



2023-2024 Phase Two: The Needs Assessment for
Schools_10302023_08:36

2023-2024 Phase Two: The Needs Assessment for Schools

Lincoln Trail Elementary School
Kelly Miller

3154 Bardstown Road
Elizabethtown, Kentucky, 42701
United States of America

Table of Contents

2023-24 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	7

2023-24 Phase Two: The Needs Assessment for Schools

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 will be addressed 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 for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Instructional teams review, analyze and apply data results throughout the academic year during PLCs and grade-level meetings. 2022-2023 state assessment data was shared and continues to be the most current state data. Faculty overview and breakdown of state data was shared. I-Ready data/diagnostic continues to be a driving force to gauge below grade-level, on-grade level, and above-grade level students.

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 does it inform this year's plan?

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

Example of Trends

- The number of behavior referrals increased from 204 in 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Analyzing trend data from i-Ready and KSA the most significant area for improvement for Lincoln Trail students is the overall growth percentage in the area of reading and math. Also, the number of proficient/distinguished students economically disadvantaged in the areas of combined social studies/science/writing.

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

According to KSA data, Lincoln Trail scored 84.9 overall, with a blue indicator. In the area of Reading and Math, combined, Lincoln Trail Elementary (LTE) scored 85.9, with a blue indicator. In the area of Science, Social Studies and Writing, combined,

LTE scored 82.6, with a green indicator. The Quality of School Climate and Safety Indicator of 94.4, being a blue indicator. Data source: KY school report card and KY Summative Assessments

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Lincoln Trail 'students with disability' scored 56, yellow indicator, Proficient and Distinguished in the area of reading and math, combined. However, this is improved from 46.2 from the previous year.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

During 22-23, Lincoln Trail had a high level of participation on state assessment and scored the highest elementary in the District at 84.9, indicating a high number of students are receiving in-person instruction. Reading and Math, combined, LTE scored 85.9; Social Studies, Science and Writing scores continue to improve, 82.6 P/D, above the state level. The Quality of School Climate and Safety results were 94.4, indicating students feel safe and enjoy coming to school. All areas ranking above District and State levels.

Evaluate the Teaching and Learning Environment

7. 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](#)

[KCWP 6: Establish Learning Environment and Culture](#)

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

- **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name



LTE key elements



8. After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

Based on the 22-23 data, we will continue to focus on growth for each student. We will utilize MTSS (reading and math interventionists), 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, Orton-Gillingham, Morphology, etc with fidelity.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 LTE key elements		• 7
 LTE school key elements		•