Virginia Support Framework
School-level Needs Assessment

Divison Name	Suffolk Public Schools
School Name	Turlingon Woods Alternative School

School Accreditation Rating: (check the appropriate box(es) below)

	Accredited	
☐		Accredited with only Level One school quality indicators
		Accredited with Level Two Academic Achievement school quality indicator(s) as provideed in 8VAC20-131-380 F1a, 1b, or 1c
		Accredited with Level Two Achievement Gaps and/or Student Engagement and Outcomes school quality indicator(s) as provided in 8VAC20-131-380 F1a, 1b, or 1c
		Accredited by Triennial Accreditation as provided in §22.1-253.13:3A, to include Accredited with Level Three school quality indicators
☐	Accredited with Conditions	
☐	Accreditation Denied	
☐	Accreditation Withheld	
☐	New School	

Academic Achievement	Level
English	
Math	
Science	
Academic Gaps	**Level**
English	
Math	
Student Engagement and Outcomes	**Level**
Chronic Absenteeism	
College, Career, and Civic Readiness Index (CCCRI)	
Dropout Rate	
Graduation and Completion	

Title I Schoolwide Program: (check the appropriate box)	
ESSA Support and Improvement Designation: (check the appropriate box)	

Section II: School-level Needs Assessment Instructions

The school should assemble a team representing instruction, federal programs (i.e., Title I), special education,
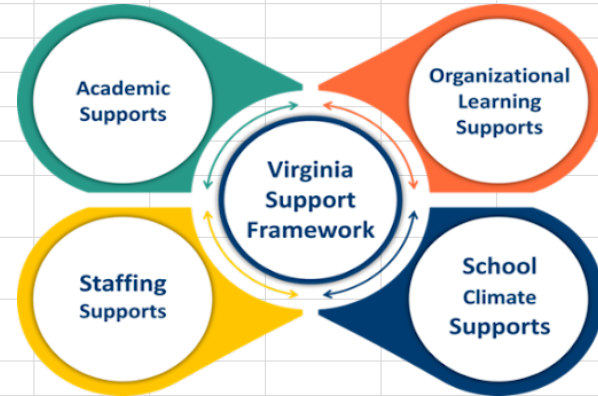
Needs Assessment Process

The school should assemble a team representing instruction, federal programs (i.e., Title I), special education, human resources, student services, community members and families to analyze a variety of data points related to the following Virginia Support Framework Domains: (a) Academic Supports; (b) Staffing Supports; (c) Professional Learning Supports; and (d) School Climate Supports.

Step 1: Gather data to address the four domains. Suggested data sources are provided within each domain. As a team, collaborate to analyze the data by discussing and responding to the prompts and guiding questions included in each domain listed below—with a special emphasis on school-wide systems and processes.

      Domain 1: Academic Supports
      Domain 2: Staffing Supports
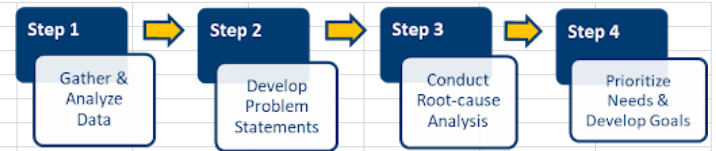   **Domain 3:** Professional Learning Supports
      Domain 4: School Climate Supports

Step 2: Develop a problem statement based on the initial data review.
Step 3: Select problem statements to conduct a root-cause analysis using provided protocols.
Step 4: Prioritize the areas of need based on the root-cause analysis and develop school goals.

Upon completion of the needs assessment and goals for each domain, the team should use the findings to develop a Comprehensive School Support Plan (CSSP) that includes strategies to affect systemic change resulting in improved student learning and engagement outcomes.

Step 1		Step 2		Step 3		Step 4
Gather & Analyze Data	→	Develop Problem Statements	→	Conduct Root-cause Analysis	→	Prioritize Needs & Develop Goals

Domain 1: Academic Supports			
Critical Perspective	**Department/Office**	**Title**	**Possible Data Sources**
			SOL Assessments
			End-of-Course Assessments
			Virginia Growth Assessments
			PALS/VALLS (pilot divisions)
			AP/IB/SAT/ACT Data
			Early Warning System
			Universal Screeners
			Class/Program Assessments: DIBELS/DRA/ARDT/MAP
			ACCESS for English Language Learners (ELL)
			VA Longitudinal Data System

Step 1a. Consider school-wide trends.	**English Language Arts Data Trends and Patterns**	
Students arrive at TWS academically behind , Students arrive without receiving their services (504/IEP); Due to mental health issues students are struggling academiclly, Economically disadvanted students are behind academically, Students who have been suspended have missed more than ten days and truancy becomes an issue	Grades 6-12: students are overaged for their grade level. Students arrive with F's. Students miss a significant amount of days from school.	Student Groups: Economically disadvantage, students with disabilities, students who have been suspended
Use one or more of the guiding questions below to respond and document data trends/patterns identified for your school located in the boxes to the right. You do not have to answer the questions in the boxes.	**Mathematics Data Trends and Patterns**	
Guiding Question 1: To what extent has student achievement in this content area improved or not, in the past year? **Guiding Question 2:** What school-level patterns or trends did you identify for this content area over the past 3 years?	Grades 6-12: students are overaged for their grade level. Students arrive with F's. Students miss a significant amount of days from school.	Student Groups: Economically disadvantage, students with disabilities, students who have been suspended
Guiding Question 3: What school-level student group and/or grade-level patterns did you identify for this content area over the past 3 years?	**Science Data Trends and Patterns**	
	Grades 6-12: students are overaged for their grade level. Students arrive with F's. Students miss a significant amount of days from school.	Student Groups: Economically disadvantage, students with disabilities, students who have been suspended
	SS Data Trends and Patterns	
	Grades 6-12: students are overaged for their grade level. Students arrive with F's. Students miss a significant amount of days from school.	Student Groups: Economically disadvantage, students with disabilities, students who have been suspended

Step 1b. Identify greatest challenges. Based on an analysis of data from Step 1a, identify specific skills that posed the greatest challenge school-wide for students in English/Language Arts, Math, Science, and Social Studies.	
English: students dont know the required material and it is hard catching them up while staying on pace. Students can not afford to fix broken laptops that may be required to complete some assignments	Math: students dont know the required material and it is hard catching them up while staying on pace. Students can not afford to fix broken laptops that may be required to complete some assignments

Science: students dont know the required material and it is hard catching them up while staying on pace. Students can not afford to fix broken laptops that may be required to complete some assignments	Social Studies: students dont know the required material and it is hard catching them up while staying on pace. Students can not afford to fix broken laptops that may be required to complete some assignments

Step 2: Develop an initial problem statement.
Based on the specific skill(s) identified in Step 1, gather input from each team member regarding problems experienced. What central themes emerge from the list of problems generated? Write the problem statement(s) below that the team will consider in the next step.

Students arrive at TWS academically behind , Students arrive without receiving their services (504/IEP); Due to mental health issues students are struggling academiclly, Economically disadvanted students are behind academically, Students who have been suspended have missed more than ten days and truancy becomes an issue

Step 3. Determine/Establish priority. Using information included in the responses to Steps 1a, 1b, and 2 above, develop a problem statement for each applicable focus area. The problem statements should represent the highest priority areas of focus for the school to address based on findings from the data analysis. Each problem statement should be 1-2 sentences, specific, and well-defined. After developing each problem statement, conduct a root cause analysis to determine factors contributing to the outcomes. Root cause analysis protocols and resources, such as the Fishbone Diagram (see Appendix B) and the 5 Why's Template (see Appendix C), may be used to further explore or examine each problem statement.

	Problem Statement	Root Cause(s) to address	Is the root cause under the school's control ? (Y/N)	Determine Priority Level (Based on root-cause analysis and school readiness, how critical is this area?
English	Students arrive at TWS academically behind , Students arrive without receiving their services (504/IEP); Due to mental health issues students are struggling academiclly, Economically disadvanted students are behind academically, Students who have been suspended have missed more than ten days and truancy becomes an issue	Gaps in insturction , mobility (housing instability) , lack of early intervention in reading and math, family's lack of resoruces , inconsistent monitoring of IEPs/ 504 implementation, restorative practices		High
Math	Students arrive at TWS academically behind , Students arrive without receiving their services (504/IEP); Due to mental health issues students are struggling academiclly, Economically disadvanted students are behind academically, Students who have been suspended have missed more than ten days and truancy becomes an issue	Gaps in insturction , mobility (housing instability) , lack of early intervention in reading and math, family's lack of resoruces , inconsistent monitoring of IEPs/ 504 implementation, restorative practices		High
Science	Students arrive at TWS academically behind , Students arrive without receiving their services (504/IEP); Due to mental health issues students are struggling academiclly, Economically disadvanted students are behind academically, Students who have been suspended have missed more than ten days and truancy becomes an issue	Gaps in insturction , mobility (housing instability) , lack of early intervention in reading and math, family's lack of resoruces , inconsistent monitoring of IEPs/ 504 implementation, restorative practices		High
Social Studies	Students arrive at TWS academically behind , Students arrive without receiving their services (504/IEP); Due to mental health issues students are struggling academiclly, Economically disadvanted students are behind academically, Students who have been suspended have missed more than ten days and truancy becomes an issue	Gaps in insturction , mobility (housing instability) , lack of early intervention in reading and math, family's lack of resoruces , inconsistent monitoring of IEPs/ 504 implementation, restorative practices		High

Step 4. Identify school-level goals. As a result of the root cause analysis completed above and the prioritized areas, identify the school-level goals for improving student outcomes in the applicable content areas. These identified goals will be used in the creation of the Comprehensive School Support Plan.

School-level academic goal(s) to be used for the Comprehensive School Support Plan:	
English	By the end of the 2025-2026 school year, students entering Turlington Woods will improve their grades by at least one letter grade in all content areas through targeted interventions and support, ensuring enhanced academic success across all sub
Math	By the end of the 2025-2026 school year, students entering Turlington Woods will improve their grades by at least one letter grade in all content areas through targeted interventions and support, ensuring enhanced academic success across all sub
Science	By the end of the 2025-2026 school year, students entering Turlington Woods will improve their grades by at least one letter grade in all content areas through targeted interventions and support, ensuring enhanced academic success across all sub
Social Studies	By the end of the 2025-2026 school year, students entering Turlington Woods will improve their grades by at least one letter grade in all content areas through targeted interventions and support, ensuring enhanced academic success across all sub

Domain 1: Academic Supports			
Critical Perspective	**Department/Office**	**Title**	**Possible Data Sources** The list below provides examples of possible data sources. Teams are free to use other available data sources.
			Teacher Recruitment and Retention Data
			Exit Survey Data
			Internal Transfer Data
			Long-Term Substitute
			Teacher Vacancies
			Principal Recruitment and Retention Data
			Administrator Vacancies
			Hiring Practices
			School Quality Profile
			Grow Your Own Initiatives
			Staff Licensure Data
			Staff Evaluation
			National Board Certification Credentials

Step 1a. Consider school-wide trends.	**List the data sources reviewed for Domain 2.**	
Difficulty finding substitute teachers; Teachers have to take on more roles due to a shortage of adminstrators in the building		
Use one or more of the guiding questions below to respond and document data trends/patterns identified for your school: You do not have to answer the questions in the boxes.	**Provide the numbers and percentages below for each item.**	
Guiding Question 1: Recruitment and retention of instructional and support staff serving high-risk populations?	**Number/percent of teachers with less than three years of experience:**	1,
Guiding Question 2: Resignations, retirements, and vacancies in comparison to the previous three school years?	**Number/percent of teachers with provisional licenses:**	2,
Guiding Question 3: Placement of teachers in grade-level/content areas aligned with their strengths/endorsements?	**Number/percent of administrators with less than three years of experience:**	0,0%
Guiding Question 4: Assignment of long-term substitute teachers?	**Number/percent of classes taught by long-term substitutes:**	1
Identify data trends and patterns in resignations, retirements, and vacancies from the past three years.	**Identify data trends and patterns in grade level/content areas aligned with their strengths/ endorsements.**	
Difficulty finding substitute teachers; Teachers have to take on more roles due to a shortage of adminstrators in the building		

Step 1b. Identify greatest challenges. Based on an analysis of data from Step 1a, identify specific areas that posed the greatest challenge(s) school-wide in staffing.
Greatest school-wide staffing challenge(s):
Administrator does not have time to preform all of his administrative duties.

Step 2: Develop an initial problem statement. Based on the specific skill(s) identified in Step 1, gather input from each team member regarding problems experienced in the Problem of Practice Activity (see Appendix A). Utilize this guiding question to draft a team-selected, proposed problem statement(s). What central themes emerge from the list of problems generated? Write the problem statement(s) below that the team will consider in the next step.
The school is experiencing difficulty securing substitute teachers, and due to a shortage of administrators in the building, teachers are required to assume additional responsibilities beyond their instructional duties. This strain reduces instructional effectiveness, increases staff burnout, and impacts overall school operations.

Step 3. Determine/Establish priority. Using information included in the responses to Steps 1a, 1b, and 2 above, develop a problem statement for each applicable focus area. The problem statements should represent the highest priority areas of focus for the school to address based on findings from the data analysis. Each problem statement should be 1-2 sentences, specific, and well-defined. After developing each problem statement, conduct a root cause analysis to determine factors contributing to the outcomes. Root cause analysis protocols and resources, such as the Fishbone Diagram (see Appendix B) and the 5 Why's Template (see Appendix C), may be used to further explore or examine each problem statement.

Problem Statement	Root Cause(s) to address	Is the root cause under the school's control ? (Y/N)	Determine Priority Level (Based on root-cause analysis and school readiness, how critical is this area?
The school is experiencing difficulty securing substitute teachers, and due to a shortage of administrators in the building, teachers are required to assume additional responsibilities beyond their instructional duties. This strain reduces instructional effectiveness, increases staff burnout, and impacts overall school operations.	limited availability of qualified substutes, competiton in neighboring districts for staffing, need for administrative help	no	High

Step 4. Identify a school-level goal. As a result of the root cause analysis completed above and the prioritized areas, identify the school-level goals for improving student outcomes in the applicable areas. These identified goals will be used in the creation of the Comprehensive School Support Plan.

School-level staffing goal(s) to be used for the Comprehensive School Support Plan:

Maintain teacher retention rates by 10% compared to the previous school year by implementing targeted support programs and initiatives focused on mentorship, professional development, and student and staff wellness, thereby fostering a stable and positive school culture and climate by the end of the 2025-2026 academic year.

Domain 3: Professional Learning Supports

Critical Perspective	Department/Office	Title	Possible Data Sources The list below provides examples of possible data sources. Teams are free to use other available data sources.	
			Division-wide Professional Learning Plan	
			School-wide Professional Learning Plan	
			Professional Learning Communities (PLCs) or Planning Team	
			Meeting Notes	
			Book Study Groups (BSG)	
			Intervention/Programmatic Data	
			Master Schedule	
			Informal and Formal Feedback to Teachers	
			Data Analysis of Appropriate Assessments	

Step 1a. Consider school-wide trends.

	List the data sources reviewed for Domain 3.
Need for quality professional development on dealing with students that are dealing with traumatic experiences (trauma informed education) and dealing with academically deficient students.	

Use one or more of the guiding questions below to respond and document data trends/patterns identified for your school:

Guiding Question 1: Instructional time devoted to the core content areas in the master schedule?

Guiding Question 2: Interventions and supports for students (i.e., Virginia Tiered System of Supports, self-regulation practices)?

Guiding Question 3: Professional development activities including monitoring, feedback cycles, and impact on student learning outcomes?

Identify school-wide practices and trends in instructional time devoted to core content areas in the Master Schedule.	**Identify school-wide practices and trends in interventions and supports for students.**
90 minute blocks daily for core content	Tiered interventions , progress monitoring, tutoring for remediation, data from assessments, students with disabilities receive services, SEL and counseling services provided, PBIS

Identify school-wide practices and trends in professional development activities, including monitoring, feedback cycles, and impact on student learning outcomes.

Step 1b. Identify greatest challenges. Based on an analysis of data from Step 1a, identify specific areas that posed the greatest challenge(s) school-wide in staffing.

Greatest school-wide professional learning challenge(s):

ensuring that professional development moves beyond one-time training sessions and becomes ongoing, practical, and embedded in teachers' daily practice.

Step 2: Develop an initial problem statement.
Based on the specific skill(s) identified in Step 1, gather input from each team member regarding problems experienced in the Problem of Practice Activity (see Appendix A). Utilize this guiding question to draft a team-selected, proposed problem statement(s). What central themes emerge from the list of problems generated? Write the problem statement(s) below that the team will consider in the next step.

Teachers lack consistent, high-quality professional development in trauma-informed practices and strategies for supporting academically deficient students.

Step 3. Determine/Establish priority. Using information included in the responses to Steps 1a, 1b, and 2 above, develop a problem statement for each applicable focus area. The problem statements should represent the highest priority areas of focus for the school to address based on findings from the data analysis. Each problem statement should be 1-2 sentences, specific, and well-defined. After developing each problem statement, conduct a root cause analysis to determine factors contributing to the outcomes. Root cause analysis protocols and resources, such as the Fishbone Diagram (see Appendix B) and the 5 Why's Template (see Appendix C), may be used to further explore or examine each problem statement.

Problem Statement	Root Cause(s) to address	Is the root cause under the school's control ? (Y/N)	Determine Priority Level (Based on root-cause analysis and school readiness, how critical is this area?
Teachers lack consistent, high-quality professional development in trauma-informed practices and strategies for supporting academically deficient students.	limited training time, competing professional development priorities,		High

Step 4. Identify school-level goals. As a result of the root cause analysis completed above and the prioritized areas, identify the school-level goals for improving student outcomes in the applicable areas. These identified goals will be used in the creation of the Comprehensive School Support Plan.

School-level professional learning goal(s) to be used for the Comprehensive School Support Plan:

During the 2025-2026 school year, professional development will focus on PBIS strategies that engage students and staff while incorporating Tier 1 and Tier 2 interventions into our already utilized programs.

Domain 3: School Climate Supports			
Critical Perspective	**Department/Office**	**Title**	**Possible Data Sources** **The list below provides examples of possible data sources.** **Teams are free to use other available data sources.**
			Division-wide Professional Learning Plan
			School-wide Professional Learning Plan
			Professional Learning Communities (PLCs) or Planning Team Meeting Notes
			Book Study Groups (BSG)
			Intervention/Programmatic Data
			Master Schedule
			Informal and Formal Feedback to Teachers
			Data Analysis of Appropriate Assessments
			Calendars

Step 1a. Consider school-wide trends.	**List the data sources reviewed for Domain 4.**
Constant transition of students in and out of the building; Difficulty planning for the students without communication from the base schools regarding the students they are sending to TWS	
Student engagement as measured by: *Chronic absenteeism rate *Drop-out rate/Graduation and Completion Index (GCI) *Federal Graduation Indicator (FGI) *College, Career, and Civic Readiness Indicator (CCCRI) *Student discipline data *Engagement of families and community members as active partners	

Identify trends and patterns in chronic absenteeism data.	**Identify trends and patterns in drop-out rate data.**

Identify trends and patterns in graduation and completion index data.	**Identify trends and patterns in Federal Graduation Indicator (FGI) data.**

Identify trends and patterns in College, Career, and Civic Readiness Indicator (CCRI) data.	**Identify trends and patterns in student discipline data.**
	Significant increase in the number of vape incidents on the bus. Most of all incidents occur on Fridays.

Identify trends and patterns in engagement of families and community members data.	

Step 1b. Identify greatest challenges.
Based on an analysis of data from Step 1a, identify specific areas that posed the greatest challenge(s) school-wide for students in:
Greatest school-wide climate challenge(s):
Influx of students, who are behind academically, with little to no communication from base schools

Step 2: Develop an initial problem statement.
Based on the specific skill(s) identified in Step 1, gather input from each team member regarding problems experienced in the Problem of Practice Activity (see Appendix A). Utilize this guiding question to draft a team-selected, proposed problem statement(s). What central themes emerge from the list of problems generated? Write the problem statement(s) below that the team will consider in the next step.

The school is experiencing an influx of students who are academically behind, compounded by minimal or no communication from their previous schools. This lack of information hinders the ability to provide targeted interventions, support stude

Step 3. Determine/Establish priority. Using information included in the responses to Steps 1a, 1b, and 2 above, develop a problem statement for each applicable focus area. The problem statements should represent the highest priority areas of focus for the school to address based on findings from the data analysis. Each problem statement should be 1-2 sentences, specific, and well-defined. After developing each problem statement, conduct a root cause analysis to determine factors contributing to the outcomes. Root cause analysis protocols and resources, such as the Fishbone Diagram (see Appendix B) and the 5 Why's Template (see Appendix C), may be used to further explore or examine each problem statement.

Problem Statement	Root Cause(s) to address	Is the root cause under the school's control ? (Y/N)	Determine Priority Level (Based on root-cause analysis and school readiness, how critical is this area?
The school is experiencing an influx of students who are academically behind, compounded by minimal or no communication from their previous schools. This lack of information hinders the ability to provide targeted interventions, support student learning effectively, and ensure a smooth academic transition.	No standardized communication protocols, high student mobility due to suspensions and resource constraints at the base school		High

Step 4. Identify school-level goals. As a result of the root cause analysis completed above and the prioritized areas, identify the school-level goals for improving student outcomes in the applicable areas. These identified goals will be used in the creation of the Comprehensive School Support Plan.

School-level School Climate goal(s) to be used for the Comprehensive School Support Plan:

By the end of the 2025-2026 school year, Turlington Woods will decrease office discipline referrals by 10% across the school through the consistent implementation of Positive Behavior Interventions and Supports