

Galena Park Independent School District  
**Cobb 6<sup>th</sup> Grade Campus**  
Campus Improvement Plan

**2013-14**

**Section 1- Introduction**

1. School: Dr. Gerald D. Cobb 6<sup>th</sup> Grade Campus
2. Location: 6722 Uvalde Road, Houston, TX 77049
3. Budget Manager: Aneka VanCourt
4. Current School Advisory Team Members:

Dyess, Loraine – Math  
Garcia, Jose – Counselor  
Gasca, Elodie - Electives  
Lopez, Karina - Special Education  
Payne, Bonnie – Paraprofessional  
Scurlark, Catherine – ESL  
Simpson, Sharetha - Writing  
Smith, Michelle - Assistant Principal  
TBA - Community member  
TBA - Community member  
TBA – District  
TBA – Language Arts  
TBA - Parent  
TBA – Parent

TBA – Science  
TBA - Social Studies  
Vancourt, Aneka - Principal  
York, Shannon – Math

## **5. Campus Mission/Vision Statement:**

**Motto:** P.A.W.S.: Positive Attitudes Will Succeed

**Mission:** Cobb, in collaboration with parents and community, will provide an exemplary education for all students in a safe environment.

## **Section 2 - Comprehensive Needs Assessment**

### **1. Where We Have Been:**

#### **A. History of Campus and Important Changes**

Over the past four years the school has worked very hard to improve in every content area and our scores are reflective of this. We believe in building relationships with students and staff, and feel that the main reason for our continued success is our increase in parental involvement.

Despite the fact that our economically disadvantaged student population is \_\_%, Dr. Gerald D. Cobb Sixth Grade Campus has made steady progress. Our success is driven by the commitment of our staff that ensures that our students have a great chance at being successful. In addition, we have experienced growth in our Math & Reading scores. Programs that we currently have on campus include English as a Second Language (ESL), Special Education (including the PASS program for our emotionally disturbed students) (SLC), the New Arrival Center (NAC) for our students who are new to the US, and our Gifted and Talented / Encounters Program for our high academic achieving students. In addition to our Reading Plus, Math Plus, and standard after school tutorial programs, we offer a variety of non-sports related extracurricular programs, such as band, choir, art club, and math and science club to name a few.

We also attribute our success to an effective after school tutorial program in 21<sup>st</sup> Century. We have implemented our Saturday school for students who failed to show mastery in their core subject areas for the nine week grading period, and we continue with department tutorials in the morning and afternoon. We have a blocked schedule in Math and Language Arts in order to double our instruction time. We use the opportunity to mimic the state administered testing environment when we conduct benchmarks and district assessments. This strategy helps us to identify students'

weakness in their core subjects. The data from benchmarks and district assessments are used to help us make sound decisions to drive instruction. Our academic departments sponsor activities related to their subject. On reading day, students read in every class, while on writing day, each class had writing activities. We continue to augment our programs with “small group” pullouts during conference periods for guided practice in areas of Math and Reading. Accelerated classes were added in Math and Reading for students who failed one or both portions of the test the previous year. This helps students receive accelerated instruction suited to their needs which would lead to more success as well as to be in compliance with the requirements of the Student Success Initiative.

Saturday School was provided to students who failed a core subject during the previous nine weeks. Saturday academies were created to help our LEP students receive additional instruction throughout the year. We also had an after school program (21<sup>st</sup> Century) sponsored by Communities in Schools. Other programs available to our students included Rosebuds, CLOC, Demoiselle Diamonds, band, choir, art club, Academic Pentathlon, Science/Nature Club, Odyssey of the Mind, Math & Science Club and various other after school tutorial programs.

The campus is in its 5th year of implementing the Foundations behavior management program. This discipline approach has helped to encourage positive behavior and is based on creating a safe, civil, and productive learning environment. We implemented the DTREK program to track dress code violations. Our foundations team has done an outstanding job of informing the staff, setting school wide expectations and the success can be observed campus wide. Another focus of the committee is to improve our hallway management. The program has helped to promote a safer environment for everyone.

### Student Scores 2012-2013

<b>Expanded Reading/ELA</b>					
<b>Student Group</b>	<b># Test</b>	<b># Pass</b>	<b>% Pass</b>	<b># Com</b>	<b>% Com</b>
All Students					
Amer. Indian					
Asian					
Afr. American					
All Hispanic					
White					
Econ. Disadvantaged					
LEP					
Special Ed					

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<b>Math</b>					
<b>Student Group</b>	<b># Test</b>	<b># Pass</b>	<b>% Pass</b>	<b># Com</b>	<b>% Com</b>
All Students					
Amer. Indian					
Asian					
Afr. American					
All Hispanic					
White					
Econ. Disadvantaged					
LEP					
Special Ed					

We are a school that only has the students for one year therefore, it is most important that we analyze the STAAR data from our feeder schools. The scores reveal that students from our feeder schools did well in both math and reading. Our parent involvement has increased but we will continue to strive to include more parents by scheduling activities that will involve our parents.

Our feeder schools' performance on the first round of the 5th grade 2011-2012 STAAR is reflected below:

**Year 2013**

<b>Reading: % Passing</b>	
Cimarron	83%
Cloverleaf	69%
Green Valley	69%
Havard	76%
Normandy Crossing	68%
North Shore	73%
Purple Sage	79%
Sam Houston	70%

Tice	81%
Williamson	75%

<b>Math: % Passing</b>	
Cimarron	88%
Cloverleaf	85%
Green Valley	79%
Havard	87%
Normandy Crossing	77%
North Shore	73%
Purple Sage	80%
Sam Houston	76%
Tice	84%
Williamson	76%

**2. Where We Are Now:**

**Dr. Gerald D. Cobb Sixth Grade Campus  
Comprehensive Needs Assessment**

**School Profile**

Dr. Gerald D. Cobb Sixth Grade Campus is one of 24 campuses in Galena Park Independent School District. Dr. Gerald D. Cobb Sixth Grade Campus opened its doors in 2000. Cobb serves predominantly low – middle class families. Cobb serves 1102 students. Five years ago, 1163 students were served by the campus, which is a decrease of 5.6%.

Cobb's AYP (Adequate Yearly Progress) for the 2012-2013 school year is pending. We will continue to focus on LEP/Special Ed Reading and Math this year and everyone is on board for the challenge. In addition to staying focused on Math and Reading, we will incorporate new ideas and strategies to help us improve our LEP/SPED Reading and Math scores. Double block scheduling will continue to remain in effect this year for all Math & Language Arts classes. Our data analysis team (composed of Administrators, Instructional Specialist, & Department Chairs) indicated that we are on the right path and diligently continuing to work toward accomplishing our campus goals. We will continue to build relationships and increase staff morale. Our CLC team will plan monthly activities for staff members. Teachers will continue to receive popcorn and soda delivered to their rooms. Other spontaneous appreciation gestures may include: ice cream sundaes, breakfast of champions, sweet treats in mailboxes, and hamburgers/hot dogs cooked by staff.

The student population is 23% African-American, 5% Anglo, .08% Asian, and 71% Hispanic. The staff population is 51% African American, 35% Anglo, 3% Asian, 9% Hispanic, with an average of 11 years experience. We have 100% of Highly Qualified teachers and 100% of Highly Qualified paraprofessionals.

The overall mobility rate for the campus is approximately 11.6%. The average daily attendance rate for students is 96%. The average daily attendance rate for staff is 96%.

Dr. Gerald D. Cobb serves 196 English Language Learner students, 40 students in the Gifted and Talented program (2% males, 1.6% females). 69 students identified for 504 services, 1 RtI Tier I student, 1 Tier II student, 0 Tier III students, 131 students served through special education services (12%) and 0 students tested, but not qualified for special education services.

## Survey Data

Based on our Needs Assessment survey, we will conduct staff development during the 2013-2014 year in the following areas:

1. Stress Management
2. Vocabulary Strategies
3. Understanding STAAR, EOC, Student Outcomes, and Accommodation Strategies
4. Behavior Intervention Strategies

## Special Programs

Dr. Gerald D. Cobb Sixth Grade Campus Title I program consists of parent involvement activities, extended day for math and reading, math professional development, and two coaches (one for math and one for science). Our State Compensatory Program (SCE) consists of training teachers in best practices for assisting at-risk students, an AEP center, extended week for math and reading, and dropout prevention professional development. Our campus uses various other resources to enrich our reading and math initiatives.

## Student Scores 2011-2012

<b>LANGUAGE ARTS</b>			
<b>Student Group</b>	<b># Test</b>	<b># Met Standard</b>	<b>% Met Standard</b>
All Students	1068	901	84%
African American	250	213	85%

Hispanic	733	616	84%
White	66	58	88%
Econ. Disadvantaged	869	718	83%
LEP (Current & Monitored)	420	335	80%
LEP Students	219	N/A	N/A

<b>MATH</b>			
<b>Student Group</b>	<b># Test</b>	<b># Pass</b>	<b>% Pass</b>
All Students	1069	905	85%
African American	251	207	82%
Hispanic	733	620	85%
White	66	60	91%
Econ. Disadvantaged	870	729	84%
LEP (Current & Monitored)	420	356	85%
LEP Students	219	N/A	N/A

Special TEA rules apply if the total number tested at "All Grades" is < 30 in any subject.

\*Data not shown for student groups with less than 5 students.

<b>AYP:</b>	
Cobb met AYP	2008-2009
Cobb met AYP	2009-2010
Cobb met AYP	2010-2011
Cobb met AYP	2011-2012
Cobb AYP - Pending	2012-2013

Cobb's AYP for the 2012 school year is still pending. Our plan is to keep our focus on Math, SPED, and LEP by improving tutorials, continue with our Saturday School and by hosting Saturday STAAR tutorials in the spring. Double block scheduling is still in effect for Language Arts, Math, Read 180, and System 44. Our students will continue with improving their reading skills by reading during AR time.

<b>Demographic Data 12-13</b>	
African American	23%
Hispanic	71%
White	5%
Native American/Asian Pacific Islander	.02%
Economically Disadvantaged	84%
Special Education	12%
Limited English Proficient	
ESL	17%
Mobility	11.6
At Risk	42%
GT	4%
Highly Qualified Data – 100% of Cobb teachers are Highly Qualified	100%

### **3. Where We Are Going:**

#### **A. Comprehensive Needs Assessment Process**

The *campus* needs assessment process is described below. The site-based decision-making team formed subcommittees to evaluate the previous years' data. The committees evaluated program evaluations, survey results, and the following data: *Benchmarks, Discipline data, TAKS/STAAR, Incentives offered to both students and adults, Attendance (students and staff)*. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

Committee members reviewed the data listed above to identify areas of strengths and needs. According to benchmark data, the rigors of new STAAR aligned and formatted testing items exposed weaknesses across the board. Identified areas of urgency are Special Education and LEP math and reading, targeting intervention with unmotivated students.

The results of the Campus Needs Assessment Survey overall showed that our staff, and our students, feel that Dr. Gerald D. Cobb Sixth Grade Campus is a safe and civil school. One area of most people's concern was school-wide discipline, and the need for more behavioral interventions to educate staff, students, and parents. It was also suggested

how this campus is a vital part in preparing students for the “middle school” transition. All core subjects, as well as ESL, were all areas mentioned as being effective, but could do better. Most staff felt that pullouts, accelerated classes, and After-School Tutorials have increased our growth. Attendance was also mentioned, with a desire to have more incentives for those who had high attendance. The need for more parental involvement was an area that staff would like to have increased.

**Student Achievement:**

**Strengths:** Cobb currently performs well on the district assessments compared to other middle schools across the board. We have worked hard to specialize ourselves to improve our ELL scores as well as Special Ed. student achievement.

**Needs:** Students’ scores in math and reading continue to increase and we need to encourage more collaborative planning, hands -on, an extra co-teacher for Sp. Ed. LA.

**Instruction, Curriculum and Assessment:**

**Strengths:** CBA’s, DA’s---Department data analysis

**Needs:** We still need to work on math and reading achievement for our LEP and SPED students. Curriculum needs to be aligned with STAAR. We need to improve our implementation of Special Education, IEPs, PLAAFPs, as well as, continue to be strong with our PASS program to ensure a safe and productive learning environment.

**Family and Community Involvement:**

**Strengths:** We offer a variety of events throughout the year where parents can attend, be involved and give input. We offer these events at a variety of times to meet everyone’s needs.

**Needs:** Our counselors and leadership team are working towards providing more activities on campus offered in the morning and evening to increase parental involvement.

**Staff Quality:**

**Strengths:** All of our staff is 100% HQ- both professional and paraprofessional.

**Needs:** Encouraging more staff to get ESL and SPED certified. Providing staff with more training on how to write assessments with the same rigor as the STAAR/EOC expectations and ensuring everyone is accountable for our student results.

**School Culture and Climate: Student Centered**

**Strengths:** Focused on Student Achievement

**Needs:** Mutual respect for all stakeholders

**Summary of identified Needs and Related Strategies**

**B. Based on the Needs Assessment, the following goals and objectives have been approved for the 2012-2013 school year:**

**Goal 1: Instruction**

Cobb will continue to provide an instructional curriculum in a way that incorporates appropriate learning styles and best practices so that all students maximize their academic potential. (Goal 3 BOT)

Objective 1.1: To have 88% of all students and student groups pass the STAAR reading and math test in April 2013 and exceed the state percentage of students passing STAAR.

Objective 1.2: Students that are Second Language Learners will be given opportunities to learn the regular 6th grade curricula as well as supplementary ESL instruction including extended school day, and Saturday tutorials.

Objective 1.3: Identified Special Education and migrant students will be challenged appropriately in mainstream classrooms so that all may be tested using STAAR.

Objective 1.4: We will include Pre AP curriculum in all classes to ensure we are challenging our students to have at least 30% Commended on both the Reading and Math STAAR test. All core content area curricula will reflect changes to the Texas Essential Knowledge and Skills (TEKS) and reflect the level of rigor necessary for student success on the State of Texas Assessment of Academic Readiness (STAAR)

exams.

Objective 1.5: Extra time on task will be offered to students to ensure they are academically successful.

Objective 1.6: Time will given to staff so that they can plan together.

Objective 1.7: Students will be exposed to various forms of instructional technology to enhance their learning.

Objective 1.8: Cobb will meet or exceed the state percentage of all students and the sub populations of Hispanic, African American, White, Economically Disadvantaged, LEP, Special Ed., Migrant, and Priority for Services (PFS), at the satisfactory academic performance level and the advanced academic performance level on state assessments in all content areas.

Objective 1.9: Common district assessments will be developed and/or revised to reflect the level of rigor and will correspond with the blueprints for the State of Texas Assessment of Academic Readiness (STAAR) exams.

## **Goal 2: School Climate**

Cobb will continue to develop the school's climate in a way that encourages social and emotional growth so that students and staff feel that they are in a safe learning environment that enables them to achieve academic excellence.

Objective 2.1: The climate of Cobb will be welcoming and safe for students, staff, and parents.

Objective 2.2: Students will be recognized for their achievements throughout the school year for grades, behavior, attendance and accomplishments.

Objective 2.3: There will be opportunities for parental education and parental involvement year round. All parent communication will be in English and Spanish. Parental involvement opportunities will be posted on the web site. All school staff will be trained annually with Family Friendly Schools. Parents will be surveyed annually with a Customer Satisfaction survey. The survey will cover the following: topics for parent meetings, time of parent meetings, counselors, administrators, feeling welcome at the school, communication from teachers, and if phone calls and emails are being returned in a timely manner. We will update our Parental Involvement Policy annually.

Objective 2.4: Students will be given opportunities to be involved in a variety of extra-curricular activities

Objective 2.5: We will have high staff moral so that teachers' energy is focused on students, recognizing them throughout the year for attendance, incorporating technology in lessons and numerous other programs they use in their classroom throughout the year. The campus will host at least two team

building activities per semester.

Objective 2.6: Provide education to students and teachers concerning the prevention of unwanted physical or verbal aggression, sexual harassment and bullying, to create a safe environment where learning is the focus of everyone in the building. Encourage use of Foundations curriculum to improve safety on campus.

Objective 2.7: To implement the district's wellness plan by encouraging healthy eating and physical activity in order to reduce childhood obesity and to prepare students to become healthy, productive and lifelong learners.

Objective 2.8: We will have lockdown, fire, tornado, intruder, and shut down drills.

### **Goal 3: Staff Development**

Cobb will continue to provide opportunities for all staff members to learn new teaching methods and strategies. This will assist in improving teaching skills so that students will excel in all subject areas.

Objective 3.1: Staff will be trained in many different areas to improve instruction of students, including: CHAMPS and Crisis Prevention, on-line safety courses, and TEKS for all courses. Provide meaningful and relevant training for teachers who teach English language learners to improve lesson planning, delivery and reflection. The Bilingual/ESL department will offer preparation classes to any certified professional whose current job assignment requires Bilingual or ESL endorsement.

Objective 3.2: Hire and train only highly qualified teachers to meet the ever changing needs of all of our students.

Objective 3.3: Review AEIS data to develop interventions to address the needs of the students on campus and for students in special education programs.

Objective 3.4: Review data from Campus Based Assessments and District Assessments to monitor student performance improvement.

Objective 3.5: Provide training for the Texas Behavior Support Initiative

Objective 3.6: Cobb will have a security contract with law enforcement through the district.

### **Goal 4: Teacher and Student Attendance**

Cobb will continue to improve both teacher and student attendance to ensure each day is one in which students will learn to the maximum. (Goal 5 BOT)

Objective 4.1: To create incentives to encourage improvement for each party in this area and have perfect attendance which will ultimately be reflective in student performance. The district will provide incentives to the campus with the best teacher attendance rate.

Objective 4.2: To have at least 95.9% student attendance and at least 97% teacher attendance.

### **Goal 5: College Awareness**

We want children to be aware of education beyond high school and seek to create goals for their future. We will have a Career day including a college speaker for the students.

Objective 5.1: We will hold a college night and a job fair once a year to explore different universities and careers. Cobb will continue to provide all students opportunities to explore and develop skills relevant to a chosen career pathway.

### **Goal 6: Counseling**

Counselors will provide a variety of services to students, parents, staff and community.

Objective 6.1: Counselors will provide necessary information to students, one on one or small groups, to help students cope with real life situations, daily events, peers and the transition to middle school.

Objective 6.2: Counselors will provide information regarding violence prevention and intervention on campus.

Objective 6.3: Counselors will assist pregnant/parenting teen in accessing services and information from community and government agencies.

Objective 6.4: Counselors will provide services to homeless and migrant students.

### **Goal 7: Enrichment and Extracurricular Activities**

Students will be allowed to participate in various clubs, intramural and extracurricular activities.

Objective 7.1: To provide opportunities for all students to participate in some type of extracurricular activity that will encourage social and academic growth so that students will value and appreciate their education and environment.