comprehension (20 min.), vocabulary (5-10 min.), and fluency (5 min.).

Kindergarten full-day components include phonological awareness (10-15 min.), phonics (30 min.), comprehension (30 min.), and writing/handwriting (30 min.), vocabulary (5-10 min.), and fluency (10 min.).

Grade one components include phonological awareness (5-10 min.), phonics (30 min.), fluency (10-15 min.), writing/handwriting (30 min.), vocabulary (10 min.), and comprehension (30 min.).

Grade two through three components include phonological awareness (5 min.), phonics (30 min.), fluency (15 min.), vocabulary (15 min.), comprehension (30 min.), and writing/handwriting (30 min.).

Grade four through six components include phonological awareness as needed, phonics (20 min.), fluency (15 min.), vocabulary (15 min.), comprehension (40 min.), and writing/handwriting (30 min.). | • Yes
• No ½ Day Kindy
• Kindy: YES
• 1st Grade: YES
• 2nd Grade; YES
• 3rd Grade: YES
• 4th- 6th: YES | | | (green) |

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Support for Tier 1 Instruction	Our school provides clear implementation guidance to teachers on the necessary time allocation, materials/resources, and forms of instruction needed for each component of the literacy block through a document such as this Sample K-3 Literacy Block Guidance.		(green)

	Our teachers' Tier 1 instructional delivery would score well on an SOR/SORI-aligned observation rubric such as LETRS Application of Concepts. (See scores below.) Make sure to document your score for each category with a fraction.
	
	Areas of Delivery: Example shown with target scores for each category. Please note your score out of the total in fraction form for categories a-f.
	1. Teaching Phonological Awareness: 7 out of 9
	   a. Note: Review can be brief if the lesson is short and connection to print might be seeing a letter in a word or specific skills (Ex: FLOSS) in a sentence.
	   b. Teaching Beginning Decoding and Spelling: 6 out of 8
	   c. Teaching Advanced Phonics, Spelling, and Word Study: 6 out of 8
	   d. Developing Vocabulary and Oral Language: 7 out of 9
	   e. Mediating Text Comprehension: 6 out of 9
	   f. General Classroom Atmosphere: 10 out of 13
		• PHA uses the LETRs observation tool for K-3 teachers however, we need to practice with it more often and provide a PLC to discuss the data	(yellow)

	Our Special Education and English Language Learners receive the full literacy block outlined by the master schedule so that they are exposed to grade-level standards.		(green)
	Our Special Education and English Language Learners receive any accommodations outlined by their Individualized Education Plans and 504s during Tier I instruction so that it is accessible to them.	• We are working on the implementation of accommodation and modifications during Tier I instruction	(yellow)
Overall Rating	Reflect holistically on the Key Indicator, the Guiding Questions, and each of your criteria ratings. How would you rate your school overall on the literacy block?		(yellow)

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Priority Topic #5: Tier 2 and Tier 3 Instruction

Key Indicator: Structures are in place to systematically deliver Tier 2 and Tier 3 instruction that is evidence-based, driven by student data, aligned to student needs, monitored, and of sufficient intensity and duration to ensure student growth.

Guiding Questions:
- Does our school provide evidence-based Tier 2 and Tier 3 instruction aligned to the SOR/SORI?
- Does our school support effective implementation of evidence-based Tier 2 and Tier 3 instruction?

Area of Practice	Criteria	Notes, explanations, links to your relevant docs, etc	Stoplight Rating		
Effective Tier 2 and Tier 3 Instruction	Our school provides Tier 2 and Tier 3 structures that align to those described in Utah's Critical Features of Tiered Literacy Interventions (p. 1-2). Critical Features of Tiered Literacy Interventions: 1. Who: Students who are not making adequate progress with Tier I instruction and are below benchmark status on Acadience Reading. 2. Dosage: Instruction time varies based on student needs (15-60 minutes). 3. Frequency: Typically three to five times a week. In rare circumstances intervention twice a day may be necessary. 4. Duration: Intervention cycles may vary, but 10-14 weeks is recommended. 5. Intensity: A small group setting is used for intervention with a maximum of five students in a group. 6. Progress Monitoring Frequency: Once every 2-4 weeks for Tier 2 and once every 1-2 weeks for Tier 3 at a minimum. 7. Instructor: Should be a trained educator such as the classroom teacher, reading specialist, specifically trained paraprofessional, or other support personnel. 8. Instruction: Focuses on literacy skill gaps identified by a universal screener and/or diagnostic assessment and follows the six key principles of explicit instruction.	• Progress monitoring is provided to all students to allow teachers to adjust their intervention groups and instructional delivery RED: Weekly YELLOW: Every 2 weeks BLUE/GREEN: Monthly			(green)
	Our school uses evidence-based assessments such as those on the USBE	• Progress monitoring is			(green)

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	Early Literacy Diagnostic Assessment and Progress Monitoring tool to identify students who need Tier 2 and Tier 3 interventions. Diagnostic Assessments and Progress Monitoring approved by USBE: 1. Acadience Reading Diagnostic 2. Assessing Reading: Multiple Measures 3. Diagnostic Decoding Surveys 4. Gray Oral Reading Test (GORT) 5. LETRS Phonics and Word-Reading Survey 6. PASI- Phonological Awareness Screener for Intervention 7. PAST- Phonological Awareness Screening Test 8. Phonological and Phonemic Awareness Assessment 9. PSI- Phonics Screener for Intervention 10. Quick Phonological Awareness Screening (QPAS) 11. Test of Phonological Awareness, 2nd Edition: PLUS (TOPA-2+)	provided to all students to allow teachers to adjust their intervention groups and instructional delivery RED: Weekly YELLOW: Every 2 weeks BLUE/GREEN: Monthly	
Overall Rating	Reflect holistically on the Key Indicator, the Guiding Questions, and each of your criteria ratings. How would you rate your school overall on Tier 2 and Tier 3 instruction?		

Priority Topic #6: Data and Assessment Processes

Key Indicator: Assessments are in place and understood by staff for diagnostic, benchmark and progress monitoring.

Guiding Questions:
- Does our school have the sources of student data necessary to continuously assess student learning?
- Does our school leverage data effectively to guide planning, instruction, and intervention?

Area of Practice	Criteria	Notes, explanations, links to your relevant docs, etc	Stoplight Rating		
			RED	YELLOW	GREEN
	Our school uses robust data scoring and analysis tools such as this Longitudinal Composite Data Analysis tool provided by USBE.	• 3x a year PHA meets with State to go over the progress and set goals using this tool			

Data Analysis

	Our school has team structures that allow teachers to identify daily and weekly individual and class-wide action steps to analyze data and use it to modify future instruction and intervention such as those described in UT MTSS 3-Tier Critical Components Definition (pg 2).	• Systems are in place through the MTSS structure to address academic and behavioral needs for all students
	During our data-analysis meetings, goals are set for students and periodically reviewed every 10-14 weeks to align with intervention cycles. Goals need to be outcomes-based using the S.M.A.R.T. goal model or something similar.	•
Professional Learning Communities	Professional Learning Communities (PLC) meet weekly for an hour and at least one session per month is literacy-based.	
	PLC meetings cover data analysis, evaluate Response to Intervention (RTI) and Multi-Tiered System of Support (MTSS), dig deep into standards, discuss family engagement strategies, and create actionable steps for the four-week cycle. Goals are evaluated and the support needed is determined during the meeting.	
	There is a PLC that focuses on students in Special Education that are identified as English Language Learners.	
Overall Rating	Reflect holistically on the Key Indicator, the Guiding Questions, and each of your criteria ratings. How would you rate your school overall on Literacy Data and Assessment Processes?	

Overall Ratings

Please gather the overall rating from each section above and copy the stoplight rating below.

Topic	Stoplight Rating
Priority Topic #1: Structures for Family Engagement	(yellow)
Priority Topic #2: Authentic Community Engagement	(yellow)
Priority Topic #3: Family Voice	(yellow)
Priority Topic #4: The Literacy Block	(yellow)
Priority Topic #5: Tier II and Tier III Instruction	(green)
Priority Topic #6: Data and Assessment Processes	(green)

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