



2025-2026 Phase Two: The Needs Assessment for Schools_10292025_09:03

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Lincoln Trail Elementary School
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Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that they will address later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used to determine the priorities of this year's needs assessment. Include the following information in your response:

- names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
- a timeline of the process
- the specific data reviewed and analyzed
- how and where the meetings were documented.

Instructional teams review, analyze and apply data results throughout the academic year during PLCs and grade-level meetings. 2024-2025 state assessment data will be shared when available to use the most current state data. I-Ready data/diagnostic continues to be a driving force to gauge below grade-level, on-grade level, and above-grade level students.

Leadership Teams: Kelly Miller, Principal; DeMarcus Compton, Assistant Principal; Kelly Blair, Counselor; Jennifer Williams, FRC

SBDM: Kelly Miller, Principal; Tracy Hardeman, teacher; Casey Robichaud, teacher; Lindsey Garverich, teacher; Teress Rachell, parent; Kaila Simpson, parent

Curriculum Committee: Danielle Thomas (pre-k), Hannah Hobbs (KG), Casey Robichaud (1st), Crystal Goodman (2nd), Susan Duvall (3rd), Melissa Riggs (4th), Lindsey Garverich (5th), Kelly Miller (admin)

Grade level PLCS: all regular and special education teachers

Timeline: August to June, start of school to end of school

Data to be reviewed: Academic data (Iready, KSA, brigance, other grade level specific data), Behavior data, Attendance data

Documentation: meeting agendas/minutes, CSIP review

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's comprehensive school improvement plan (CSIP). What was successful? How will your results inform this year's plan?

The administration and teachers continue to use CSIP goals and strategies to improve academic growth. Reading and math continue to be focus areas and showing progress. The use of analyzing data is an on-going process. It has helped instructional teams to meet the needs of individual students and meet the students at their individual performance levels. With faculty overview, it encourages all staff members in the building to meet the needs of students. Through the faculty overview, we are able to identify students for MTSS, What I Need (WIN) block, ESS, GT/primary talent pool, etc.

Trends

3. After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

- Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.
- Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

Analyzing trend data from i-Ready, the most significant area for improvement for Lincoln Trail students is the overall growth percentage in the area of reading and math. When state data is available, that data will be analyzed to determine strengths and areas of improvement.

Behavior data showed an increase in office referrals. This was predicted with the increased enrollment due to re-districting and gaining an additional 150 students.

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

- Kentucky Summative Assessments
- Benchmark assessments
- Formative assessments
- Graduation rate
- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent (54%) of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

According to 2023-2024 KSA data (24-25 KSA data will be updated when available), Lincoln Trail scored 67.9 overall, with a yellow indicator. In the area of Reading and Math, combined, Lincoln Trail Elementary (LTE) scored 69, with a yellow indicator. In the area of Science, Social Studies and Writing, combined, LTE scored 64.7, with a yellow indicator. The Quality of School Climate and Safety Indicator of 85.8, being a blue indicator. Data source: KY school report card and KY Summative Assessments

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism
- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

Example of Current Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.

According to 2023-2024 KSA data (24-25 KSA data will be updated when available) Area of Growth - Lincoln Trail 'students with disability' scored 38.3, orange indicator, Proficient and Distinguished in the area of Science, Social Studies, and Writing, combined. Also, 'students with disability' scored 52.3, yellow indicator, Proficient and Distinguished in the areas of Reading and Math, combined. However, this is an improvement in reading and math, as the previous year was 51.1.

Also, the 23-24 Quality of School Climate and Safety Indicator of 85.8, being a blue indicator. This an indicator students want to be at school and learn.

According to the Employee Engagement survey, 90% of staff state they have a clear understanding of expectations as an employee and 86% of staff would recommend our parents select our organization to serve their child. This is an indication of pride and passion in the work our teachers and staff do.

Strengths

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school.

Example:

- We have active partnerships with twelve community organizations and businesses.
- Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

Area of Strength - During 23-24 KSA data (24-25 KSA data will be updated when available), Lincoln Trail had a high level of participation on state assessment and scored the second highest elementary in the District at 67.9. Reading and Math, combined, LTE scored 69; Social Studies, Science and Writing scores 64.7, combined. The Quality of School Climate and Safety results were 85.8, indicating students feel safe and enjoy coming to school. All areas ranking above District and State levels.

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

- We will coordinate efforts with our community partners to meet the behavior needs of more students.

• We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

Lincoln Trail Elementary's improvement strategy is built on collaboration and shared responsibility by all stakeholders. By aligning its internal strengths with external community assets, the school will create a comprehensive network of support that accelerates student learning, fosters equity, and prepares all students for academic and life success.

Internal Strengths:

- Professional Learning Communities (PLCs): Staff will use PLCs to share best practices, analyze student data, and implement instructional improvements collaboratively.
- Professional Development: Teachers and staff will attend professional learning opportunities offered at the school and District level for continuing learning.
- Technology Integration: The district's strong digital infrastructure will be used to enhance instruction, expand access to online learning, and improve communication with stakeholders.

Family and Community Engagement

Recognizing families as key partners in student success, the district will build stronger communication and engagement systems.

- Parent Education and Leadership: The district will partner with community centers and advocacy groups to offer parent workshops on supporting learning at home and navigating educational systems.
- Community Voice in Decision-Making: Regular community forums and advisory councils will ensure improvement strategies reflect the diverse perspectives and needs of the community.

Community Partnerships:

LTE will engage community organizations to support students' academic and social-emotional needs.

- Expanded Learning Opportunities: Partnerships with youth organizations will encourage summer programs and grant opportunities to assist in funding additional resources
- Wraparound Supports: local organizations and social service agencies will assist families with counseling, health services, and basic needs, reducing barriers to student learning.

Evaluate the Teaching and Learning Environment

Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support Processes

KCWP 6: Establish Learning Environment and Culture

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ No

☐ Yes

COMMENTS

N/A

8b. KCWP 2: Design and Deliver Instruction

Instructional programs include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

Based on data, we will continue to focus on growth for each student through the delivery of evidenced-based instructional practices. We will utilize MTSS (reading and math interventionist), the WIN block, ESS (daytime and afterschool), and enrichment/GT supports to meet the needs of levels of learners. We will also continue daily quality core instruction by implementing iReady, OrtonGillingham, Morphology, etc with fidelity. Walkthroughs, lesson plans, learning targets, student goal-setting, etc will be used to monitor progress.

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment

purposes: formative, diagnostic, interim/benchmark, and summative.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ No

☐ Yes

COMMENTS

N/A

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

Yes, the district will focus on developing and sustaining a systematic approach to reviewing, analyzing, and applying data across all schools. This focus ensures a consistent, equitable, and evidence-based process for monitoring student learning and guiding instructional decision-making. Data review, consistent teaching practices, and professional learning will be used to create a culture of inquiry and continuous improvement that directly enhances student learning.

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

Yes, LTE will prioritize the establishment of a comprehensive framework that organizes systems, data, and practices to promote positive, equitable, and inclusive learning experiences for all students. This focus aligns directly with our commitment to ensuring that every student, regardless of background, ability, or circumstance, has access to high-quality instruction, supportive environments, and opportunities to succeed.

PBIS, recognizing from observations positive instructional feedback, MTSS Schedule with multiple support staff available, Data is used from multiple forms of assessments (KSA, IReady, Brigance, etc.), PLC Work, Professional Development, SBDM, Committee Members, Research-based curriculum, FRYSC, PTA, Community Helpers

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ **No**

☐ Yes

COMMENTS

Based on our data, we will work to maintain the high-quality culture for students and staff.

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|-----------------|-------------|--------------------|
|-----------------|-------------|--------------------|