

Galena Park Independent School District

Cobb Sixth Grade Campus

2022-2023 Comprehensive Needs Assessment



Board Approval Date: August 8, 2022

Mission Statement

The mission at Cobb Sixth Grade Campus, in collaboration with parents and the community, is to provide an exemplary education that encourages all students to excel and perform at their maximum potential in a safe environment.

Vision

Cobb Sixth Grade Campus's vision is to challenge students of all abilities to achieve excellence academically, socially, and culturally.

Campus Profile

Where We Have Been:

Cobb Sixth Grade Campus is named after Dr. Gerald D. Cobb's former superintendent of Galena Park Independent School District. Dr. Cobb served as superintendent for 17 years, beginning in 1970. Cobb Sixth Grade Campus opened its doors for the first time in 2000. Its principal, at that time, was Dr. Angie Williams, who is now Galena Park ISD's superintendent. Since then, Cobb Sixth Grade Campus has been under the leadership of Ms. Elizabeth Lalor, Ms. Julissa Alcantar, Dr. Aneka VanCourt, Mr. Wendell Deason, and Mr. Adrian Hurtado serve as its principal. Cobb has known success since it opened its doors. In 2000-2001, 2004-2008, and 2010-2011, Cobb has deemed a Texas Recognized School. In 2001-2002, 2008-2010, Cobb has deemed a Texas Exemplary School. In 2016, Cobb met the standard in the accountability rating and earned a distinction designation in the Top 25% Closing Performance Gaps. In 2017, Cobb again met the standard in the accountability rating as well as earned distinction designations in ELA/Reading, Mathematics, and Top 25% Closing Performance Gaps. In 2018, Cobb received a B rating and earned distinction designations in ELA/Reading, Mathematics, and Postsecondary Readiness. For 2018-2019, Cobb earned a B rating and a distinction in mathematics. Over the past five years, the staff and students at Cobb have worked hard to improve in every content area. 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.

Although our economically disadvantaged student population is 83%, Dr. Gerald D. Cobb Sixth Grade Campus has made steady progress. Our success is driven by the commitment of our staff that ensures our students are successful socially and academically. Programs we currently have on-campus include: English as a Second Language (ESL), Special Education (including the PASS program for our emotionally disturbed students), Structured Learning (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, we offer support classes to those students who did make progress on their 5th-grade STAAR exam. These students are automatically enrolled in Reading Strategies and Math Plus classes. We also offer after-school extracurricular activities such as intramural sports for both boys and girls. In addition, our non-sports-related extracurricular programs include band, choir, math and science club, Distinguished Debonaires, Rosebuds, C.L.O.C., and Demoiselles Diamonds to name a few.

On Saturdays, starting after the 1st nine weeks, we host our Saturday school for students who failed to show mastery in their core subject areas. Last year we revamped our Saturday tutorial programs, renaming them Saturday Learning Center. Students were invited by their teachers and lessons were taught to help those students master tough concepts. In addition, we continue to offer content-specific tutorials once a week/in the subject area. Students that did not reach the approaches level in 5th grade, in reading and math, are also placed in skills classes for those 2 subject areas.

In 2017-2018, the master schedule was changed to maximize instructional time in the tested areas of math and reading. This change allowed these two subject areas to host 90-minute class periods every day. Science and social studies classes meet every other day for 90 minutes, while elective classes meet every day for 45 minutes.

Lastly, Cobb continues to implement the Foundations behavior management program. This disciplined approach has helped encourage positive behavior and is based on creating a safe, civil, and productive learning environment. Our foundation's team has done an outstanding job of setting school-wide expectations and procedures. The foundation's team meets monthly to discuss ways to improve school procedures and offer student incentives.

Where We Are Now:

School Profile

Dr. Gerald D. Cobb Sixth Grade Campus is one of 23 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.

Using data from 2018-2019, the student population is 21.5% African-American, 4.2% Anglo, 0.8% Asian, and 72.3% Hispanic. The staff population is 48.8% African American, 20.4% Anglo, 6.4% Asian, and 19.3% Hispanic, with an average of 11.9 years of experience. We have 100% of Highly Qualified teachers and 100% of highly qualified paraprofessionals. The overall mobility rate for the campus is approximately 8.8%. The average daily attendance rate for students is 96.29%. The average daily attendance rate for staff is 92.9%.

By the end of the 2019-2020 school year, Cobb served 499 English Language Learner students, approximately 70 students in the Gifted and Talented program, 74 students were identified for 504 services, 66 R.T.I. students were on Tier 2 interventions, and 127 students served through special education services (10.2%).

In 2017-2018 and 2018-2019, Cobb received a rating of F in the area of academic growth (2A) in Domain 2. In 2018-2019, we also received a rating of D in Closing the Gaps. This year we will focus our attention on helping students make growth in the areas of reading and math. Teachers will track their students' growth across campus and district assessments and use this data to prepare lessons that target their students' weaknesses.

Special Programs

Dr. Gerald D. Cobb Sixth Grade Campus Title I program consists of parent involvement activities, an 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, an extended week for math and reading, and dropout prevention professional development. Our campus uses various other resources to enrich our reading and math initiatives.

Where We Are Going:

The Campus Needs Assessment Committee met virtually this year to discuss the following areas: demographics, student achievement, culture and climate, staff quality, recruitment and retention, curriculum, instruction and assessment, family community involvement, district context & organization, and technology. 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 STAAR-aligned testing items exposed weaknesses across the board. Identified areas of urgency are academic growth and closing the gaps. This year, our specialists will create lessons that target our students' lowest-performing skills so that these lessons can be used in our skills classes. We are also offering two new courses for the 2020-2021 school year. These courses will focus on students' skills in science and social studies to help them succeed in the state exams in 7th and 8th grade.

The committee noted that the skills classes, pullouts, and after-school tutorials contributed to students' success and growth. The committee also expressed a need for interventions for our frequent student discipline concerns. Because of this, we will offer a girls' support group for those frequent female discipline concerns as well as continue our boys' group. This school year, we have also adjusted our master schedule to include a period that will focus on teaching SEL (social-emotional learning). This period will take place at the beginning of every day for approximately 20 minutes.

The Campus Needs Assessment Committee also expressed a need for after-school parent meetings as this was huge concern parents shared. The committee also decided that teachers should sign up for at least one after-school event per semester. The C.N.A committee also suggested we host more parent events such as Google Classroom Know How's and Content-Based Nights. This will show parents and the community that the staff is involved in all aspects of a student's life.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	5
School Processes & Programs	7
Perceptions	8

Comprehensive Needs Assessment

Revised/Approved: June 15, 2022

Demographics

Demographics Summary

Gerald D. Cobb Sixth Grade Campus is an open-enrollment campus that receives students from 10 elementary feeder campuses. According to PEIMS data collected on 01/14/2022, our enrollment was 1016 students. The current enrollment as of May 28th, 2022 was 1026. This was about 127 fewer students as compared to the prior school year. Our student population consisted of 21.65% African American, 74.21% Hispanic-Latino, 2.76% white, and less than 1% in the areas of American Indian, Asian, and Native Hawaiian-Pacific Islander. We also had 48.82% female students and 51.18% male students. 88.68% of our student population was economically disadvantaged with 79.04% being at risk.

According to the PEIMS snapshot from 01/14/2022, the staff at Cobb is comprised of 75 teachers, 10 administrative support staff, and 9 educational aides. Overall staff demographics, according to the 2020-2021 TAPR, are made up of 41.3% African American, 26.7% Hispanic, 18.7% White, 8% Asian, and 5.3% of two or more races. The educational background of the staff consists of 77.3% Bachelor's degrees, 20% Master's degrees, and 2.7% Doctorate degrees.

The campus's overall student attendance for the 2021-2022 school year was 93.52%, which was lower than the district's goal and the campus average of 97.34% in the 2020-2021 school year. Student attendance for the first 3 six-weeks averaged 93.90%. Student attendance for the last 3 six-weeks averaged 93.16%.

Demographics Strengths

Cobb's 2020-2021 student attendance average for the first 3 six-weeks periods was 96.8%, above the district's attendance goal of 96.5%. Cobb's last 3 six-weeks period attendance was 97%. Cobb's staff attendance was also higher than the district's staff attendance goal of 97%.

Staff Attendance is very high.

Another demographic strength at Cobb Sixth Grade Campus is the racial/ethnic diversity of its staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase strategies to monitor and improve student attendance. **Root Cause:** Failure to decrease absences from students with chronic attendance issues/concerns from 5th grade.

Problem Statement 2: Increase professional development opportunities on campus to increase the instructional capacity of the staff. **Root Cause:** Staff development can be repetitive and may not pertain to a teacher's specific content area.

Student Learning

Student Learning Summary

Cobb Sixth Grade Campus participates every year in the District's UIL competition. We have won the 1st place trophy since the 2011-2012 school year. This year was not any different as we once again claimed victory by bringing home the 1st place trophy. Cobb claimed 1st place in Ready Writing, Listening, Maps and Charts, Social Studies, Dictionary, and Calculator Applications.

This year we also had 5 students earn blue ribbons at the campus level in the Rodeo Art contest. Cobb also had 5 students receive medals in the Junior Visual Art Scholastic Event (VASE) competition.

Cobb Sixth Grade Campus students participate in statewide STAAR assessments in reading and mathematics. If we compare the STAAR scores from 2020-2021 and 2021-2022, our scores in the math and reading grew in the approaches, meets, and masters categories.

STAAR ASSESSMENT:

As a reminder, Cobb Sixth Grade campus serves one grade of students every year; therefore, comparisons made from one year to another reflect different student groups.

In the area of mathematics, our students have demonstrated growth in approaches, meets, and masters (+7.64%, +6.68%, and +1.89%) from 2020-2021 to 2021-2022, the most recent year for which data is available.

In the area of reading, our students also showed growth in approaches, meets, and masters (3.82%, 9.01%, and 2.77%) from 2020-2021 to 2021-2022.

TELPAS ASSESSMENT:

In 2021-2022, Cobb had 455 students participate in the TELPAS assessment. Cobb had 41.11% of students score one level higher. Approximately 44% of our students received a beginner/intermediate rating on the speaking component, 27% received a beginner/intermediate rating on the writing component, and 37% received a rating of beginner/intermediate on the reading component of the TELPAS assessment. Our focus will continue in the areas of speaking.

Student Learning Strengths

Cobb's students continue to participate in Math and Science UIL, art, and other academic competitions. Our students continue to earn medals and trophies in these areas.

Cobb's overall STAAR scores in the areas of reading and have increased in approaches, meets, and masters from 2020-2021 to 2021-2022.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student growth in the areas of reading and math is below expectations **Root Cause:** Professional development in the areas of engagement structures and using data to inform instruction and reteaching strategies

Problem Statement 2: Increase professional development opportunities for all staff. **Root Cause:** Professional development needs to be content-specific so teachers can see how to apply it to their subject matter.

Problem Statement 3: Increase professional development opportunities on campus to increase the instructional capacity of the staff. **Root Cause:** Staff development can be repetitive and may not pertain to a teacher's specific content area.

Problem Statement 4: Student growth in the areas of reading and math is below expectations. **Root Cause:** Professional development in the areas of accountability, teaching a 90-minute class, engagement structures, and using data to inform instruction.

Problem Statement 5: Increase professional development opportunities for all staff. **Root Cause:** Professional development needs to be content-specific so teachers can see how to apply it to their subject matter.

Problem Statement 6: More training from instructional specialists, librarian, administrators, technology specialist to support instruction. **Root Cause:** Teachers expressed a need for more content specific training. We need to increase training from the specialists and the librarian of resources available for teachers and how to implement them in their classrooms.

Problem Statement 7: Teachers and students are not familiar with frequently used technology applications **Root Cause:** Frequent technology trainings for teachers and students on different technology applications

Problem Statement 8: Increase common instructional strategies that will assist students during assessments **Root Cause:** There is no shared campus instructional strategy across contents

Problem Statement 9: Decrease in targeted intervention **Root Cause:** Teachers knowing their students and filling in the gaps

School Processes & Programs

School Processes & Programs Summary

The leadership team at Cobb Sixth Grade Campus consists of administrators, counselors, department chairs, and team leaders. Cobb's leadership team provides valuable insight into many of the decisions that impact the operational/instructional foundation of the campus. The leadership team is tasked with meeting with the staff and getting input/feedback on decisions such as exam schedules, hallway transitions, lunch schedules, and the master schedule. In addition to gathering critical feedback from the staff, they also assist the administrative team in communicating campus goals and initiatives to their teams/departments. Feedback from staff surveys and assessment data is used to determine the professional development that the staff needs. Based on the staff surveys, 96.66% agree that professional development, faculty meetings, and department meetings are focused on continuous improvement. 84.38% of teachers believe they have access to data and know how to use data when making instructional decisions.

As a campus, we maximize instructional time when we begin planning the master schedule. All teachers on campus will have a total of 90 minutes every day for conference time that they use for planning/PLCs, parent meetings, and team meetings. All core content classes are 90 minutes- reading and math teachers see their students daily, while science and social studies teachers see their students every other day. Our elective classes are 45-minutes in length. These classes meet every other day, with the exception of band and choir, which meet daily. Students who are unsuccessful on the 5th-grade reading and math STAAR exams are provided with additional support in reading and math skills classes. In addition to providing instructional support, all teachers are trained in the CHAMPS program for classroom management. The CHAMPS program is used campus-wide to assist teachers in minimizing discipline occurrences. Cobb implemented a FOCUS Features campus SEL class this past school year that focuses on building positive relationships with our students.

In prior years, our counselors visit all 10 feeder elementary schools to offer a presentation on transitioning to 6th grade. Since the pandemic, our counselors have created a virtual presentation and linked it through Google Classroom. The presentation focuses on electives available, the campus schedule, dress code, and campus expectations. Our outgoing 6th graders are exposed to similar information from the 7th-grade campuses. Cobb also hosts an annual "Transition to 7th grade" parent meeting.

School Processes & Programs Strengths

Based on our 2021-2022 campus staff survey, 87.3% of the staff believe administration/leadership has high expectations for staff effectiveness and efficiency. 83.07% believe that the staff at Cobb has a clear common vision, purpose, and goals for success. 85.94% of the staff believe that their supervisors evaluate their work to help them improve their craft.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Increase strategies to monitor and improve student attendance **Root Cause:** Failure to decrease the number of students (incoming 5th graders) with chronic absences at the beginning of the school year

Problem Statement 2: Increase strategies to monitor and improve student attendance, especially during second semester. **Root Cause:** Failure to decrease the number of students with chronic absences at the beginning of the school year.

Problem Statement 3: Parents are not aware/educated on current issues that affect pre-teens or teenagers. **Root Cause:** Parents do not have access to quality information about current issues affecting their children.

Perceptions

Perceptions Summary

The Gerald D. Cobb Sixth Grade Campus mission is to ensure collaboration with parents and the community to provide students with the ability to achieve excellence academically, socially, and culturally. Like previous school years, males had the majority of the discipline offenses with almost 68.5%. This was a decrease from the previous school year of 3.5%. When broken down by race, 37% of discipline referrals came from students labeled as Black and 59.2% were Hispanic Latino.

According to the staff survey, 84.62% of the staff believe that professional development, staff meetings, and department/grade level meetings are focused on continuous improvement. 66.7% of the staff believe that the campus encourages parents to attend campus-sponsored events/activities. This was an increase of 6.7% from the previous school year.

Data collected from the parent survey revealed that 80.23% of parents feel welcomed at our school. 80.28% of them also agree that phone calls and emails are returned in a timely manner. In 2020-2021, 68.63% of parents stated that the time of day for parent meetings was average/above average. In 2021-2022, 75% of parents stated that the time of day for parent meetings was average to above average. This is an increase of 6.37% from the 2020-2021 school year survey. Cobb offered several virtual parent meetings, via Zoom this school as well as recorded those meetings and allowed parents to view them at a later time.

Perceptions Strengths

94.44% of survey respondents believe the district/campus provides information in a format and language that is easily understandable.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Increase efforts to return emails and phone calls to parents in a timely manner (within 24 hours of receipt) **Root Cause:** Parents do not feel that the campus returns phone calls and emails in a timely manner

Problem Statement 2: Increase opportunities for parents to participate in campus based decision making opportunities **Root Cause:** Parents are not given adequate opportunities to participate in campus based decision making opportunities

Problem Statement 3: Students do not utilize counseling services frequently. **Root Cause:** Students are hesitant to speak with a counselor regarding personal and peer concerns.