



## 2024-2025 Phase Two: The Needs Assessment for Schools\_11072024\_08:37

2024-2025 Phase Two: The Needs Assessment for Schools

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## **2024-2025 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 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 for reviewing, analyzing and applying data results as you conducted 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 were documented.

Instructional teams review, analyze and apply data results throughout the academic year during PLCs and grade-level meetings. 2023-2024 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 needs remain significant areas for improvement?

### Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, 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. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent 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.

### Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.

- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

According to KSA data, 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

### Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

**NOTE:** You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

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 this reading and math, as the previous year was 51.1.

### Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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.

Area of Strength - During 23-24, 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.

### 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 Processes

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**

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Key Elements

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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:** The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

Based on the 23-24 data, we will continue to focus on growth for each student. 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, Orton-Gillingham, Morphology, etc with fidelity.

# Attachment Summary

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