Comprehensive Needs Assessment 2015-16

1. **Demographics**

Leggett High School has 66 students in the High School grades 7-12.

Leggett ISD by ethnicity, 19.0% of the students are African American 28.0% Hispanic and 49.0% White, Two or More Races 2.45%. 73.0% of the students are Economically Disadvantaged. 5.0% of the students are Limited English Proficient. 65.0% of the students are classified At-Risk. 34% are enrolled in Career and Technical Education, 6.0% are enrolled in Gifted and Talented Education and 10.0 % are enrolled in Special Education.

Leggett ISD employs a total of 38 staff members in the district. By ethnicity, the staff is 17% African American, 80% White and 3% Hispanic. 9% Male, 91% Female.

The student to teacher ratio is currently 10.0%

Leggett ISD employs a total of 38 staff members in the district with many serving both campuses because of small size. 14 Teachers and staff service the HS exclusively. By ethnicity, this staff is 21.4% African American, 78.6% White and 0.0 Hispanic. 29.6 Male, 71.4 Female.

The student to teacher ratio is currently 10.0

Summary of Identified Needs:

1a. Decrease the numbers of CTE students who fail STAAR tests.

1b. Increase the number of minority teachers on staff

1c. Monitor and improve success of High Risk students.

2. Student Achievement

The Leggett High School had been rated Met Standard for 2015-2016. The campus was given distinctions for ELA/Reading, Math, Student Progress, Closing performance Gaps, Postsecondary readiness.

The campus uses the Eduphoria program to disaggregate data and each year teachers are provided additional professional development in the program. Teachers are required to examine each student's scores to determine strengths and weaknesses. Benchmarks and Curriculum Based Assessments are given during the school year are scored by objectives and teachers are expected to disaggregate the data through Eduphoria.

Index 1 69 of required 60, Index 2 41 of required 17, Index 3 42 of required 30, Index 4 80 of required 60.

Summary of Identified Needs:
   a. Increase number of student meeting postsecondary requirements and Level three scoring in STAAR/EOC.
   b. Meet needs to close performance gaps for subpopulations.

3. **School Culture and Climate**

Based on surveys, Students generally describe the school climate as positive. Most students believe that the school provides a safe environment, although there are some reports of teasing and bullying. Most students believe that the teachers care about them and want them to succeed. Most students believe that teachers treat them with respect and courtesy. Most students believe that they are receiving a quality education at Leggett ISD. Most students are pleased with the school facilities. A large number of students participate in the extracurricular activities of UIL Track, Basketball, Volleyball, and Academic UIL..

All teachers are involved in both imbedded professional development and outside professional development to facilitate success in the classroom. Most teachers do feel safe at school and are generally pleased with the school facilities. Most teachers believe that the students at Leggett ISD are capable of succeeding and they work to help their students achieve academic success.

Students and teachers participated in developing goals and mission statement.

Summary of Identified Needs:
      3a. More emphasis on teaching Social Skills at Elementary level
      3b. Continued Professional Development on Bullying Prevention
      3c. More emphasis on the goals and vision and mission of the district
      3d. More school spirit activities
      3e. More effective communication between the administration and the teachers
      3f. More teacher input in the decision making that directly affects the teachers and the students

4. Staff Quality, Recruitment and Retention

Currently, all teachers in Leggett High School meet the requirements for Highly Qualified status. Paraprofessionals are also highly qualified. Teachers are appraised yearly using the PDAS system. Walkthroughs are conducted frequently, and documented. Teacher and staff openings are posted and only candidates who meet the criteria or can qualify for Highly Qualified are interviewed.

Because of our small numbers, staff changes can significantly affect students. We do have trouble recruiting teachers to our rural areas, so incentives are offered in high needs areas. Teacher attendance is not a problem. Teacher mentors are assigned to new staff. New staff are introduced to all personnel and encouraged to ask questions, as needed. Professional Development is planned to address identified weaknesses and in response to site-based committee recommendations. In the past two years, professional development has focused on Math and Writing improvement.

Summary of Identified Needs:
      4a. Continued structured teacher mentoring program
      4b. Regularly scheduled meetings for campus level teams
      4c. Recruitment and retainment of high quality teachers.

5. Curriculum, Instruction and Assessment

Leggett High School uses the TEKS resource website as part of their curriculum resources. The curriculum provides a scope and sequence that should be followed by all elementary staff in the core subject areas. The implementation of the curriculum is an ongoing process. Administration has been monitoring the implementation, including checking of lesson plans and meeting with teacher teams.

Data is used effectively to ensure alignment of the curriculum and for identification for remediation.   Benchmarks are based on TEKS and data disaggregated to ensure remediation for students. Content specialists are used to assist teachers.

Due to low standardized scores in math and writing, strategies focusing on writing and math needs emphasis.

Summary of Identified Needs:
   5a. Curriculum needs to be implemented effectively
   5b. Strategies and instructional activities are varied according to student needs.

6. Family and Community Involvement

Parent and community surveys indicate a generally positive view of the school district, although there are some parents who are vocal in their criticism of the school. Most parents report that they have been invited to be a part of either the site-based decision-making team or some form of volunteer program. Most community members report that they are given opportunities to play an active role in the school process and that there is an atmosphere of teamwork and cooperation. School functions are generally well attended by parents and community members. The school makes frequent contact with parents and community members, including a regular column in the local newspaper and the school website that is updated regularly. Hispanic parents and community members sometimes feel uncomfortable at school, but the addition of a staff member who is bilingual has helped greatly. Also, all information that goes home with the students is written in English and in Spanish.

Summary of Identified Needs:
 6a. Increase opportunities for parental/community involvement
 6b. Continue communication efforts toward parents and community
 6c. Increase opportunities for students to visit college campuses

7. School Context and Organization

Due to the small size of the district, there are limitations on class offerings and limited flexibility in scheduling. Budget constraints limit what can be done in many areas. Majority of the morning core classes have been extended to an hour, as a response to data.

Teachers have a voice in decision making and school policies through open access to campus administration and participation in school committees. Teachers also have access to school board members through an open forum available at monthly board meetings. Teachers have great autonomy within the classroom to develop appropriate assessments, and have input in the development and use of benchmarks.

School committees make it possible for teachers, parents, paraprofessionals, support staff, and students to be heard and to be part of the solutions to identified problems, but most do not take advantage of this opportunity. Despite these problems, most students, parents, and community members continue to have a positive perception of the school.

Summary of Identified Needs:
7. More parental involvement in school committees

8. Technology

The High School has over 200 network capable technology devices, including laptops, stand alone computer labs, and chrome books. . Each classroom has a minimum of a classroom computer, document camera, projector and interactive whiteboard. In addition, there are response systems available for teacher/student use. There is a technology lab and a computer lab for student use. The library offers extended hours with computer and internet availability. Printers are accessible in each campus building. Laptops and notebooks are available to be checked out from the library by the student, after a student use agreement contract and safety deposit. Currently we run an A T & T gigaman for bandwidth access. Training for teachers is an ongoing process with the goal of bringing all teachers to the an advanced status of technology use and integration. The district Principal also handles all networking, intranet, and internet activities. When problems occur, teachers sometimes must wait until this person is available. Professional Development has been provided to teachers in many areas, including SmartBoard training, TEKS resource, Eduphoria, and online gradebook training. Teachers are encouraged to integrate technology into the classroom whenever possible in all subject areas.

The network is designed to make software and hardware available to all users. In addition, it offers Lightspeed Rocket filtering for all users and AVG business virus protection. Teacher data storage is available from any network computer and is backed up daily. Grades are data-based, backed up and available online.

The district website is maintained by an on-campus person and is updated regularly.

Summary of Identified Needs:

8a. Continue to provide Professional Development to staff

8b. Continue to integrate technology into all curriculum areas

Data Sources

PBMAS Data

STAAR, EOC data

TAPR Report

Region VI School Effectiveness Audit (Community and Parent Surveys)

Technology Assessement through classroom

Discipline Records

Master Schedule
TTESS materials