

Galena Park Independent School District

Cobb Sixth Grade Campus

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:
Academic Achievement in Mathematics



Board Approval Date: August 10, 2020

Mission Statement

The mission at Cobb Sixth Grade Campus, in collaboration with parents and 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' 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, who currently serves 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 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.

Despite the fact that 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/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 foundations' team has done an outstanding job of setting school-wide expectations and procedures. The foundations' 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, 19.3% Hispanic, with an average of 11.9 years 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 has 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 in 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, and 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 the skills students need 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 to 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 a 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Gerald D. Cobb Sixth Grade Campus is an open-enrollment campus that receives students from 10 elementary feeder campuses. In 2018-2019, our student enrollment was 1145 students. During that school year, the student body consisted of 74.1% Hispanic, 21% African American, 3.5% White, 0.5% American Indian, 1.0% Asian, with 0.6 % of our student population consisting of two or more races. Our student population are classified as follows: 80.4% are economically disadvantaged, 29.2% are English language learners, 10.9% are special education students, and less 1% are classified as migrant or homeless. In 2019-2020, Cobb saw an increase in its enrollment of 100 students, putting its official enrollment count at the end of the 2019-2020 school year at 1244 students.

The staff at Cobb is comprised of 78 teachers, 8 professional staff, 4 campus administrators, and 10 educational aides. Overall staff demographics are made up of 52% African American, 24% Hispanic, 14% White, 6% Asian, and 4% two or more races. The educational background of the staff consists of a 74% Bachelor's degree, 25% Master's degree, and 1% Doctorate degree.

The campus' overall student attendance for the 2018-2019 school year was 96.4%, just 0.1% shy of the district's goal for student attendance. Student attendance for the first 3 six weeks averaged 97.25%. Student attendance for the last 3 six weeks averaged 95.93%, a 1.32% difference from the first 3 weeks. In 2019-2020, student attendance for the first 3 six weeks averaged 96.96%, a drop of 0.29% from the previous school year. Due to the COVID-19 school closure, we only have data from the 4th six weeks period which was 95.60%.

Staff attendance in 2018-2019 was 96.5%. Staff attendance up until the COVID-19 Closure was 97.10%, an increase of 0.6%.

Demographics Strengths

Cobb's student attendance average for the first 3 six weeks period was 96.96%. This was above the district's attendance goal of 96.5%. Cobb's staff attendance was also higher than the district's staff attendance goal of 97%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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.

Student Learning

Student Learning Summary

Cobb Sixth Grade Campus tests students for STAAR in reading and mathematics. In 2017-2018, Cobb earned a B accountability rating with distinctions in ELA/Reading, Mathematics, and Postsecondary Readiness. In 2018-2019, Cobb earned a B rating with a distinction in Mathematics. As a campus our overall domain ratings for the 2018-2019 school year were as follows:

Overall 81 (B)

Student Achievement 75 (C)

School Progress: 2A: 54 (F), 2B: 88 (B)

Closing the Gaps 65 (D)

Based on this data, our areas of need are: academic growth and closing the gaps.

Due to the COVID-19 school closure, there was not STAAR assessment administered for the 2019-2020 school year.

STAAR ASSESSMENT:

In the area of mathematics, our students have shown growth in approaches, meets, and masters (+2.41%, +3.55%, and +5.65%) from 2017-2018 to 2018-2019. In the area of reading, our students showed a slight decrease in approaches, meets, and masters (-0.67%, -0.39%, and -1.72%) from 2017-2018 to 2018-2019. Although we showed some improvement in Domain 1 for math, our Domain 2A score and Domain 3 score were unacceptable- there was no growth in either reading or math, across all sub pops. Also, we did not meet any targets for reading under the Academic Achievement Status and fell short 2% in SPED in this same category.

TELPAS ASSESSMENT:

Comparing our 2017-2018 and 2018-2019 TELPAS data, if we average advanced and advanced high ratings in the areas of listening, speaking, writing, and reading, the data is as follows: decreases of -0.86%, -12.40%, -0.91%, -3.03% respectively. Comparing our 2018-2019 and 2019-2020 TELPAS data, if we average advanced and advanced high ratings in the areas of listening, speaking, writing, and reading, the data is as follows: +0.15%, -0.04%, +2.29%, +1.06% respectively. Our continued area of focus is speaking.

Student Learning Strengths

Cobb's overall math STAAR scores have gradually increased in approaches, meets, and masters over the past three years. Cobb also received distinctions in

mathematics in 2017-2018 and 2018-2019.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 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 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 (Prioritized): Decrease in student achievement in the areas of listening, speaking, reading, and writing on the TELPAS assessment. **Root Cause:** Students need more practice in the areas of listening, speaking, reading, and writing.

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 master schedule. In addition to getting important 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 professional development that the staff needs. Based upon the staff surveys, 92.59% agree that professional development, faculty meetings, and department meetings are focused on improvement. 87.66% of teachers also feel that they have access to data and know how to use it to make instructional decisions. 90.12% of teachers agree that staff development is available to support student achievement with 88.75% agreeing support staff play a critical role in supporting that achievement.

As a campus, we maximize instructional time when we begin planning the master schedule. All teachers on campus have a total of 135 minutes every two days for a conference that they use for planning/PLCs, parent meetings, and team meetings. All core content classes are 90 minutes- reading and math see their students daily while science and social studies see their students every other day. Our elective classes are 45-minute in length. These classes meet every other day with the exception of band and choir that meet on a daily basis. Students who are unsuccessful in 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. Students who need additional support are referred to our boys' group "Reach to Teach" program. This program is geared towards male students who struggle with discipline. For the 2020-2021 school year, Cobb will also implement a girls' club to target frequent female discipline concerns.

During the second semester, our counselors visit all 10 feeder elementary schools to offer a presentation on transitioning to 6th grade. This 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 campus. In addition to the meetings held at NSMS and CMS, Cobb hosts an annual "Transition to 7th grade" parent meeting.

School Processes & Programs Strengths

Based on our campus staff survey, 93.82% of our staff believe we have high student expectations about student learning. 90.21% of the staff also believes that leadership and teamwork are evident at our school. During our campus needs assessment meeting, staff members shared that our Reach to Teach boys character development program was well received by the students. They suggested creating a girls club similar in nature.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 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.

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. In 2018-2019, the largest number of discipline referrals occurred during the month of February with 345 offenses. In 2019-2020, February remained the month with the largest number of discipline referrals. However, this number decreased to 187, a decrease of almost 46% from the previous school year. In addition, males had the majority of the discipline offenses with almost 72%. When broken down by race, 37% of discipline referrals came from students labeled as black and 56% were Hispanic Latino.

According to the staff survey, 32.5% of them disagree that our campus has adequate systems in place for identifying and helping those students at risk of falling through the cracks. 24.68% of the staff believe they do not have sufficient support when dealing with discipline issues with approximately 12% stating they are not clear in how to respond to student misbehavior.

Data collected from the parent survey revealed that 88.94% of parents feel welcomed at our school. 85.26% of them also agree that phone calls and emails are returned in a timely manner. 30.05% of parents stated that the times of parent meetings were a barrier to them attending. They would like to have more meetings available in the evenings.

Perceptions Strengths

Cobb's parents feel welcome at our school and agree that phone calls and emails are returned in a timely manner.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent engagement is low at parent meetings. **Root Cause:** The parent meetings offered are during the day and parent meetings are rarely after work hours.

Problem Statement 2 (Prioritized): Some staff are unclear about the expectations when handling student discipline **Root Cause:** Lack of consistent training and communication in the area of discipline expectations for staff.

Priority Problem Statements

Problem Statement 5: Student growth in the areas of reading and math is below expectations.

Root Cause 5: Professional development in the areas of accountability, teaching a 90-minute class, engagement structures, and using data to inform instruction.

Problem Statement 5 Areas: Student Achievement - Student Learning

Problem Statement 6: Increase strategies to monitor and improve student attendance, especially during second semester.

Root Cause 6: Failure to decrease the number of students with chronic absences at the beginning of the school year.

Problem Statement 6 Areas: School Culture and Climate - School Context and Organization - Demographics - School Processes & Programs

Problem Statement 10: Decrease in student achievement in the areas of listening, speaking, reading, and writing on the TELPAS assessment.

Root Cause 10: Students need more practice in the areas of listening, speaking, reading, and writing.

Problem Statement 10 Areas: Student Achievement - Student Learning

Problem Statement 11: Some staff are unclear about the expectations when handling student discipline

Root Cause 11: Lack of consistent training and communication in the area of discipline expectations for staff.

Problem Statement 11 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data







- Parent surveys and/or other feedback
- Parent engagement rate


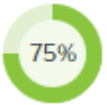




Goals

Goal 1: Dr. Gerald D. Cobb Sixth Grade Campus will ensure growth in the tested areas.

Performance Objective 1: Improve student academic performance on STAAR and TELPAS assessments

Evaluation Data Sources: STAAR, TELPAS data, district assessments, campus assessments

<p>Strategy 1: Provide daily instruction, pull-outs, learning camps, tutorials with a focus on growth in math and reading. Strategy's Expected Result/Impact: Increased STAAR percentages for all sub-pops. Staff Responsible for Monitoring: Administrators, counselors and teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Achievement 1 Funding Sources: Employee Travel/Staff Development - 211 - Title I, Part A - \$1,000, Extra Duty/Substitute Pay - 211 - Title I, Part A - \$6,000, Extra Duty - 199-30 - SCE - \$12,000, Saturday School Buses - 211 - Title I, Part A - \$1,000</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Expose students to various forms of instructional technology to enhance learning. Strategy's Expected Result/Impact: Increase students' use of technology for academic purposes Increase student academic performance Staff Responsible for Monitoring: all staff Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum Funding Sources: Chromebooks - 211 - Title I, Part A - \$16,000, Chromebooks - 199-30 - SCE - \$5,616, Dictionaries - 211 - Title I, Part A - \$867, Contracted Services - Staff Development - 211 - Title I, Part A - \$2,000</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Set individual student goals, in reading and math, to help students track their own academic growth Strategy's Expected Result/Impact: Increase growth (Domain 2) on STAAR Increase number of students achieving Level II satisfactory performance on STAAR Staff Responsible for Monitoring: Administrators, instructional specialist and teachers Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 5 - Student Learning 1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				

Strategy 4: Implement a campus wide writing prompt to assess students' growth in writing. Strategy's Expected Result/Impact: Improvement in students' writing Staff Responsible for Monitoring: Teachers, administrators, specialists, department chairs, teachers Title I Schoolwide Elements: 2.4 Problem Statements: Student Achievement 7 - Student Learning 3	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

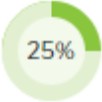
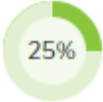




Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 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.</p> <p>Problem Statement 3: Decrease in student achievement in the areas of listening, speaking, reading, and writing on the TELPAS assessment. Root Cause: Students need more practice in the areas of listening, speaking, reading, and writing.</p>

Goal 2: Dr. Gerald D. Cobb Sixth Grade Campus will provide a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 1: Educate student and parents on current issues to provide a safe and healthy learning environment.



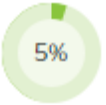
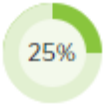

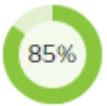




Evaluation Data Sources: Counselors will continue to hold parent meetings throughout the year on various topics such as violence, drug abuse, bullying prevention, and interventions.

<p>Strategy 1: Offer presentations on drug abuse and violence prevention by North Shore counseling, Harris County Deputy and Mayor's anti-gang service to parents/students. Host Counselor's Corner during lunches to raise awareness on ways of reporting bullying and violence. Provide resources to students/parents through Counselor's Google Classroom.</p> <p>Strategy's Expected Result/Impact: Decrease the number of bullying referrals. Increase parent/student awareness about violence and drugs</p> <p>Staff Responsible for Monitoring: Counselors and administrators</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: Snacks for Parent Meetings - 199-30 - SCE - \$200</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
	 25%	 25%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Dr. Gerald D. Cobb Sixth Grade Campus will provide a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 2: Decrease the number of referrals that result in actions such as I.S.S. or O.S.S. Decrease number of total I.S.S. days served by 5% and the number of O.S.S. days served by 5%.

Evaluation Data Sources: Campus discipline offenses graph
Skyward discipline report-ISS and OSS

<p>Strategy 1: Provide professional development for staff throughout the year that addresses the campus' discipline management plan as well as consistently communicate discipline expectations.</p> <p>Strategy's Expected Result/Impact: Increase staff's awareness of the campus' discipline management plan. Increase staff's ability to manage minor discipline concerns within their classroom. Decrease minor discipline concerns from coming to the office.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Perceptions 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Implement boys and girls' clubs that target students who are repeat discipline offenders.</p> <p>Strategy's Expected Result/Impact: Increase students' ability to self check Decrease the number of repeat offenders Decrease number of referrals resulting in I.S.S./O.S.S.</p> <p>Staff Responsible for Monitoring: Administrators, counselors</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Context and Organization 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Provide S.E.L. (Social emotional learning) instructional time in our master schedule.</p> <p>Strategy's Expected Result/Impact: Increase students' ability to communicate effectively with others about how they feel Allow students an opportunity to connect with an adult on campus Decrease number of discipline referrals</p> <p>Staff Responsible for Monitoring: Teachers, administrators</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Context and Organization 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:







Perceptions

Problem Statement 2: Some staff are unclear about the expectations when handling student discipline **Root Cause:** Lack of consistent training and communication in the area of discipline expectations for staff.

Goal 3: Dr. Gerald D. Cobb Sixth Grade Campus will provide effective information and opportunities to assist students in preparing for college, career and military readiness.

Performance Objective 1: Increase student and parent awareness of college and career opportunities







Evaluation Data Sources: Parent survey

<p>Strategy 1: Expose students to college information and post-college opportunities through presentations during all lunches and staff posters of colleges/universities posted in classrooms. Encourage student/parent participation in the district college night.</p> <p>Strategy's Expected Result/Impact: Students can identify different colleges and careers they offer. Increase awareness of post high school opportunities available to students.</p> <p>Staff Responsible for Monitoring: Counselors, CIS and administrators</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Parent and Community Engagement 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
	 60%	 65%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Dr. Gerald D. Cobb Sixth Grade Campus will provide effective information and opportunities to assist students in preparing for college, career and military readiness.

Performance Objective 2: Provide comprehensive counseling to students and their parents when appropriate in personal, social, emotional and career development.







Evaluation Data Sources: end of the year survey

<p>Strategy 1: Provide parent/student information to help students cope with real-life situations, daily events, peers and transitioning to 6th grade.</p> <p>Strategy's Expected Result/Impact: Increase students coping skills with various life situations and knowledge of steps needed to seek assistance.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: Parent Meeting Snacks - 199-30 - SCE - \$300</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
	 50%	 55%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Dr. Gerald D. Cobb Sixth Grade Campus will provide effective information and opportunities to assist students in preparing for college, career and military readiness.

Performance Objective 3: Provide transitional opportunities to students and parents







Evaluation Data Sources: end of the year survey

<p>Strategy 1: Counselors will collaborate with Cunningham and NSMS counselors to provide informational assemblies for students.</p> <p>Strategy's Expected Result/Impact: Students are familiar with campus policies, procedures, courses and extracurricular activities</p> <p>Staff Responsible for Monitoring: Counselors and administrators</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
	 5%	 30%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Dr. Gerald D. Cobb Sixth Grade Campus will provide effective information and opportunities to assist students in preparing for college, career and military readiness.

Performance Objective 4: Continue to provide counseling services on relevant topics to students.







Evaluation Data Sources: end of the year survey

<p>Strategy 1: Counselors will meet with students in a group and individuals who have been identified at risk in a pre-determined area.</p> <p>Strategy's Expected Result/Impact: Decrease in student misbehavior and increase in academic success.</p> <p>Staff Responsible for Monitoring: counselors and administrators</p> <p>Funding Sources: Student Incentives - 199-30 - SCE - \$200</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Dr. Gerald D. Cobb Sixth Grade Campus will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.

Performance Objective 1: Increased student participation in extra-curricular activities

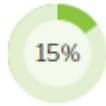





Evaluation Data Sources: Number of student participating in extra curricular activities-attendance logs

<p>Strategy 1: Provide students with opportunities to participate in extra curricular activities such as intramural sports and clubs/organizations</p> <p>Strategy's Expected Result/Impact: Increase in the number of students participating in extra curricular activities</p> <p>Staff Responsible for Monitoring: administrators, coaches, and club/organization sponsors</p> <p>Title I Schoolwide Elements: 2.5, 3.2</p> <p>Funding Sources: Extra Duty for Staff - 199-30 - SCE - \$2,300</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
	 15%	 20%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Dr. Gerald D. Cobb Sixth Grade Campus will have a 97% or higher teacher attendance yearly rate.

Performance Objective 1: Implement strategies to monitor and increase teacher attendance to 97% or higher


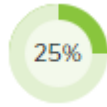




Evaluation Data Sources: Monthly and yearly teacher attendance

<p>Strategy 1: Implement staff incentive program and moral boosting activities. Create staff buy-in by having staff participate on campus committees such as attendance and climate. Conference with all staff regarding the number of absences and provide intervention strategies when necessary.</p> <p>Strategy's Expected Result/Impact: Increase in staff attendance Increase in staff morale and buy in Decrease in the number of staff absences and tardies</p> <p>Staff Responsible for Monitoring: Administrators, teacher committee members</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 - Local - \$2,000</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
	 15%	 20%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Dr. Gerald D. Cobb Sixth Grade Campus will provide opportunities for parental/community involvement and business partnerships.

Performance Objective 1: Increase parent involvement and volunteer opportunities


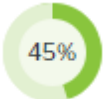








Evaluation Data Sources: End of the year survey

<p>Strategy 1: Host a variety of parent/student events such as content based nights. Also host parent meetings at various times during the day or virtually. Increase parent volunteers by communicating volunteer opportunities using different forms of communication. Strategy's Expected Result/Impact: Increase parent participation in school events and volunteer opportunities Staff Responsible for Monitoring: Administrators, counselors, department chairs Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Parent Meetings - 199 - Local - \$500</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
	 10%	 25%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Dr. Gerald D. Cobb Sixth Grade Campus will ensure high-quality staff is employed.

Performance Objective 1: Increase professional development opportunities that will impact student achievement.

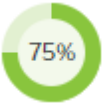





Evaluation Data Sources: State assessment data and teacher survey

<p>Strategy 1: Provide teachers with campus-wide staff development in areas including technology, CHAMPS, SIOP strategies, accommodations and instruction. Strategy's Expected Result/Impact: Increase in the use of strategies presented at staff development. Increase in teacher performance. Staff Responsible for Monitoring: Administrators, specialists, teachers Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Provide staff development that target strategies geared towards SPED/LEP learners. Strategy's Expected Result/Impact: Increase the number of students achieving approaches/meets performance Staff Responsible for Monitoring: administrators, instructional specialist, teachers Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Funding Sources: Staff Development - 199-23 - Special Education - \$1,000</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Provide staff development that target dyslexia instructional strategies such as Region 4 Dyslexia trainings, online webinars and district level trainings. Strategy's Expected Result/Impact: Increase in strategies that assist in improving Dyslexia students' reading ability. Staff Responsible for Monitoring: Administrators, 504 Coordinator TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Funding Sources: Student/Classroom Supplies - 199-23 - Special Education - \$3,255, Extra Duty/Tutorials - 199-23 - Special Education - \$4,000</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 8: Dr. Gerald D. Cobb Sixth Grade Campus will provide superior operations services to best support student and staff success.

Performance Objective 1: Provide excellent customer service to both internal and external stakeholders.

Evaluation Data Sources: Parent and teacher survey









<p>Strategy 1: Provide front office staff customer service training in August.</p> <p>Strategy's Expected Result/Impact: Increase in stakeholder customer service satisfaction</p> <p>Staff Responsible for Monitoring: Office staff, administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

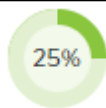


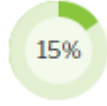




Goal 9: Dr. Gerald D. Cobb Sixth Grade Campus will achieve a 97.4% or higher student attendance rate, utilizing the \$6,797.00 Attendance Incentive Plan allotment.

Performance Objective 1: Increase student attendance percentage to 98% or higher for the 2nd 6 Weeks Period.

Targeted or ESF High Priority

Evaluation Data Sources: Increase student attendance on PEIMS Report.
Phone logs, student team conferences logs

<p>Strategy 1: Administrators and teams will monitor student attendance. Parents will be contacted by teams when students have 3 or more absences in any one grading period. Students with excessive absences will be placed on attendance contracts.</p> <p>Strategy's Expected Result/Impact: Decrease in students with excessive absences. Increase in overall campus attendance average</p> <p>Staff Responsible for Monitoring: Attendance clerk, teachers, and administrators</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: All students/parents will be notified of the effects chronic attendance can have on student success using the announcements, campus website and the campus' parent newsletter.</p> <p>Strategy's Expected Result/Impact: Increase in awareness of importance of attendance and an increase in student attendance</p> <p>Staff Responsible for Monitoring: Administrator, T.I.S.</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Free dress Fridays for all students if the campus' attendance average for Monday through Thursday is 98% or higher</p> <p>Strategy's Expected Result/Impact: Increase in students' weekly attendance rate</p> <p>Staff Responsible for Monitoring: Attendance clerk, Administrators</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 4: Incentives for students with perfect attendance for the first three 9-weeks period. 1st 9 weeks incentive: Popping Attendance: popcorn/Capri Sun</p> <p>Strategy's Expected Result/Impact: Increase in the number of students with perfect attendance for the 9-weeks.</p> <p>Staff Responsible for Monitoring: Attendance clerk, administrators</p> <p>Funding Sources: Attendance incentive - 199 - Attendance Incentive Allocation - 199.23.6499.00S2.045.99.145.0000 - \$400</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				

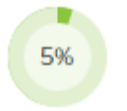

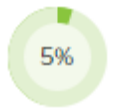
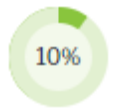
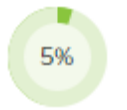
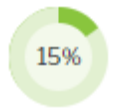
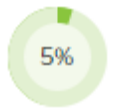
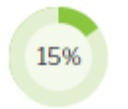
<p>Strategy 5: Randomly select students to receive Cobb t-shirts, Menchie's coupon, or gift cards for being present at school. Hand out student incentives such as V.I.C. passes and free dress passes as students are dropped off at school or as students come off the bus.</p> <p>Strategy's Expected Result/Impact: Increase students' daily attendance percentage</p> <p>Staff Responsible for Monitoring: Attendance clerk, administrators, staff on morning duty</p> <p>Funding Sources: - 199 - Attendance Incentive Allocation - 199.23.6499.00S2.045.99.145.0000 - \$300</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 6: Students with perfect attendance for the 9-weeks grading period will have their names displayed in the hallways and receive a certificate</p> <p>Strategy's Expected Result/Impact: Increase student awareness of attendance and increases recognition of students with perfect attendance per 9 weeks</p> <p>Staff Responsible for Monitoring: attendance, administrators</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

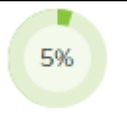
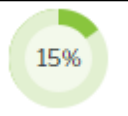


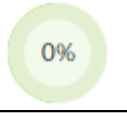
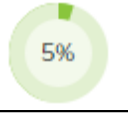




Goal 9: Dr. Gerald D. Cobb Sixth Grade Campus will achieve a 97.4% or higher student attendance rate, utilizing the \$6,797.00 Attendance Incentive Plan allotment.

Performance Objective 2: Increase student attendance percentage to 97% or higher for the 3rd 6 Weeks Period.

Targeted or ESF High Priority

Evaluation Data Sources: Increase student attendance on PEIMS Report.
Phone logs, student team conferences logs

<p>Strategy 1: Administrators and teams will monitor student attendance. Parents will be contacted by teams when students have 3 or more absences in any one grading period. Students with excessive absences will be placed on attendance contracts.</p> <p>Strategy's Expected Result/Impact: Decrease in students with excessive absences. Increase in overall campus attendance average</p> <p>Staff Responsible for Monitoring: Attendance clerk, teachers, and administrators</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: All students/parents will be notified of the effects chronic attendance can have on student success using the announcements, campus website and the campus' parent newsletter.</p> <p>Strategy's Expected Result/Impact: Increase in awareness of importance of attendance and an increase in student attendance</p> <p>Staff Responsible for Monitoring: Administrator, T.I.S.</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Free dress Fridays for all students if the campus' attendance average for Monday through Thursday is 98% or higher</p> <p>Strategy's Expected Result/Impact: Increase in students' weekly attendance rate</p> <p>Staff Responsible for Monitoring: Attendance clerk, Administrators</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 4: Incentives for students with perfect attendance for the first three 9-weeks period. 2nd 9-weeks incentive include: You're All That and a Bag of Chips -chips and Capri Sun</p> <p>Strategy's Expected Result/Impact: Increase in the number of students receiving perfect attendance for the 9 weeks period</p> <p>Staff Responsible for Monitoring: attendance clerk, administrators</p> <p>Funding Sources: Attendance incentive - 199 - Attendance Incentive Allocation - 199.23.6499.00S2.045.99.145.0000 - \$400</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				






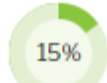

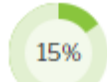
<p>Strategy 5: Students with perfect attendance for 1st semester (fall) will participate in an attendance bash that include moonwalks</p> <p>Strategy's Expected Result/Impact: increase in perfect attendance for the 1st semester</p> <p>Staff Responsible for Monitoring: attendance clerk, administrators</p> <p>Funding Sources: Attendance Bash - 199 - Attendance Incentive Allocation - 199.23.6499.00S2.045.99.145.0000 - \$4,000</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 6: Randomly select students to receive Cobb t-shirts, Menchies coupon, or gift cards for being present at school. Hand out student incentives such as V.I.C. passes and free dress passes as students are dropped off at school or as students come off the bus.</p> <p>Strategy's Expected Result/Impact: Increase student daily attendance percentage</p> <p>Staff Responsible for Monitoring: Administrators, staff on morning duty, attendance clerk</p> <p>Funding Sources: Gift Cards - 199 - Attendance Incentive Allocation - 199.23.6499.00S2.045.99.145.0000 - \$400</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 7: Students with perfect attendance for the 9-weeks grading period will have their names displayed in the hallways & receive a certificate</p> <p>Strategy's Expected Result/Impact: Increase student awareness of attendance and increases recognition of students with perfect attendance per 9 weeks</p> <p>Staff Responsible for Monitoring: attendance clerk, administrators</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Goal 9: Dr. Gerald D. Cobb Sixth Grade Campus will achieve a 97.4% or higher student attendance rate, utilizing the \$6,797.00 Attendance Incentive Plan allotment.

Performance Objective 3: Increase student attendance percentage to 97% or higher for the 4th 6 Weeks Period.

Targeted or ESF High Priority

Evaluation Data Sources: Increase student attendance on PEIMS Report.
Phone logs, student team conferences logs

<p>Strategy 1: Administrators and teams will monitor student attendance. Parents will be contacted by teams when students have 3 or more absences in any one grading period. Students with excessive absences will be placed on attendance contracts.</p> <p>Strategy's Expected Result/Impact: Decrease in students with excessive absences. Increase in overall campus attendance average</p> <p>Staff Responsible for Monitoring: Attendance clerk, teachers, and administrators</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: All students/parents will be notified of the effects chronic attendance can have on student success using the announcements, campus website and the campus' parent newsletter.</p> <p>Strategy's Expected Result/Impact: Increase in awareness of importance of attendance and an increase in student attendance</p> <p>Staff Responsible for Monitoring: Administrator, T.I.S.</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Free dress Fridays for all students if the campus' attendance average for Monday through Thursday is 98% or higher</p> <p>Strategy's Expected Result/Impact: Increase in students' weekly attendance rate</p> <p>Staff Responsible for Monitoring: Attendance clerk, Administrators</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 4: 60 students with the lowest attendance will be monitored throughout the 2nd Semester. The students that improve their attendance will receive a gift card and attend an attendance party.</p> <p>Staff Responsible for Monitoring: attendance clerk, administrators</p> <p>Funding Sources: Gift Cards - 199 - Attendance Incentive Allocation - 199.23.6499.00S2.045.99.145.0000 - \$750</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				

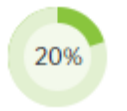







<p>Strategy 5: Students with perfect attendance for the 9-weeks grading period will have their names displayed in the hallways & receive a certificate</p> <p>Strategy's Expected Result/Impact: Increase student awareness of attendance and increases recognition of students with perfect attendance per 9 weeks</p> <p>Staff Responsible for Monitoring: attendance clerk, administrators</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

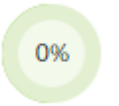

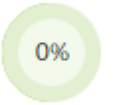





Goal 9: Dr. Gerald D. Cobb Sixth Grade Campus will achieve a 97.4% or higher student attendance rate, utilizing the \$6,797.00 Attendance Incentive Plan allotment.

Performance Objective 4: Increase student attendance percentage to 97% or higher for the 5th 6 Weeks Period.

Targeted or ESF High Priority

Evaluation Data Sources: Increase student attendance on PEIMS Report.
Phone logs, student team conferences logs

<p>Strategy 1: Administrators and teams will monitor student attendance. Parents will be contacted by teams when students have 3 or more absences in any one grading period. Students with excessive absences will be placed on attendance contracts.</p> <p>Strategy's Expected Result/Impact: Decrease in students with excessive absences. Increase in overall campus attendance average</p> <p>Staff Responsible for Monitoring: Attendance clerk, teachers, and administrators</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: All students/parents will be notified of the effects chronic attendance can have on student success using the announcements, campus website and the campus' parent newsletter.</p> <p>Strategy's Expected Result/Impact: Increase in awareness of importance of attendance and an increase in student attendance</p> <p>Staff Responsible for Monitoring: Administrator, T.I.S.</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Free dress Fridays for all students if the campus' attendance average for Monday through Thursday is 98% or higher</p> <p>Strategy's Expected Result/Impact: Increase in students' weekly attendance rate</p> <p>Staff Responsible for Monitoring: Attendance clerk, Administrators</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 4: Randomly select students to receive Cobb t-shirts, Menchie's coupon, or gift cards for being present at school. Hand out student incentives such as V.I.C. passes and free dress passes as students are dropped off at school or as students come off the bus.</p> <p>Strategy's Expected Result/Impact: Increase student daily percentage</p> <p>Staff Responsible for Monitoring: attendance clerk, administrators, teachers on morning duty</p> <p>Funding Sources: Student Incentives - 199 - Local - \$2,560</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				

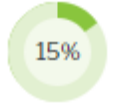

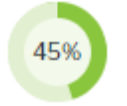


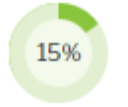


<p>Strategy 5: Incentives for students with perfect attendance for the first three 9-weeks period. 3rd 9 weeks incentive: Nacho Average Student party (nachos and a drink)</p> <p>Strategy's Expected Result/Impact: Increase in number of students with perfect attendance for the 9-weeks period</p> <p>Staff Responsible for Monitoring: attendance clerk, administrators</p> <p>Funding Sources: Attendance incentive - 199 - Attendance Incentive Allocation - 199.23.6499.00S2.045.99.145.0000 - \$400</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 6: Students with perfect attendance for the 9-weeks grading period will have their names displayed in the hallways & receive a certificate</p> <p>Strategy's Expected Result/Impact: Increase student awareness of attendance and increases recognition of students with perfect attendance per 9 weeks</p> <p>Staff Responsible for Monitoring: attendance clerk, administrators</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

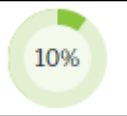
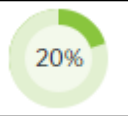
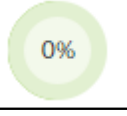
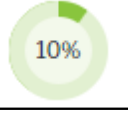




Goal 9: Dr. Gerald D. Cobb Sixth Grade Campus will achieve a 97.4% or higher student attendance rate, utilizing the \$6,797.00 Attendance Incentive Plan allotment.

Performance Objective 5: Increase student attendance percentage to 97% or higher for the 6th 6 Weeks Period.

Targeted or ESF High Priority

Evaluation Data Sources: Increase student attendance on PEIMS Report.
Phone logs, student team conferences logs

<p>Strategy 1: Administrators and teams will monitor student attendance. Parents will be contacted by teams when students have 3 or more absences in any one grading period. Students with excessive absences will be placed on attendance contracts.</p> <p>Strategy's Expected Result/Impact: Decrease in students with excessive absences. Increase in overall campus attendance average</p> <p>Staff Responsible for Monitoring: Attendance clerk, teachers, and administrators</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: All students/parents will be notified of the effects chronic attendance can have on student success using the announcements, campus website and the campus' parent newsletter.</p> <p>Strategy's Expected Result/Impact: Increase in awareness of importance of attendance and an increase in student attendance</p> <p>Staff Responsible for Monitoring: Administrator, T.I.S.</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Free dress Fridays for all students if the campus' attendance average for Monday through Thursday is 98% or higher</p> <p>Strategy's Expected Result/Impact: Increase in students' weekly attendance rate</p> <p>Staff Responsible for Monitoring: Attendance clerk, Administrators</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 4: Students with good attendance, grades, and discipline will participate in an excellence field trip to ITZ in the spring semester.</p> <p>Strategy's Expected Result/Impact: Increase in attendance for students for the year</p> <p>Staff Responsible for Monitoring: attendance clerk, administrators</p> <p>Funding Sources: Excellence Party to Itz - 461 - Campus Activity Funds - 461.23.6499.00MS.045.99.145.0000 - \$3,000</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				

<p>Strategy 5: Randomly select students to receive Cobb t-shirts, Menchie's coupon, or gift cards for being present at school. Hand out student incentives such as V.I.C. passes and free dress passes as students are dropped off at school or as students come off the bus.</p> <p>Strategy's Expected Result/Impact: Increase student attendance percentage</p> <p>Staff Responsible for Monitoring: attendance clerk, administrators, teachers on morning duty</p> <p>Funding Sources: - 199 - Attendance Incentive Allocation - 199.23.6499.00S2.045..99.145.0000 - \$400</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 6: Students with perfect attendance for the 9-weeks grading period will have their names displayed in the hallways & receive a certificate</p> <p>Strategy's Expected Result/Impact: Increase student awareness of attendance and increases recognition of students with perfect attendance per 9 weeks</p> <p>Staff Responsible for Monitoring: attendance clerk, administrators</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Cobb will complete a campus needs assessment each year by surveying all necessary stakeholders including parents, students, and faculty members. The campus will look at all relevant assessment data and TAPR reports. Discipline and attendance data will be utilized. The campus needs assessment for the 2019-2020 school year was reviewed by the Campus Needs Assessment Committee on the June 8th, 2020 (virtually).

Campus Needs Assessment Committee:

Melissa Arneaud Ali - Administrator

Veronica Montemayor - Administrator

Tiffany Young - Teacher (via telephone)

Karina Cedillo - Teacher

Joyette Boyer - Teacher

Clairissa Walker - Teacher

Megumi Walker - Teacher

Loraine Dyess - nonclassroom professional

Talisha Machuca - nonclassroom professional

Bonnie Payne - paraprofessional

Delia Gutierrez - Parent (via telephone)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan was developed using input received from a variety of stakeholders. Stakeholders met virtually to discuss the campus needs

assessment surveys.

CPAC Committee member 2019-2020:

Adrian Hurtado-Principal

Bonnie Payne-Paraprofessional

Tiffany Young-Teacher

Karina Lopez-Teacher

Megumi Walker-Teacher

Yesena Hernandez-teacher

Maureen Redmond-Teacher

Claudia Ledezma-Cortez-Teacher

Rebecca Ricks-Meeks-Teacher

Tomorrow Hobbs-Counselor

Loraine Dyess-Specialist

Talisha Machuca-Specialist

Anitra Thomas-Parent

Delia Gutierrez-Parent

2.2: Regular monitoring and revision

Campus Improvement Team will meet four times a year to reevaluate the campus improvement plan. If face to face meetings cannot occur, the Campus Improvement Team will meet virtually.

The meetings will all take place at 7:30 A.M. on the following dates:

September 17, 2020

November 12, 2020

February 11, 2021

April 15, 2021

2.3: Available to parents and community in an understandable format and language

The campus improvement plan (English version) will be made available on Cobb's website and at the Galena Park ISD administration building.

The goals present in the C.I.P. will be available in English and Spanish on Cobb's website. A hard copy of the goals (in both English and Spanish) will be available in Cobb's front office.

Other languages are available upon request.

2.4: Opportunities for all children to meet State standards

Cobb will ensure all children are able to meet state standards by first provided professional development to teachers that help ensure students show growth academically. Cobb will also provide tutorials during the week, Saturday tutorials/school to ensure students are successful.

2.5: Increased learning time and well-rounded education

Students at Cobb will receive math and reading instruction every day to ensure students are prepared to meet state standards on assessments. Teachers will also ensure learning is maximized by teaching bell to bell as well as offering tutorials weekly. Students will also receive a well rounded education by participating in extra curricular activities such as clubs/organizations, joining our counselor's Google Classroom and playing intramural sports.

2.6: Address needs of all students, particularly at-risk

Data is analyzed after every assessment with a focus on our LEP, SPED, RTI, and 504 students. This information is used to inform re-teaching methods and strategies. Additionally, teachers hold one to one data meetings with every student (in the areas of reading and math) to discuss students' strengths/ weaknesses as well as to set individual goals.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The parent and family engagement policy will be made available to parents during Open House. Copies will also be made available in Cobb's front office.

3.2: Offer flexible number of parent involvement meetings

Due to data provided in Cobb's parent survey, parent meetings will be offered at a variety of times of the day. If face to face meetings are not permissible, Cobb will offer virtual parent meetings.

Tentative parent meetings include but are not limited to the following:

August 2020 - Cougar Craze

August 2020 AM - PAFE Family Friendly Meeting

August 2020 - SPED Night - Learning About Digital Tools

September 17, 2020 AM - CPAC Meeting

September 2020 - Father's take your child to school day - The Visible Dad and PAFE Annual Title 1 Meeting

September 2020 - Open House , Parent Volunteers and PTA Night

September 14 , 2020 - Grandparent's Day

October 2020 AM - Harris County Mayor's Office and Community and You

October PM - Reading Night

November PM - District College Night

January 2021 PM - Health and Wellness and Healthy Relationships (Teen Dating Violence)

January 2020 PM - Math Night

February 2021 - Guest Speaker (Melody Burr)

February 2021 PM - Science Fair

April 15, 2020 AM - CPAC Meeting

April 2021 - Transitioning to 7th grade

Campus Needs Assessment Team

Committee Role	Name	Position
Paraprofessional	Bonnie Payne	
Administrator	Melissa Arneaud Ali	
Classroom Teacher	Karina Lopez	
Administrator	Veronica Montemayor	
Classroom Teacher	Phillip Mathewkutty	
Specialist	Lori Dyess	
Specialist	Talisha Machuca	
Classroom Teacher	Clairissa Walker	
Classroom Teacher	Megumi Walker	
Classroom Teacher	Tiffany Young	
Classroom Teacher	Joette Boyer	

2020-2021 CPAC Committee

Committee Role	Name	Position
Administrator	Adrian Hurtado	Principal
Paraprofessional	Bonnie Payne	Paraprofessional
Counselor	Jose Garcia	Counselor
Specialist	Lorraine Dyess	Specialist
Specialist	Talisha Oliva	Specialist
Classroom Teacher	Rebecca Meeks	Teacher
Classroom Teacher	Maureen Redmond	Teacher
Classroom Teacher	Francis Ronald	Teacher
Classroom Teacher	Tiffany Young	Teacher
Classroom Teacher	Stephanie Camarillo	Teacher
Classroom Teacher	Claudia Ledezma Cortez	Teacher
Classroom Teacher	Karina Lopez-Cedillo	Teacher

Campus Funding Summary

199-23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	2	Staff Development		\$1,000.00
7	1	3	Student/Classroom Supplies		\$3,255.00
7	1	3	Extra Duty/Tutorials		\$4,000.00
Sub-Total					\$8,255.00
Budgeted Fund Source Amount					\$8,255.00
+/- Difference					\$0.00
199-30 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extra Duty		\$12,000.00
1	1	2	Chromebooks		\$5,616.00
2	1	1	Snacks for Parent Meetings		\$200.00
3	2	1	Parent Meeting Snacks		\$300.00
3	4	1	Student Incentives		\$200.00
4	1	1	Extra Duty for Staff		\$2,300.00
Sub-Total					\$20,616.00
Budgeted Fund Source Amount					\$20,616.00
+/- Difference					\$0.00
199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$2,000.00
6	1	1	Parent Meetings		\$500.00
9	4	4	Student Incentives		\$2,560.00
Sub-Total					\$5,060.00
Budgeted Fund Source Amount					\$5,060.00
+/- Difference					\$0.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Employee Travel/Staff Development		\$1,000.00
1	1	1	Extra Duty/Substitute Pay		\$6,000.00
1	1	1	Saturday School Buses		\$1,000.00
1	1	2	Chromebooks		\$16,000.00
1	1	2	Dictionaries		\$867.00
1	1	2	Contracted Services - Staff Development		\$2,000.00
Sub-Total					\$26,867.00
Budgeted Fund Source Amount					\$26,867.00
+/- Difference					\$0.00
Grand Total					\$60,798.00