

# Comprehensive Needs Assessment

**Division Name:** Suffolk Public Schools

**School Name:** Turlington Woods School

**A. What is the purpose?**

The purpose of the comprehensive needs assessment is to:

- Provide schools with a clear view of their strengths, areas for improvement, challenges, and successes;
- Assist schools in addressing the gaps between the current condition and the desired state
- Provide a mechanism for both the division and school leadership in determining needs, examining their nature and causes, and aids in the setting of priorities for future action;

This template was designed to support school leaders with a tool to :

- Enable the school and/or division to conduct a systematic review of practices, processes, and systems within both a school and a school division;
- Guide the development of a meaningful division or school plan and suggests benchmarks for evaluation; and most importantly,
- Provide a critical foundation for high quality continuous improvement efforts, ensuring the best possible outcomes for all students.

**Guiding Questions:**

1. What are we trying to accomplish?
2. How will we know that a change is an improvement?
3. What changes can result in improvement?

**B. How do I get started?**

Directions: Identify relevant data sources and stakeholders for selected **focus areas**, then begin gathering data to evaluate for trends, patterns. Also, consider subgroup data, if available.

Planning		
<i>Areas of Focus</i>	<i>Data Sources</i>	<i>Teaming Structure</i>
Decrease the number of referral incidents for African American males. Increase the use of interventions vs referrals to have teachers reteach appropriate behaviors.	Discipline data (COGNOS), SWIS	Kinsey Bynum

# Data Summary

Directions: Please duplicate the data analysis template as needed.

## Data Analysis Template

<i>Data Source</i>	<i>Finding/Analysis</i>	<i>Summary of Needs/Improvement Opportunities</i>
Discipline Report Attendance Data December 1 report for Special Education 2023 Cohort Report	The 2022-2023 school year has had an influx of more female students than male students. The 2022-2023 school year has had a higher influx of middle school students than high school students. Six of seven students in the 2023 cohort are on track to graduate. All seven IEPs are in compliance as of 11/7/2022.	Interventions rather than referrals should be utilized to encourage the reteaching of appropriate behaviors and student attendance. Behavior assessment and reteaching can only effectively occur when students are in school. Turlington Woods needs additional counseling services to help with behavior assessment.

## Conclusions

Provide conclusion, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory.

Overall, what are your areas of strength and areas of needs?

What is the magnitude of discrepancies between current data and targeted results?

What are the controllable key factors that could be contributing to strengths or challenges?

## Demographic Data

Demographic Data					
School Demographics					
LEA Name	Division	Frequency of Collection	3-year Identified Trends		
			2022-2023	SY	SY
<b>General</b>					
Total Student Enrollment (Break out by grade levels)			61		
Student Attendance Rate					
Mobility Rate			100		
Graduation Rate			N/A	N/A	N/A
<b>Student Reporting Information      Percentage</b>					
African American/Black	93.40%		57		
Hispanic	0.00%		0.00%		
Caucasian/White	6.6		4		
Native American			0.00%		
Asian/Pacific Islander			0.00%		
American Indian			0%		
Two or More Races			0.00%		
<b>Total should be 100%</b>					
Economically Disadvantaged					
Limited English Proficient	0.00%		0.00%		
At-Risk					
Special Education			10.00%		
Gifted and Talented			0.00%		
<b>Student Population      Number of Students</b>					
Migrant Students	0		0		
Homeless Students	0		0.00%		
<b>Staff Population      Total</b>					
Teachers			15	15	15
Paraprofessionals	0		0	0	0
Administrators	1		1	1	1
<b>Total Campus Staff</b>			21	21	23
<b>Course Offerings</b>					
Advanced Coursework	0		0	0	0
Other Information:					

School Demographics

Kategori		Sub-kategori		Detail	
Kategori 1	Sub-kategori 1.1	Detail 1.1.1	Detail 1.1.2	Detail 1.1.3	Detail 1.1.4
	Sub-kategori 1.2	Detail 1.2.1	Detail 1.2.2	Detail 1.2.3	Detail 1.2.4
		Detail 1.2.5	Detail 1.2.6	Detail 1.2.7	Detail 1.2.8
	Sub-kategori 1.3	Detail 1.3.1	Detail 1.3.2	Detail 1.3.3	Detail 1.3.4
		Detail 1.3.5	Detail 1.3.6	Detail 1.3.7	Detail 1.3.8
		Detail 1.3.9	Detail 1.3.10	Detail 1.3.11	Detail 1.3.12
	Sub-kategori 1.4	Detail 1.4.1	Detail 1.4.2	Detail 1.4.3	Detail 1.4.4
		Detail 1.4.5	Detail 1.4.6	Detail 1.4.7	Detail 1.4.8
		Detail 1.4.9	Detail 1.4.10	Detail 1.4.11	Detail 1.4.12
		Detail 1.4.13	Detail 1.4.14	Detail 1.4.15	Detail 1.4.16
Sub-kategori 1.5	Detail 1.5.1	Detail 1.5.2	Detail 1.5.3	Detail 1.5.4	
	Detail 1.5.5	Detail 1.5.6	Detail 1.5.7	Detail 1.5.8	
	Detail 1.5.9	Detail 1.5.10	Detail 1.5.11	Detail 1.5.12	
	Detail 1.5.13	Detail 1.5.14	Detail 1.5.15	Detail 1.5.16	
	Detail 1.5.17	Detail 1.5.18	Detail 1.5.19	Detail 1.5.20	
Sub-kategori 1.6	Detail 1.6.1	Detail 1.6.2	Detail 1.6.3	Detail 1.6.4	
	Detail 1.6.5	Detail 1.6.6	Detail 1.6.7	Detail 1.6.8	
	Detail 1.6.9	Detail 1.6.10	Detail 1.6.11	Detail 1.6.12	
	Detail 1.6.13	Detail 1.6.14	Detail 1.6.15	Detail 1.6.16	
	Detail 1.6.17	Detail 1.6.18	Detail 1.6.19	Detail 1.6.20	
	Detail 1.6.21	Detail 1.6.22	Detail 1.6.23	Detail 1.6.24	
Sub-kategori 1.7	Detail 1.7.1	Detail 1.7.2	Detail 1.7.3	Detail 1.7.4	
	Detail 1.7.5	Detail 1.7.6	Detail 1.7.7	Detail 1.7.8	
	Detail 1.7.9	Detail 1.7.10	Detail 1.7.11	Detail 1.7.12	
	Detail 1.7.13	Detail 1.7.14	Detail 1.7.15	Detail 1.7.16	
	Detail 1.7.17	Detail 1.7.18	Detail 1.7.19	Detail 1.7.20	
	Detail 1.7.21	Detail 1.7.22	Detail 1.7.23	Detail 1.7.24	
	Detail 1.7.25	Detail 1.7.26	Detail 1.7.27	Detail 1.7.28	
Sub-kategori 1.8	Detail 1.8.1	Detail 1.8.2	Detail 1.8.3	Detail 1.8.4	
	Detail 1.8.5	Detail 1.8.6	Detail 1.8.7	Detail 1.8.8	
	Detail 1.8.9	Detail 1.8.10	Detail 1.8.11	Detail 1.8.12	
	Detail 1.8.13	Detail 1.8.14	Detail 1.8.15	Detail 1.8.16	
	Detail 1.8.17	Detail 1.8.18	Detail 1.8.19	Detail 1.8.20	
	Detail 1.8.21	Detail 1.8.22	Detail 1.8.23	Detail 1.8.24	
	Detail 1.8.25	Detail 1.8.26	Detail 1.8.27	Detail 1.8.28	
	Detail 1.8.29	Detail 1.8.30	Detail 1.8.31	Detail 1.8.32	
Sub-kategori 1.9	Detail 1.9.1	Detail 1.9.2	Detail 1.9.3	Detail 1.9.4	
	Detail 1.9.5	Detail 1.9.6	Detail 1.9.7	Detail 1.9.8	
	Detail 1.9.9	Detail 1.9.10	Detail 1.9.11	Detail 1.9.12	
	Detail 1.9.13	Detail 1.9.14	Detail 1.9.15	Detail 1.9.16	
	Detail 1.9.17	Detail 1.9.18	Detail 1.9.19	Detail 1.9.20	
	Detail 1.9.21	Detail 1.9.22	Detail 1.9.23	Detail 1.9.24	
	Detail 1.9.25	Detail 1.9.26	Detail 1.9.27	Detail 1.9.28	
	Detail 1.9.29	Detail 1.9.30	Detail 1.9.31	Detail 1.9.32	
	Detail 1.9.33	Detail 1.9.34	Detail 1.9.35	Detail 1.9.36	
Sub-kategori 1.10	Detail 1.10.1	Detail 1.10.2	Detail 1.10.3	Detail 1.10.4	
	Detail 1.10.5	Detail 1.10.6	Detail 1.10.7	Detail 1.10.8	
	Detail 1.10.9	Detail 1.10.10	Detail 1.10.11	Detail 1.10.12	
	Detail 1.10.13	Detail 1.10.14	Detail 1.10.15	Detail 1.10.16	
	Detail 1.10.17	Detail 1.10.18	Detail 1.10.19	Detail 1.10.20	
	Detail 1.10.21	Detail 1.10.22	Detail 1.10.23	Detail 1.10.24	
	Detail 1.10.25	Detail 1.10.26	Detail 1.10.27	Detail 1.10.28	
	Detail 1.10.29	Detail 1.10.30	Detail 1.10.31	Detail 1.10.32	
	Detail 1.10.33	Detail 1.10.34	Detail 1.10.35	Detail 1.10.36	
	Detail 1.10.37	Detail 1.10.38	Detail 1.10.39	Detail 1.10.40	

Detail 1.1.1

## Analysis of Community and Stakeholder Engagement

Community and Stakeholder Engagement			
	Possible Data Source	Frequency of Collection	Trends
Community and Stakeholder Engagement	<i>Community Feedback Survey</i>		
	<i>Family and Community Participation Counts: <b>Breakout by Type of Activity</b></i>		
	<i>Parent Volunteer Information</i>		
	<i>Parent Activity Evaluations and Feedback</i>		
	<i>Parent and Community Partnership Data</i>		
	<i>Community Service Agencies and Support Services</i>		
	<i>Mobility/Stability Data</i>		
	<i>Demographic Data</i>		
	<i>Other: LEA Identified Data Source</i>		

### CONCLUSIONS

Provide conclusion, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory.

What trends or patterns are present?

What is the magnitude of discrepancies between current data and targeted results?

What are the controllable key factors that could be contributing to strengths or challenges?

## Analysis of Student Engagement and Outcomes

Student Attendance					
Student Attendance	Possible Data Source	Frequency of Collection	3-year Identified Trends		
			SY	SY	SY
	<i>Average Daily Attendance</i>				
	<i>Chronic Absenteeism</i>				
	<i>On-track in 9th Grade</i>				
	<i>Academic and Career Plans</i>				
	<i>College, Career and Civic Readiness</i>				
	<i>Family Communication Plans</i>				
	<i>Social Emotional Support</i>				
	<i>Dropout Rate</i>				
	<i>Other:</i>				

### CONCLUSIONS

Provide conclusion, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory.

What trends or patterns are present?

What is the magnitude of discrepancies between current data and targeted results?

What are the controllable key factors that could be contributing to strengths or challenges?

Student Behavior					
Student Behavior	Possible Data Source	Frequency of Collection	3-year Identified Trends		
			SY	SY	SY
	<i>Suspensions</i>				
	<i>Expulsions</i>				
	<i>School Related Arrests</i>				
	<i>Referrals to Law Enforcement</i>				
	<i>Disproportionality Data (Break out by Student Reporting Groups)</i>				
	<i>Home Visits</i>				
	<i>Other: LEA Identified Data Source</i>				

### CONCLUSIONS

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What is the magnitude of discrepancies between current data and targeted results?

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Analysis of Access to Quality Staff					
Access to Quality of Staff	Access to Quality of Staff				
	Possible Data Source	Frequency of Collection	3-year Identified Trends		
			2022 - 2023	SY	SY
	Teacher Certification/Qualification Data		14		
	Out of Field Teachers - Endorsement		0		
	Teachers on Provisional Licensures		1		
	Novice Teachers (0-2 Years)		1		
	Paraprofessional and Other Staff Qualifications		0		
	Teacher Effectiveness				
	Teacher Recruitment				
	Teacher Retention				
	Staff Mobility/Stability				
	Teacher - Student Ratios		1:10 (varies based on student population)		
	Special Programs, i.e., Bilingual/EL, Special Education, Gifted, Etc.		N/A		
	Professional Development Data				
	Course/Class Completions, Grades, Standardized Testing Data and Other Data				
	Graduation, Completion, Dropout, and GED data				
	Other: LEA Identified Data Source				
<b>CONCLUSIONS</b>					
Provide conclusion, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory.					
What trends or patterns are present?					
What is the magnitude of discrepancies between current data and targeted results?					
What are the controllable key factors that could be contributing to strengths or challenges?					

  

Professional Learning Communities					
Professional Learning Communities	Professional Learning Communities				
	Possible Data Source	Frequency of Collection	3-year Identified Trends		
			SY	SY	SY
	Professional Development - Topic and Monitoring Data i.e. Mind Maps training- walkthrough data				
	Implementation - Monitoring Data				
	Impact on Student Progress - Monitoring Data				
	Impact on Teacher Effectiveness				
	Other: LEA Identified Data Source				
<b>CONCLUSIONS</b>					
Provide conclusion, supported by evidence, which determines the effectiveness of efforts attributed to the section and subcategory.					
What trends or patterns are present?					
What is the magnitude of discrepancies between current data and targeted results?					
What are the controllable key factors that could be contributing to strengths or challenges?					

## Analysis of Opportunities and Resources

LEA Identified Areas					
	Possible Data Source	Frequency of Collection	3-year Identified Trends		
			2022-2023	SY	SY
LEA Identified Areas	<i>Tiered Systems of Support (VTSS)</i>	Monthly	Restorative Justice, SEL circles		
	<i>Positive Behavioral Intervention and Supports (PBIS)</i>	Monthly	Rhithm		
	<i>Afterschool Programs</i>	n/a	n/a		
	<i>Before School Programs</i>	n/a	n/a		
	<i>Co-Curricular Activities</i>	n/a	n/a		
	<i>Extracurricular Activities, Clubs, etc.</i>	n/a	n/a		
	<i>Start/End times</i>		6:55am - 2:00 pm		
	<i>Master Schedule</i>		9 blocks middle school; odd/even high school		
	<i>Academic Program Opportunities: Advanced Coursework, Credentialing</i>				
	<i>Curriculum and Instructional Resources</i>				
<i>Other: LEA Identified Data Source</i>					

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