

# Galena Park Independent School District

## Cobb Sixth Grade Campus

### 2019-2020 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designations:**  
Academic Achievement in Mathematics



# 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 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 was deemed a Texas Recognized School. In 2001-2002, 2008-2010, Cobb was deemed a Texas Exemplary School. In 2016, Cobb met standard in the accountability rating and earned a distinction designation in Top 25% Closing Performance Gaps. In 2017, Cobb again met 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 to our Reading Plus, Math Plus, and standard after school tutorial programs, we now offer a new course called Leaders in Training. This course will focus on teaching social skills that are necessary for students to be successful. We also offer afterschool extra curricular 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. Teachers were brought in this past summer to write the pacing guide and lesson plans for these two courses.

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.

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%.

Dr. Gerald D. Cobb serves 334 English Language Learner students, 37 students in the Gifted and Talented program. 47 students identified for 504 services, 1 Tier I student, 1 Tier II student, 0 Tier III students, 134 students served through special education services (11%) and 0 students tested, but not qualified for special education services.

Over the past two years, Cobb has received a rating of F in the area of academic growth (2A) in Domain 2. This past school year 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, 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 site-based decision-making team formed sub-committees to evaluate the previous years' data. The committees evaluated the following eight 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.

The results of the Campus Needs Assessment Survey shows that our staff and students feel that Cobb Sixth Grade Campus is a safe and civil school. The survey also revealed the staff believes that the district's/campus' focus should be on school-wide discipline, increasing college and career readiness opportunities, co-teaching/in class support, student involvement in extra curricular activities, and increased parental involvement. 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 more incentives to promote student and staff attendance.

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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 different elementary feeder campuses. During the 2018-2019 school year, our student demographics (1145 students) 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. The staff is comprised of 78 teachers, 8 professional staff, 4 campus administrators and 10 educational aides. Overall staff demographics is 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 74% Bachelor's degree, 25% Masters 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. Staff attendance in 2017-2018 was 95.87% as compared to this past year, 2018-2019, of 96.5%. Last year, 1069 discipline actions were reported under the TSDS PEIMS Student Disciplinary Action Summary Report.

### Demographics Strengths

A strength is our student attendance over the first 3 six weeks period. The attendance rate averaged 97.25% over this time period, which is above the district's goal of 96.5%.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Increase strategies to monitor student attendance to help circumvent student attendance from decreasing. **Root Cause:** Students with consistent absences begins at the beginning of the year.

# Student Academic Achievement

## Student Academic Achievement Summary

Cobb Sixth Grade campus tests students for STAAR on reading and mathematics. In 2017-2018 Cobb earned a B accountability rating with distinctions in ELA/Reading, Mathematics and Postsecondary Readiness. This past school year we earned a B again 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 area of needs are: academic growth and closing the gaps.

### 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 subpops. 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. Our areas of focus for our LEP students is in listening and speaking. We also did not meet the English Language Proficiency Status target (target: 36%, Cobb's TELPAS Progress Rate: 28%).

## Student Academic Achievement Strengths

Cobb sixth grade campus has seen success in our math STAAR scores. Overall math STAAR scores have gradually increased in approaches, meets, and masters over the past three years. We have also received a distinction in mathematics over the past two school years.



## **Problem Statements Identifying Student Academic Achievement Needs**

**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 data analysis.

**Problem Statement 2:** Increase campus professional development opportunities for all staff. **Root Cause:** Based upon the staff survey, professional development can be repetitive and not meaningful.

**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.

# 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 schedule, 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 are used to determine professional development that the staff needs. Based upon the staff surveys 80% agree that professional development is being offered and 78% of the staff agree with the level of support provided by the instructional staff on campus. As a campus, 94% of the staff agree we have high expectations for student learning and 95% feel teachers have access to data and know how to use it to make instructional decisions that impact students.

As a campus, we maximize instructional time when we begin planning the master schedule. All teachers on campus have a 90 minute conference period that they can use for planning, parent meetings, and team meetings. All core content classes are 90 minutes which focus on reading and math daily and science and social studies 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 on 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.

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 a 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 survey, a strength that we have is that 94% of our staff believe we have high student expectations about student learning. Our staff also believes that they have access to data and they know how to use this information to make instructional decisions that impact their students. Another strength is that we have recognized the need for curricular that will impact our students that have a discipline history. This year we will implement a new course called Leaders in Training. This course will focus on teaching our students skills that will help them become successful individuals. Also, we will continue to implement our Reach to Teach program for boys who struggle to make good decisions.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** The staff would like more input into campus decisions **Root Cause:** Based upon the staff survey, the staff's perception is that they are not included in the decision making processes.

**Problem Statement 2:** Increase strategies to monitor student attendance to help circumvent student attendance from decreasing. **Root Cause:** Students with consistent absences begins at the beginning of the year.

# Perceptions

## Perceptions Summary

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. A decrease in our student attendance has shown a decrease of less than 1% over the past year. In addition, to showing an increase in student absences we have noticed a correlation between student behavior and student instruction. Over the past year we observed 43 % of the student offenses resulted in students missing class time due to suspensions, ISS, DAEP for partial or all day placements. The largest number of discipline referrals occurred in the months of February with 345 offenses. Overall the majority of our offenses are from 54% of Hispanic students and 73% of the male student population.

Based upon the staff survey as a campus we need to continue to work on discipline with 56% of the staff feel that is a concern specifically with consistency in consequences. Overall 64% of the staff view the climate of the campus as positive and 80% feel safe and secure on the campus.

The results from the parent survey overall exhibited parents have a positive perception of the school with 82% of the parents feeling welcome and 79% feeling their concerns and calls are responded to in a timely manner. While parent communication through newsletters, facebook, email and phone calls is effective based upon 77% of parents agreeing they receive parent communications and 92% agree the information sent out is in an easy to understand manner. 41% of our parents feel there are some barriers that hinder them from attending parent meetings and 20-25% do not attend.

## Perceptions Strengths

A strength of Cobb Sixth Grade Campus is our parents feel welcome and the parent communication we sent out is easy to understand. Overall, 79% of our parents agree the information sent out is translated when appropriate into the appropriate language.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parent involvement 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:** Staff is concerned with student discipline. **Root Cause:** Lack of communication between the administrator and the teacher regarding consequences. To ensure consistent discipline teachers will be provided with clear discipline guidelines.

# Priority Problem Statements

**Problem Statement 1:** Increase professional development opportunities on campus to increase the instructional capacity of the staff.

**Root Cause 1:** Based upon campus staff survey, staff development can be repetitive and not informational or meaningful.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Increase strategies to monitor student attendance to help circumvent attendance from decreasing.

**Root Cause 2:** Students with consistent absences begins at the beginning of the year.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** An increase in student altercation/confrontations from last year.

**Root Cause 3:** Students do not know how to address confrontation and need social skills for recurrent offenders.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Lack of growth in STAAR reading approaches, meets, and masters.

**Root Cause 4:** There is a need for increased professional development to better serve the needs of our student population.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** STAAR scores for our students of white ethnicity has not met federal accountability standards.

**Root Cause 5:** We need to increase the focus on our students with small student populations.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** Student growth in math STAAR is below expectations.

**Root Cause 6:** Focus on providing teachers with training for teaching 90 minutes classes.

**Problem Statement 6 Areas:** Student Achievement

**Problem Statement 7:** Student growth for special education students in math and reading is below all students.

**Root Cause 7:** Increase professional development specific to serving the needs of students with ADHD and learning disabilities.

**Problem Statement 7 Areas:** Student Achievement

**Problem Statement 8:** Student growth in the areas of reading and math is below expectations.

**Root Cause 8:** Professional development in the areas of accountability, teaching a 90 minute class, engagement structures, and data analysis.

**Problem Statement 8 Areas:** Student Achievement - Student Academic Achievement

**Problem Statement 9:** Increase strategies to monitor student attendance to help circumvent student attendance from decreasing.

**Root Cause 9:** Students with consistent absences begins at the beginning of the year.

**Problem Statement 9 Areas:** School Culture and Climate - School Context and Organization - Demographics - School Processes & Programs

**Problem Statement 10:** A increase in student altercations/confrontations from last year.

**Root Cause 10:** Students do not know how to address confrontation and need social skills for recurrent offenders.

**Problem Statement 10 Areas:** School Culture and Climate - School Context and Organization

**Problem Statement 11:** Parent involvement is low at parent meetings.

**Root Cause 11:** Parent meetings are offered during the day and parent meetings are rarely offered after work hours.

**Problem Statement 11 Areas:** Parent and Community Engagement

**Problem Statement 12:** The staff would like more input into campus decisions.

**Root Cause 12:** Based upon the staff survey, the staff feels they are not included in campus decisions.

**Problem Statement 12 Areas:** School Context and Organization

**Problem Statement 13:** An increase in students missing instruction due to placement in ISS or OSS.

**Root Cause 13:** There was an increase in student altercations and more severe offenses.

**Problem Statement 13 Areas:** School Context and Organization

**Problem Statement 14:** Staff is concerned with student discipline.

**Root Cause 14:** Lack of communication between the administrator and the teacher regarding consequences. To ensure consistent discipline, teachers will be provided with clear discipline guidelines.

**Problem Statement 14 Areas:** School Context and Organization

**Problem Statement 15:** Content teachers need more one on one time with instructional specialists to increase their knowledge base and skill set.

**Root Cause 15:** Not enough targeted PD specific to content area (or coaching).

**Problem Statement 15 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 16:** Less than 100% accuracy on safety drills other than fire drills.

**Root Cause 16:** Staff require more practice with different drills throughout the school year.

**Problem Statement 16 Areas:** School Context and Organization

**Problem Statement 17:** Increase in student participation in double blocked electives, such as band/choir.

**Root Cause 17:** Decrease in enrollment coming from elementary school and our new schedule.

**Problem Statement 17 Areas:** School Context and Organization

**Problem Statement 18:** Students are not exposed to character education consistently.

**Root Cause 18:** Character education is not promoted enough school wide.

**Problem Statement 18 Areas:** School Culture and Climate

**Problem Statement 19:** Students and parents are not aware of post-college opportunities.

**Root Cause 19:** Not enough campus opportunities to share information with students and parents.

**Problem Statement 19 Areas:** Parent and Community Engagement

**Problem Statement 20:** Decrease in Pre AP numbers from 5th grade and scheduling concerns.

**Root Cause 20:** Scheduling conflicts with Pre AP and certain elective classes (such as band) or with SPED class requirements.

**Problem Statement 20 Areas:** School Context and Organization

**Problem Statement 21:** 5th grade students not aware of Cobb's policies, procedures, and extra curricular activities.

**Root Cause 21:** Time and availability of counselors to coordinate presentations at the 5th grade campuses.

**Problem Statement 21 Areas:** Parent and Community Engagement

**Problem Statement 22:** Decrease in students interested in/participation in fine arts activities/classes, intramural sports, and clubs and organizations.

**Root Cause 22:** Students are not aware of events taking place due to decrease in advertising for these events, such as announcements, call-outs, handouts, etc.

**Problem Statement 22 Areas:** School Context and Organization

**Problem Statement 23:** Not enough staff are involved in the decision making teams/committees

**Root Cause 23:** Not enough opportunities for staff to get involved in decision making processes.

**Problem Statement 23 Areas:** School Context and Organization



**Problem Statement 24:** More training from instructional specialists, librarian, administrators, technology specialist to support instruction.

**Root Cause 24:** 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 24 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 25:** There is a need to ensure compliance of all state, federal and district requirements.

**Root Cause 25:** We need to ensure we have all calendar dates for all deadlines and all requirements so we can ensure we are up to date.

**Problem Statement 25 Areas:** School Context and Organization

**Problem Statement 26:** Decrease in student achievement in the areas of listening, speaking, reading, and writing on the TELPAS assessment.

**Root Cause 26:** Students need more practice in the areas of listening, speaking, reading, and writing.

**Problem Statement 26 Areas:** Student Achievement - Student Academic Achievement

# Comprehensive Needs Assessment Data Documentation

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

# Goals

## Goal 1: Dr. Gerald D. Cobb will ensure growth in the tested areas of STAAR reading/math and TELPAS.

**Performance Objective 1:** Cobb will provide instructional support and high-quality curriculum and resources

**Evaluation Data Source(s) 1:** Increased test scores and use/implementation of the coaching model for instructional support.

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Teachers will be provided with content specific staff development regarding curriculum changes/revisions.	2.4, 2.5	administrators, District support personnel, curriculum specialists	GPISD summer academy participation, sign in sheets				
<b>Problem Statements:</b> Student Achievement 1, 3							
2) Provide teachers feedback and instructional strategies through the coaching cycle.	2.5	administrators, campus specialist	T-TESS evaluation performance				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1							
3) Provide scope and sequence, curriculum maps, appropriate resources by program directors and specialists utilized during content planning meetings	2.5	specialist, team leaders, administrators	Eduphoria lesson plans, power-walks and TTESS data				
<b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 1							
4) Provide technology development training and coaching	2.5	technology specialist, administrators	Survey results				
<b>Problem Statements:</b> Demographics 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
5) Provide up-to-date library resources/training for teachers/students	2.5	librarian and administrators	Survey results and increase use of library for research by teachers/students				
<b>Problem Statements:</b> Demographics 1							
= Accomplished       = Continue/Modify       = No Progress       = Discontinue							

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Increase professional development opportunities on campus to increase the instructional capacity of the staff. <b>Root Cause 1:</b> Based upon campus staff survey, staff development can be repetitive and not informational or meaningful.
Student Achievement
<b>Problem Statement 1:</b> Lack of growth in STAAR reading approaches, meets, and masters. <b>Root Cause 1:</b> There is a need for increased professional development to better serve the needs of our student population.
<b>Problem Statement 3:</b> Student growth in math STAAR is below expectations. <b>Root Cause 3:</b> Focus on providing teachers with training for teaching 90 minutes classes.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Content teachers need more one on one time with instructional specialists to increase their knowledge base and skill set. <b>Root Cause 1:</b> Not enough targeted PD specific to content area (or coaching).

**Goal 1:** Dr. Gerald D. Cobb will ensure growth in the tested areas of STAAR reading/math and TELPAS.

**Performance Objective 2:** All students will improve their academic performance with an overall improvement of 5% in both reading and math STAAR exams.

**Evaluation Data Source(s) 2:** STAAR Scores and district assessments

**Summative Evaluation 2:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide daily instruction, pull-outs, learning camps, tutorials with a focus on growth in math and reading.	2.4, 2.5, 2.6	Administrators, counselors and teachers	Increased STAAR percentages for all sub-pops.				
<b>Problem Statements:</b> Student Achievement 4 <b>Funding Sources:</b> 285 - Title IV - 15000.00, 199-24 - SCE - 5000.00, 199 - Local - 5000.00							
2) Instructional specialists (including district level specialists) will model lessons, conduct small group instruction and pullouts.	2.5	administrators	Increased student success on assessments and STAAR				
<b>Problem Statements:</b> Student Achievement 2, 4							
3) District Instructional specialist(s) will provide support to math and RELA teachers by conducting planning meetings, training, coaching and providing feedback.	2.5	administrators	Increased student success on district assessments and STAAR				
<b>Problem Statements:</b> Student Achievement 1, 3, 4							
4) Provide Pre-AP curriculum and targeted tutorials to ensure Pre-AP students are challenged.	2.5, 2.6	administrators and teachers	Increased growth of 5% in Masters level STAAR scores in reading and math				
<b>Problem Statements:</b> Student Achievement 1, 5 - Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 1 <b>Funding Sources:</b> 199 - Local - 500.00							
5) Continue curriculum-based assessments and district assessments to monitor and drive instruction and implement interventions using the resulting data.	2.5	Dept. chairs and instructional specialist	Student growth and success data reports lesson plans				
<b>Problem Statements:</b> Student Achievement 2 - Staff Quality, Recruitment, and Retention 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
6) Students will be exposed to various forms of instructional technology to enhance their learning.	2.5	all staff	increased academic performance on STAAR				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 <b>Funding Sources:</b> 199 - Local - 5000.00							
7) Provide necessary training for state assessments		campus testing coordinators	training logs and handouts				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1							
8) Track student achievement and set individual student goals for all students to increase meets and masters level performance via goal setting conferences	2.4	Administrators, instructional specialist and teachers	number of students achieving Level II satisfactory performance on STAAR				
9) Reading and math support classes are provided for all students who were unsuccessful on the 5th-grade STAAR	2.4	instructional specialist, teachers, administrators and counselors	Increased number of students meeting approaches on STAAR				
<b>Problem Statements:</b> Student Achievement 1							
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 10) Students will be encouraged to participate in the campus science fair.	2.4	administrators	increased success in students mastering science objectives with at least 400 students participating in the science fair.				
11) The campus will provide Saturday school for all students that fail their core classes	2.5	administrators, counselors, and teachers	decrease the number of failures per nine-weeks				
<b>Funding Sources:</b> 285 - Title IV - 6000.00							
12) Each department will hold after school tutorials on their assigned days	2.5	all departments	Increase the number of students participating in after school tutorials. Higher passing rate in core subjects.				
<b>Funding Sources:</b> 199 - Local - 5000.00, 285 - Title IV - 5000.00, 000 - Grant Funds - 2000.00							
13) Analyze data and provide appropriate interventions necessary for success on state assessments, district and campus assessments	2.5	all departments	assessment results				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
14) The campus will provide ESL/LEP tutorials and provide resources for ESL/LEP students.	2.5, 2.6	ESL department/ESL administrator	Increased STAAR and nine week scores				
<b>Problem Statements:</b> Student Achievement 1, 3, 4 <b>Funding Sources:</b> 199 - Bilingual - 1500.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

### Performance Objective 2 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> Lack of growth in STAAR reading approaches, meets, and masters. <b>Root Cause 1:</b> There is a need for increased professional development to better serve the needs of our student population.
<b>Problem Statement 2:</b> STAAR scores for our students of white ethnicity has not met federal accountability standards. <b>Root Cause 2:</b> We need to increase the focus on our students with small student populations.
<b>Problem Statement 3:</b> Student growth in math STAAR is below expectations. <b>Root Cause 3:</b> Focus on providing teachers with training for teaching 90 minutes classes.
<b>Problem Statement 4:</b> Student growth for special education students in math and reading is below all students. <b>Root Cause 4:</b> Increase professional development specific to serving the needs of students with ADHD and learning disabilities.
<b>Problem Statement 5:</b> Student growth in the areas of reading and math is below expectations. <b>Root Cause 5:</b> Professional development in the areas of accountability, teaching a 90 minute class, engagement structures, and data analysis.
Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> More training from instructional specialists, librarian, administrators, technology specialist to support instruction. <b>Root Cause 1:</b> 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.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Content teachers need more one on one time with instructional specialists to increase their knowledge base and skill set. <b>Root Cause 1:</b> Not enough targeted PD specific to content area (or coaching).
Student Academic Achievement
<b>Problem Statement 1:</b> Student growth in the areas of reading and math is below expectations. <b>Root Cause 1:</b> Professional development in the areas of accountability, teaching a 90 minute class, engagement structures, and data analysis.

**Goal 1:** Dr. Gerald D. Cobb will ensure growth in the tested areas of STAAR reading/math and TELPAS.

**Performance Objective 3:** Monitor student performance and achievement gap of special populations and programs

**Evaluation Data Source(s) 3:** Improved targeted lesson, STAAR scores, teacher-based assessments and unit tests.

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Utilize goal tracking to review and monitor student performance as it pertains to all LEP, LEP/SPED, monitored LEP and migrant students to exceed that state of students passing STAAR	2.4, 2.6	administrators	Increase student success in all sup pops to meet all system safegaurds				
<b>Problem Statements:</b> Student Achievement 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1							
2) Students that are Second Language Learners will be given opportunities to learn the regular 6th grade curricula as well as supplementary ESL instruction	2.5, 2.6	Administrators	Increased scores for district assessments and STAAR				
<b>Funding Sources:</b> 199 - Bilingual - 3000.00							
3) Students identified as Special Education students will be challenged appropriately in mainstream classrooms to meet the challenges of STAAR	2.5, 2.6	all departments and administrators	higher percentage of students passing STAAR				
<b>Problem Statements:</b> Student Achievement 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1							
4) Teachers and students will develop reading and writing goals using the previous years TELPAS scores.	2.5, 2.6	All teachers, administrators	Increase in TELPAS scores and number of students exiting the program.				
<b>Problem Statements:</b> Student Achievement 1							
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 3 Problem Statements:**



### Student Achievement

**Problem Statement 1:** Lack of growth in STAAR reading approaches, meets, and masters. **Root Cause 1:** There is a need for increased professional development to better serve the needs of our student population.

**Problem Statement 4:** Student growth for special education students in math and reading is below all students. **Root Cause 4:** Increase professional development specific to serving the needs of students with ADHD and learning disabilities.

### Staff Quality, Recruitment, and Retention

**Problem Statement 1:** More training from instructional specialists, librarian, administrators, technology specialist to support instruction. **Root Cause 1:** 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.

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** Content teachers need more one on one time with instructional specialists to increase their knowledge base and skill set. **Root Cause 1:** Not enough targeted PD specific to content area (or coaching).

**Goal 1:** Dr. Gerald D. Cobb will ensure growth in the tested areas of STAAR reading/math and TELPAS.

**Performance Objective 4:** Cobb will build instructional capacity through coaching, professional development, and academies

**Evaluation Data Source(s) 4:** Improved lesson plans, STAAR scores, Pre-AP scores, teacher-based assessments and unit tests.

**Summative Evaluation 4:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Required participation in summer academy opportunities for each content area	2.5	Content AP, principal, program directors	Increased student achievement				
<b>Problem Statements:</b> Student Achievement 1, 3 - Staff Quality, Recruitment, and Retention 1							
2) Provide content/team planning and common conference periods for core content areas	2.5	administrators and counselors	content team planning minutes team minutes lesson plans				
3) Specialist(s) and core department chairs meet bi-weekly with Lead assistant principal	2.5	Lead assistant principal	meeting minutes sign in sheets				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 4 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> Lack of growth in STAAR reading approaches, meets, and masters. <b>Root Cause 1:</b> There is a need for increased professional development to better serve the needs of our student population.
<b>Problem Statement 3:</b> Student growth in math STAAR is below expectations. <b>Root Cause 3:</b> Focus on providing teachers with training for teaching 90 minutes classes.
Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> More training from instructional specialists, librarian, administrators, technology specialist to support instruction. <b>Root Cause 1:</b> 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.

**Goal 1:** Dr. Gerald D. Cobb will ensure growth in the tested areas of STAAR reading/math and TELPAS.

**Performance Objective 5:** Cobb will meet all state and federal accountability standards

**Evaluation Data Source(s) 5:** STAAR data

**Summative Evaluation 5:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Cobb administration will work with central office personnel over accountability and ensure we are in compliance with all district, state and federal requirements.		administrators	100% compliance with all district, state and federal requirements				
2) Cobb administrators and counselors will ensure that all HB5 compliance requirements are met		administrators and counselors	100% compliance with all HB5 requirements				
3) Testing coordinators will attend all district training for testing and accountability. Testing coordinators will provide training to staff to ensure staff is informed of the district/campus goals for student success.	3.2	administrators	no testing irregularities				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1							
4) The accountability support team will facilitate and monitor assigned areas according to their roles on campus to ensure that all areas of compliance are met.		administrators, counselors, campus specialist, department chairs and team leaders	100% compliance with all district, state and federal requirements				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 5 Problem Statements:**

Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> More training from instructional specialists, librarian, administrators, technology specialist to support instruction. <b>Root Cause 1:</b> 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.

**Goal 1:** Dr. Gerald D. Cobb will ensure growth in the tested areas of STAAR reading/math and TELPAS.

**Performance Objective 6:** Cobb will implement a campus wide writing prompt to assess students' growth in writing.

**Evaluation Data Source(s) 6:** TELPAS data from 5th grade to identify students.

Campus wide writing prompts in all subjects.

Rubric used to assess students writing

**Summative Evaluation 6:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Teachers will assess students, every 3 weeks, using a department wide writing prompt. A rubric will be provided so teachers can grade their students' writing prompts.		Teachers, administrators, specialists, department chairs	Improvement in students' writing				
<b>Problem Statements:</b> Student Achievement 7 - Student Academic Achievement 3							
2) Teachers will ensure students are speaking using complete sentences. Also, teachers will focus on increasing small group purposeful talk in their lessons.		Teachers, specialists, administrators	Increase in students ability to communicate verbally ( increase in students' speaking scores on TELPAS)				
<b>Problem Statements:</b> Student Achievement 7 - Student Academic Achievement 3							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 6 Problem Statements:**

Student Achievement
<b>Problem Statement 7:</b> Decrease in student achievement in the areas of listening, speaking, reading, and writing on the TELPAS assessment. <b>Root Cause 7:</b> Students need more practice in the areas of listening, speaking, reading, and writing.
Student Academic Achievement
<b>Problem Statement 3:</b> Decrease in student achievement in the areas of listening, speaking, reading, and writing on the TELPAS assessment. <b>Root Cause 3:</b> Students need more practice in the areas of listening, speaking, reading, and writing.

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

**Performance Objective 1:** Teach Safety Practices and protocols to staff and students.

**Evaluation Data Source(s) 1:** In 2018-2019, Cobb will comply with 100% of all drills and safety protocols. Cobb will conduct major drills: fire drills, lockdown, lockout, weather, tornado at least once at the beginning of each semester.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Teach and conduct annual safety drills: fire drills lockdown, lockout, shelter in place, reverse evacuation and all required safety protocol and practices.		Administrators	Staff and students understand proper evacuation and reverse evacuation procedures.				
<b>Problem Statements:</b> School Context and Organization 6							
2) Train and meet with Emergency Response team and participate in the tabletop crisis preparedness meeting.		Administrators, emergency response team	All staff members and students know and understand the proper procedures and safety protocols in the event of a safety emergency.				
<b>Problem Statements:</b> School Context and Organization 6							
3) Accompany district staff to complete the campus safety audit.		Administrators	Recommendations are noted in the Campus crisis plan. Information will be communicated to all staff members to improve safety of all stake holders.				
<b>Problem Statements:</b> School Context and Organization 6							
4) Ensure teachers are trained in and adhere to Foundations and Champs programs through August staff development		Administrators	School Discipline decreases by 10% compared to 2017-2018.				
<b>Problem Statements:</b> School Context and Organization 3							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

### Performance Objective 1 Problem Statements:

**School Context and Organization**

**Problem Statement 3:** Staff is concerned with student discipline. **Root Cause 3:** Lack of communication between the administrator and the teacher regarding consequences. To ensure consistent discipline, teachers will be provided with clear discipline guidelines.

**Problem Statement 6:** Less than 100% accuracy on safety drills other than fire drills. **Root Cause 6:** Staff require more practice with different drills throughout the school year.

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

**Performance Objective 2:** Educate student and parents on current issues to provide a safe and healthy learning environment.

**Evaluation Data Source(s) 2:** Counselors will continue to hold parent meetings throughout the year on various topics such as violence, drug abuse, bullying prevention, and interventions.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Presentation by North Shore counseling, Harris County Deputy and Mayor's anti-gang service to parents/students on prevention of violence and drug abuse.		counselors and administrators	decrease the number of bullying referrals and increase parent participation.				
	<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> 285 - Title IV - 200.00						
2) Counselor's Corner during lunch to make students aware of ways to report bullying and violence.		counselor's and administrators	decrease in the number of bullying referrals on campus and make students aware of what bullying is.				
	<b>Problem Statements:</b> School Culture and Climate 2 - School Context and Organization 5						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 2 Problem Statements:**

School Culture and Climate
<b>Problem Statement 2:</b> A increase in student altercations/confrontations from last year. <b>Root Cause 2:</b> Students do not know how to address confrontation and need social skills for recurrent offenders.
Parent and Community Engagement
<b>Problem Statement 1:</b> Parent involvement is low at parent meetings. <b>Root Cause 1:</b> Parent meetings are offered during the day and parent meetings are rarely offered after work hours.

### School Context and Organization

**Problem Statement 5:** A increase in student altercations/confrontations from last year. **Root Cause 5:** Students do not know how to address confrontation and need social skills for recurrent offenders.



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

**Performance Objective 3:** A coordinated campus-wide health and wellness program that creates a healthy environment so staff and students can thrive and are productive.

**Evaluation Data Source(s) 3:** The campus wellness committee lead by the school nurse will lead a campus wellness program by implementing student and campus wellness education materials and announcements.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Fitness gram and health lessons are incorporated in PE classes throughout the school year.		PE teachers and administrators	Increase healthy eating and exercise.				
2) Provide mobile and dental van to parents and students for health services		nurse and adminstraotrs	Students have the opportunity to receive health services.				
3) Create and maintain a campus wellness plan		administrator and school nurse	decrease the number of teacher absences due to illness				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

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

**Performance Objective 4:** Continue to provide instruction on the acceptable use of digital tools and resources to students and employees.

**Evaluation Data Source(s) 4:** Campus technology instructional specialist will continue to give students, teachers, and staff the proper training in order to stay in compliance with acceptable use of digital tools.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Yearly training for teachers and students on Internet safety		administrators and TIS	100% completion and compliance of technology modules				
2) TIS will conduct teacher training on internet safety and best practices in using technology in instruction.		TIS and administrators	Increasing student engagement and teacher competency in technology				
3) Implementation of new technology panels and new chrome books for the 2019-2020 school year.		TIS	Increasing student engagement and teacher competency in technology				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

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

**Performance Objective 5:** Provide regular communication for parents, students and staff

**Evaluation Data Source(s) 5:** Review parent/ teacher surveys, CPAC meetings, and parental involvement meetings.

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) All A and A/B honor roll recognitions every nine weeks		Administrators	Academic Honor Wall and Socials				
2) Perfect attendance celebrations every semester (carnival and trips)		administrators, attendance clerk and counselors	Increase in student attendance from 96.29% for 2017-2018 school year.				
3) Monthly parent/community newsletter and outreach activity		TIS, administrators and counselors	increase in parent involvement				
4) Celebrations for staff members who have perfect attendance every 9 weeks, semester and yearly.		administrators	Increase staff attendance from 92.9% and teacher attendance for the 2018-2019 school year.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

### Goal 3: Dr. Gerald D. Cobb will provide effective information and opportunities to assist students in preparing for college and career readiness.

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

**Evaluation Data Source(s) 1:** survey

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Students and parents will be exposed to college information and post-college opportunities through presentations during Friday lunches and district college night.	3.1, 3.2	Counselors, CIS and administrators	Students can identify different colleges and careers they offer. Increase awareness of post high school opportunities available for students.				
<b>Problem Statements:</b> Parent and Community Engagement 1, 2							
2) Staff highlights colleges by decorating doors, creating door name plates and wearing a college shirt on Wednesdays.		Administrators	100 % participation and increase knowledge of college opportunities and information.				
<b>Problem Statements:</b> Parent and Community Engagement 2							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

#### Performance Objective 1 Problem Statements:

Parent and Community Engagement
<b>Problem Statement 1:</b> Parent involvement is low at parent meetings. <b>Root Cause 1:</b> Parent meetings are offered during the day and parent meetings are rarely offered after work hours.
<b>Problem Statement 2:</b> Students and parents are not aware of post-college opportunities. <b>Root Cause 2:</b> Not enough campus opportunities to share information with students and parents.

**Goal 3:** Dr. Gerald D. Cobb will provide effective information and opportunities to assist students in preparing for college and career readiness.

**Performance Objective 2:** Increase success rate of students achieving college and career readiness indicators

**Evaluation Data Source(s) 2:** Increase the number of stakeholders achieving college and career readiness.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Promote and schedule Pre-AP Classes		Counselors	Increase enrollment in Pre-AP Classes.				
<b>Problem Statements:</b> School Context and Organization 8							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 2 Problem Statements:**

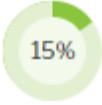

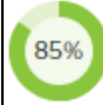
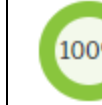
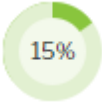

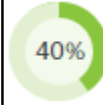
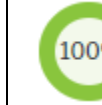


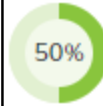
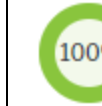


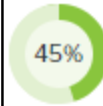
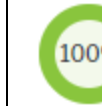




School Context and Organization
<b>Problem Statement 8:</b> Decrease in Pre AP numbers from 5th grade and scheduling concerns. <b>Root Cause 8:</b> Scheduling conflicts with Pre AP and certain elective classes (such as band) or with SPED class requirements.

**Goal 3:** Dr. Gerald D. Cobb will provide effective information and opportunities to assist students in preparing for college and career readiness.

**Performance Objective 3:** Provide comprehensive counseling to students and their parents when appropriate in personal, social, emotional and career development.

**Evaluation Data Source(s) 3:** end of the year survey

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide parent/student information to help students cope with real-life situations, daily events, peers and transitioning to 6th grade.	3.2	Counselors	Increase students coping skills with various life situations and knowledge of steps needed to seek assistance.				
<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> 285 - Title IV - 500.00							
2) Provide information regarding violence prevention and intervention on campus		counselors	Increase understand of how to prevent violence				
<b>Problem Statements:</b> School Culture and Climate 2 - Parent and Community Engagement 1 - School Context and Organization 3, 5 <b>Funding Sources:</b> 285 - Title IV - 200.00							
3) Conduct morning announcements about character education	2.5	Character education lead teacher	improve student understanding of character traits.				
<b>Problem Statements:</b> School Culture and Climate 2 - School Context and Organization 5 <b>Funding Sources:</b> 199 - Local - 200.00							
4) Communication with students that they can talk to counselors confidentially about peer issues		counselors	improve student confidence				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 3 Problem Statements:**

### School Culture and Climate

**Problem Statement 2:** A increase in student altercations/confrontations from last year. **Root Cause 2:** Students do not know how to address confrontation and need social skills for recurrent offenders.

### Parent and Community Engagement

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

### School Context and Organization

**Problem Statement 3:** Staff is concerned with student discipline. **Root Cause 3:** Lack of communication between the administrator and the teacher regarding consequences. To ensure consistent discipline, teachers will be provided with clear discipline guidelines.

**Problem Statement 5:** A increase in student altercations/confrontations from last year. **Root Cause 5:** Students do not know how to address confrontation and need social skills for recurrent offenders.

**Goal 3:** Dr. Gerald D. Cobb will provide effective information and opportunities to assist students in preparing for college and career readiness.

**Performance Objective 4:** Provide transitional opportunities to students and parents

**Evaluation Data Source(s) 4:** end of the year survey

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Counselors will collaborate with Cunningham and NSMS counselors to provide informational assemblies for students.		Counselors and administrators	Students are familiar with campus policies, procedures, courses and extracurricular activities				
2) Counselors will provide a parent informational meeting concerning students transition to 7th grade.		counselors and administrators	Parents are familiar with the 7th grade policy, procedures, elective classes and extracurricular activities.				
<b>Problem Statements:</b> Parent and Community Engagement 1							
3) Counselors will meet with groups of students who have been identified at risk in a pre-determined area.		counselors and administrators	Decrease in student behavior and increase in academic success.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 4 Problem Statements:**

Parent and Community Engagement
<b>Problem Statement 1:</b> Parent involvement is low at parent meetings. <b>Root Cause 1:</b> Parent meetings are offered during the day and parent meetings are rarely offered after work hours.



**Goal 3:** Dr. Gerald D. Cobb will provide effective information and opportunities to assist students in preparing for college and career readiness.

**Performance Objective 5:** Continue to provide counseling services on relevant topics to students.

**Evaluation Data Source(s) 5:** end of the year survey

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Counselors will meet with students in a group and individuals who have been identified at risk in a pre-determined area.		counselors and administrators	Decrease in student misbehavior and increase in academic success.				
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue							

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

**Performance Objective 1:** Increase student participation in Fine arts programs

**Evaluation Data Source(s) 1:** Number of student enrolled in courses

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide opportunities for all students to participate in activities that will encourage social and academic growth so students will value and appreciate their education and environment	2.5	counselors	increased participation in band and choir				
<b>Problem Statements:</b> School Context and Organization 7, 9							
2) Staff will promote fine arts activities by making announcements, posters throughout campus, Cobb website, school marquee and call-outs.	2.5	Administrators and teachers	Increased participation in band and choir				
<b>Problem Statements:</b> School Context and Organization 9							
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue							

**Performance Objective 1 Problem Statements:**

School Context and Organization
<b>Problem Statement 7:</b> Increase in student participation in double blocked electives, such as band/choir. <b>Root Cause 7:</b> Decrease in enrollment coming from elementary school and our new schedule.
<b>Problem Statement 9:</b> Decrease in students interested in/participation in fine arts activities/classes, intramural sports, and clubs and organizations. <b>Root Cause 9:</b> Students are not aware of events taking place due to decrease in advertising for these events, such as announcements, call-outs, handouts, etc.

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

**Performance Objective 2:** Increased student participation in extra-curricular activities

**Evaluation Data Source(s) 2:** Number of student enrolled in courses

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) A student will be provided with opportunities to participate in intramural sports that include volleyball, basketball and flicker ball.	2.5, 3.2	administrators and coaches	increased participation in intramural sports				
	<b>Problem Statements:</b> School Context and Organization 9 <b>Funding Sources:</b> 199 - Local - 2560.00, 461 - Campus Activity Funds - 600.00						
2) Promote participation in clubs and organizations through parent nights, assemblies, call-outs.	2.5, 3.2	sponsors	increased membership in clubs/organizations				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 2 Problem Statements:**

School Context and Organization
<b>Problem Statement 9:</b> Decrease in students interested in/participation in fine arts activities/classes, intramural sports, and clubs and organizations. <b>Root Cause 9:</b> Students are not aware of events taking place due to decrease in advertising for these events, such as announcements, call-outs, handouts, etc.

## Goal 5: Dr. Gerald D. Cobb 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 Source(s) 1:** Monthly and yearly teacher attendance

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Implement teacher incentive program to motivate teachers to come to work regularly: Jeans pass, shoutouts, lunch, Cobb polo, warehouse incentive		administrators	Increase in staff attendance				
<b>Funding Sources:</b> 199 - Local - 2000.00							
2) Conference with all staff regarding the number of absences and provide intervention strategies when necessary		administrators	Decrease in the number of staff absences				
3) Improve school climate by implementing teacher committees, such as attendance and climate committees.		Administrators, teachers	Increase in teacher decision making on initiatives that affect the campus.				
<b>Problem Statements:</b> School Context and Organization 1, 10							
4) Increase teacher/staff activities that boost morale, such as "Smile on Wheels", hallway competitions, Sock Exchange, etc.		Teachers, Administrators	Increase in staff morale which in turn affects staff attendance				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

### Performance Objective 1 Problem Statements:

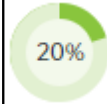
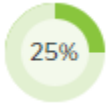


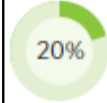



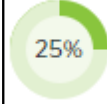







School Context and Organization
<b>Problem Statement 1:</b> The staff would like more input into campus decisions. <b>Root Cause 1:</b> Based upon the staff survey, the staff feels they are not included in campus decisions.
<b>Problem Statement 10:</b> Not enough staff are involved in the decision making teams/committees <b>Root Cause 10:</b> Not enough opportunities for staff to get involved in decision making processes.

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

**Performance Objective 1:** Cobb will enhance the relationship between the district and its partners

**Evaluation Data Source(s) 1:** End of the year survey

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Host open house, coffee with the principal meetings, National Father's take your child to school day, Math/Science Literacy night/ CPAC and CIS.	3.2	counselors, CIS, Administrators	Increased number of parents participating in events.				
	<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> 285 - Title IV - 500.00, 199 - Local - 500.00						
2) Enhance and recruit to maintain the relationship between the district and its partners and create a system to monitor business partners		counselor, community relations liasion	Enhance partnership relations using a system of monitoring				
3) Recruit parent/business representative for Site Base Decision Making Team and LPAC	3.2	Administrator	Increased parental involvement in decision making				
	<b>Problem Statements:</b> Parent and Community Engagement 1						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

### Performance Objective 1 Problem Statements:

Parent and Community Engagement
<b>Problem Statement 1:</b> Parent involvement is low at parent meetings. <b>Root Cause 1:</b> Parent meetings are offered during the day and parent meetings are rarely offered after work hours.

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

**Performance Objective 2:** Increased parent involvement and volunteer opportunities

**Evaluation Data Source(s) 2:** End of the year survey

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Offer morning and evening parent meetings	3.2	administrators and counselors	increased parent participation in school events				
<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> 199 - Local - 500.00, 285 - Title IV - 500.00							
2) Provide parent opportunities to sign up for specific events though National Father's Take Your Child to School Day, ESL classes offered weekly, Parent Nights.	3.2	Administrators, counselors	Sign in sheets, increase the number of volunteers				
<b>Problem Statements:</b> Parent and Community Engagement 1							
3) Provide increased parent communication as it pertains to student education via a monthly newsletter, regularly updated Cobb website and Facebook page, standard mail, and text messages through Black Board.	3.2	administrators and TIS	Increased parent involvement				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 2 Problem Statements:**

Parent and Community Engagement
<b>Problem Statement 1:</b> Parent involvement is low at parent meetings. <b>Root Cause 1:</b> Parent meetings are offered during the day and parent meetings are rarely offered after work hours.

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

**Performance Objective 3:** Maintain compliance with all Title I parent involvement requirements

**Evaluation Data Source(s) 3:** End of the year survey

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide parents with a Title I letter and post the letter on our website	3.1	counselors and administrators	Increase parent awareness and knowledge of Title I parental rights and maintain 100% highly qualified staff members.				
<b>Funding Sources:</b> 285 - Title IV - 500.00							
2) Title I meeting notifications are communicated through campus call-outs, newsletter and campus website in English/Spanish.	3.1	administrators and counselors	increase parent attendance at Title I meetings				
<b>Problem Statements:</b> Parent and Community Engagement 1							
<b>Funding Sources:</b> 199 - Local - 200.00							
3) Parents are provided with meetings on several topics: Family Friendly, Health/Wellness, College, Dating Violence/Healthy Relationships	3.2	administrators and counselors	Increase in parent participation in meetings. Positive parent responses on parent meeting surveys.				
<b>Problem Statements:</b> Parent and Community Engagement 1							
<b>Funding Sources:</b> 199 - Local - 500.00, 285 - Title IV - 500.00							
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 3 Problem Statements:**

Parent and Community Engagement
<b>Problem Statement 1:</b> Parent involvement is low at parent meetings. <b>Root Cause 1:</b> Parent meetings are offered during the day and parent meetings are rarely offered after work hours.

# Goal 7: Dr. Gerald D. Cobb will ensure high-quality staff is employed and trained through professional development.

**Performance Objective 1:** Increase professional development opportunities to increase student achievement and job performance.

**Evaluation Data Source(s) 1:** Test Scores and teacher survey

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Teachers will be provided with campus-wide staff development in many different areas including technology, CHAMPS, Accommodations and instruction.	2.5	Administrators and Staff	Review of professional growth hours received each year Sign in sheets				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1						
2) Hire and train only highly qualified teachers to meet the needs of all our students		Principal	Hire new teachers certified in content areas				
	<b>Problem Statements:</b> Demographics 1 - Student Achievement 4						
3) Review STAAR, campus-based and district assessments to monitor student performance. Develop interventions to meet the needs of all students on campus	2.4, 2.5	administrators, counselors, teachers	increase scores in all areas				
	<b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 3, 4, 5 - Student Academic Achievement 1						
4) Teachers will be provided with content specific staff development regarding curriculum changes/revisions necessary to meet STAAR	2.5	administrators, specialist and teachers	Training logs				
	<b>Problem Statements:</b> Demographics 1 - Curriculum, Instruction, and Assessment 1						
5) Teachers will be provided with time and resources every Wednesday and once a week for staff development and collaboration on instruction.	2.5	administrators and teachers	Increased instructional capacity in order to prepare students for the rigor of STAAR				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1						



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
6) Staff Development focused on SPED learners to increase the number of students achieving approaches/meets performance of STAAR	2.6	administrators, instructional specialist, teachers	Increase the number of students achieving approaches/meets performance				
<b>Problem Statements:</b> Student Achievement 4							
= Accomplished      = Continue/Modify      = No Progress      = Discontinue							

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Increase professional development opportunities on campus to increase the instructional capacity of the staff. <b>Root Cause 1:</b> Based upon campus staff survey, staff development can be repetitive and not informational or meaningful.
Student Achievement
<b>Problem Statement 1:</b> Lack of growth in STAAR reading approaches, meets, and masters. <b>Root Cause 1:</b> There is a need for increased professional development to better serve the needs of our student population.
<b>Problem Statement 3:</b> Student growth in math STAAR is below expectations. <b>Root Cause 3:</b> Focus on providing teachers with training for teaching 90 minutes classes.
<b>Problem Statement 4:</b> Student growth for special education students in math and reading is below all students. <b>Root Cause 4:</b> Increase professional development specific to serving the needs of students with ADHD and learning disabilities.
<b>Problem Statement 5:</b> Student growth in the areas of reading and math is below expectations. <b>Root Cause 5:</b> Professional development in the areas of accountability, teaching a 90 minute class, engagement structures, and data analysis.
Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> More training from instructional specialists, librarian, administrators, technology specialist to support instruction. <b>Root Cause 1:</b> 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.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Content teachers need more one on one time with instructional specialists to increase their knowledge base and skill set. <b>Root Cause 1:</b> Not enough targeted PD specific to content area (or coaching).
Student Academic Achievement
<b>Problem Statement 1:</b> Student growth in the areas of reading and math is below expectations. <b>Root Cause 1:</b> Professional development in the areas of accountability, teaching a 90 minute class, engagement structures, and data analysis.

**Goal 7:** Dr. Gerald D. Cobb will ensure high-quality staff is employed and trained through professional development.

**Performance Objective 2:** Enhance programs that increase leadership opportunities for staff and administrators

**Evaluation Data Source(s) 2:** teacher survey

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Continue our instructional framework team consisting of administrators, department chairs and team leaders for the purpose of making decisions that directly impact students. Implement committees that will discuss ideas on how to address areas of need on campus.		Leadership team and administrators	Increased leadership capacity and decisions made by teachers.				
	<b>Problem Statements:</b> School Context and Organization 1 <b>Funding Sources:</b> 199 - Local - 300.00						
2) Have department representatives serve on CPAC and Foundations committees.		administrators	Increased number of leaders on campus.				
	<b>Problem Statements:</b> School Context and Organization 1						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 2 Problem Statements:**

<b>School Context and Organization</b>
<b>Problem Statement 1:</b> The staff would like more input into campus decisions. <b>Root Cause 1:</b> Based upon the staff survey, the staff feels they are not included in campus decisions.

**Goal 7:** Dr. Gerald D. Cobb will ensure high-quality staff is employed and trained through professional development.

**Performance Objective 3:** Create an on-board process to introduce new staff to district culture, goals and programs.

**Evaluation Data Source(s) 3:** teacher survey

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide staff development that addresses district/campus goals and programs	2.5	administrators	Teacher feedback surveys indicating understanding of goals, culture and programs.				
<b>Problem Statements: Demographics 1</b>							
2) Ensure that new staff are provided with a campus mentor		administrators	Positive feedback from teachers about goals, culture and campus programs				
3) Ensure that all new staff participate in district-wide induction activities		campus administrators	sign in sheets				
4) Implement "Chat and Snacks" with the principal		principal	Increase teacher morale				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Increase professional development opportunities on campus to increase the instructional capacity of the staff. <b>Root Cause 1:</b> Based upon campus staff survey, staff development can be repetitive and not informational or meaningful.

**Goal 7:** Dr. Gerald D. Cobb will ensure high-quality staff is employed and trained through professional development.

**Performance Objective 4:** 100% compliance with all highly qualified requirements

**Evaluation Data Source(s) 4:** teacher survey

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Retrain and recruit highly qualified staff within a 4 week period		administrators	100 % compliance				
2) Conduct new teacher monthly academies		administrators and lead teacher mentor	retention of highly qualified teachers				
<b>Problem Statements:</b> Demographics 1							
3) Participate in job fairs and interview applicants		administrators and campus specialist	Applicants				
4) Recognize and celebrate staff accomplishments with lunch incentives and rewards.		administrators	increased teacher morale				
5) Support for teachers conducive to student and teacher academic success and achievement.		administrators	increased teacher morale low teacher turn over				
<b>Problem Statements:</b> Demographics 1							
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 4 Problem Statements:**

## Demographics

**Problem Statement 1:** Increase professional development opportunities on campus to increase the instructional capacity of the staff. **Root Cause 1:** Based upon campus staff survey, staff development can be repetitive and not informational or meaningful.

**Goal 7:** Dr. Gerald D. Cobb will ensure high-quality staff is employed and trained through professional development.

**Performance Objective 5:** Continue to promote the homegrown program and university partnerships

**Evaluation Data Source(s) 5:** teacher survey

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Work with HRS to allow student teachers to work at the campus		administrators	increase the number of homegrown students employed				
2) Work with local universities to allow interns to work on campus		administrators	increased number of student teachers each year				
3) Communities in schools specialist will provide tickets to local university football and basketball games to allow the students and families the opportunity to experience the university atmosphere.		communities in school specialist	increase student interest in college				
4) Communities in schools specialist will provide students and parents with information on college and career awareness as well as drop out prevention strategies.		communities in school specialist counselors	decrease the number of student drop out				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

## Goal 8: Dr. Gerald D. Cobb will provide superior operations services to best support students and staff success.

**Performance Objective 1:** Cobb will evaluate current assets and develop a plan to repair and/or replace equipment in a timely manner

**Evaluation Data Source(s) 1:** Capital outlay plan, CPAC minutes and Eduphoria work orders.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) CPAC will monitor resources and programs to ensure effectiveness		administrators	100% compliance				
2) Foundations committee will devise a monitoring system to safeguard against abuse, loss or waste		administrators and foundation members	100% compliance				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Goal 8:** Dr. Gerald D. Cobb will provide superior operations services to best support students and staff success.

**Performance Objective 2:** Cobb will ensure an efficient and effective use of district resources in order to best support students and staff.

**Evaluation Data Source(s) 2:** teacher survey

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide training for all staff that are handling money		principal	no fiscal procedure irregularities				
2) Financial secretary will attend all district financial training and advise the principal of the budget status on a regular basis		principal	regular assessment of the budget				
3) Selected personnel will be trained and authorized to collect, handle, and deposit money. Only those authorized and accountable will have access to funds		principal	no procedural errors involving money handling				
4) Regular attendance at all district financial training		principal	regular assessment of the budget				
5) ensure funds are allocated properly and that these allocations will reflect the needs of the campus instruction. CPAC will approve the budget		principal	funds will be allocated properly and reflect campus instructional needs				
6) Principal and financial secretary will meet regularly to monitor and district financial resources and the budget.		administrators	regular assessment of the budget				
7) Maintain alliance between campus improvement plan and budget		principal and CPAC team	budget spent in accordance with the plan				
8) A principal will ensure all title funds are allocated properly within federal guidelines, and that are used in a way that maximizes available resources for the optimum instructional benefit		principal	all title expenditures meet compliance requirements				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May

**Goal 8:** Dr. Gerald D. Cobb will provide superior operations services to best support students and staff success.

**Performance Objective 3:** Cobb will aim to achieve high customer satisfaction by providing excellent customer service to both internal and external customers

**Evaluation Data Source(s) 3:** teacher and parent survey

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Create a welcoming environment at the main office of the school		front office staff and administrators	positive school image				
2) Ensure that we have a bilingual personnel or staff member available to assist parents and service the needs of our community		principal	staff member will be available to assist parents				
3) Ensure timely return of parent emails and phone calls		principals, teachers and staff	Parent communicating their appreciation of the school's effort to assist them when needed.				
4) Ensure that campus and teacher websites are up to date and marquee are up to date		principals	up to date information on the website and marquee				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

## Goal 9: Dr. Gerald D. Cobb 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.

**Evaluation Data Source(s) 1:** Increased student attendance on PEIMS Report.

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Administrators and teams will monitor student attendance. Parents will be contacted when students have 3 or more absences in any one grading period.		Attendance clerk, teachers, and administrators	Phone logs, student conferences				
	<b>Problem Statements:</b> Demographics 2						
2) Students with excessive absences will be placed on attendance contracts		Attendance clerk, assistant principals	Decrease in students with excessive absences. Increase in overall campus attendance average				
	<b>Problem Statements:</b> Demographics 2						
3) 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.		Administrator, T.I.S.	Increase in awareness of importance of attendance and an increase in student attendance				
	<b>Problem Statements:</b> Demographics 2						
4) Free dress Fridays for all students if the campus' attendance average for Monday through Thursday is 98% or higher		Attendance clerk, Administrators	Increase in students' weekly attendance rate				
	<b>Problem Statements:</b> Demographics 2						
5) Administrators will monitor Raawee for chronically absent students and hold student/parent conferences as needed, weekly		Administrators, Attendance clerk	Increase in student attendance				
	<b>Problem Statements:</b> Demographics 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
6) Student incentives such as free dress and V.I.C. passes will be given out, randomly, as parents drop their students off at school or as students come off the bus.		Administrators, Staff on morning duty	Increase in student attendance				
	<b>Problem Statements:</b> Demographics 2						
7) Counselors will assist pregnant teens in accessing services and information from community and government agencies		Counselors, Administrators	Decrease in drop out rate caused due to pregnancy				
	<b>Problem Statements:</b> Demographics 2						
8) Counselors will provide services for all homeless and migrant students		Counselors, Administrators	Improved student attendance and academic growth for these students				
	<b>Problem Statements:</b> Demographics 2						
9) Incentives for students with perfect attendance for the first three 9-weeks period. 1st 9 weeks incentive: Popping Attendance: popcorn/Capri Sun		Attendance clerk, administrators	Increase in the number of students with perfect attendance for the 9-weeks.				
	<b>Problem Statements:</b> Demographics 2 <b>Funding Sources:</b> 199 - Attendance Incentive Allocation - 400.00						
10) Students will be randomly selected to receive Cobb t-shirts, Menchie's coupon, or gift cards for being present at school		Attendance clerk, administrators	By rewarding student who come to school, this will entice students to come to school thus increasing daily student attendance				
	<b>Problem Statements:</b> Demographics 2 <b>Funding Sources:</b> 199 - Attendance Incentive Allocation - 300.00						
11) Students with perfect attendance for the 9-weeks grading period will have their names displayed in the hallways and receive a certificate		attendance, administrators	Increase student awareness of attendance and increases recognition of students with perfect attendance per 9 weeks				
	<b>Problem Statements:</b> Demographics 2						
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

**Performance Objective 1 Problem Statements:**

## Demographics

**Problem Statement 2:** Increase strategies to monitor student attendance to help circumvent attendance from decreasing. **Root Cause 2:** Students with consistent absences begins at the beginning of the year.

**Goal 9:** Dr. Gerald D. Cobb 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.

**Evaluation Data Source(s) 2:** Increased student attendance on PEIMS Report.

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Administrators and teams will monitor student attendance. Parents will be contacted when students have 3 or more absences in any one grading period.		Attendance clerk, teachers, and administrators	Phone logs, student conferences				
2) Students with excessive absences will be placed on attendance contracts		Attendance clerk, assistant principals	Decrease in students with excessive absences. Increase in overall campus attendance average				
3) 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.		Administrator, T.I.S.	Increase in awareness of importance of attendance and an increase in student attendance				
4) Free dress Fridays for all students if the campus' attendance average for Monday through Thursday is 98% or higher		Attendance clerk, Administrators	Increase in students' weekly attendance rate				
5) Administrators will monitor Raawee for chronically absent students and hold student/parent conferences as needed		Amdministrators, Attendance clerk	Increase in student attendance				
6) Student incentives such as free dress and V.I.C. passes will be given out, randomly, as parents drop their students off at school or as students come off the bus.		Administrators, Staff on morning duty	Increase in student attendance				
7) Counselors will assist pregnant teens in accessing services and information from community and government agencies		Counselors, Administrators	Decrease in drop out rate caused due to pregnancy				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
8) Counselors will provide services for all homeless and migrant students		Counselors, Administrators	Improved student attendance and academic growth for these students				
9) 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		attendance clerk, administrators	Increase in the number of students receiving perfect attendance for the 9 weeks period				
<b>Problem Statements:</b> Demographics 2 <b>Funding Sources:</b> 199 - Attendance Incentive Allocation - 400.00							
10) Students with perfect attendance for 1st semester (fall) will participate in an attendance bash that include moonwalks		attendance clerk, administrators	increase in perfect attendance for the 1st semester				
<b>Problem Statements:</b> Demographics 2 <b>Funding Sources:</b> 199 - Attendance Incentive Allocation - 4000.00							
11) Students will be randomly selected to receive Cobb t-shirts, Menchie's coupon, or gift cards for being present at school		attendance clerk	By rewarding students who come to school, this will entice students to come to school thus increasing daily student attendance				
<b>Problem Statements:</b> Demographics 2 <b>Funding Sources:</b> 199 - Attendance Incentive Allocation - 400.00							
12) Students with perfect attendance for the 9-weeks grading period will have their names displayed in the hallways & receive a certificate		attendance clerk, administrators	Increase student awareness of attendance and increases recognition of students with perfect attendance per 9 weeks				
<b>Problem Statements:</b> Demographics 2							
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

### Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 2:</b> Increase strategies to monitor student attendance to help circumvent attendance from decreasing. <b>Root Cause 2:</b> Students with consistent absences begins at the beginning of the year.

**Goal 9:** Dr. Gerald D. Cobb 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.

**Evaluation Data Source(s) 3:** Increased student attendance on PEIMS Report.

**Summative Evaluation 3:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Administrators and teams will monitor student attendance. Parents will be contacted when students have 3 or more absences in any one grading period.		Attendance clerk, teachers, and administrators	Phone logs, student conferences				
2) Students with excessive absences will be placed on attendance contracts		Attendance clerk, assistant principals	Decrease in students with excessive absences. Increase in overall campus attendance average				
3) 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.		Administrator, T.I.S.	Increase in awareness of importance of attendance and an increase in student attendance				
4) Free dress Fridays for all students if the campus' attendance average for Monday through Thursday is 98% or higher		Attendance clerk, Administrators	Increase in students' weekly attendance rate				
5) Administrators will monitor Raawee for chronically absent students and hold student/parent conferences as needed		Amdministrators, Attendance clerk	Increase in student attendance				
6) Student incentives such as free dress and V.I.C. passes will be given out, randomly, as parents drop their students off at school or as students come off the bus.		Administrators, Staff on morning duty	Increase in student attendance				
7) Counselors will assist pregnant teens in accessing services and information from community and government agencies		Counselors, Administrators	Decrease in drop out rate caused due to pregnancy				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
8) Counselors will provide services for all homeless and migrant students		Counselors, Administrators	Improved student attendance and academic growth for these students				
9) 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.		attendance clerk, administrators					
	<b>Problem Statements:</b> Demographics 2 <b>Funding Sources:</b> 199 - Attendance Incentive Allocation - 750.00						
10) Students with perfect attendance for the 9-weeks grading period will have their names displayed in the hallways & receive a certificate		attendance clerk, administrators	Increase student awareness of attendance and increases recognition of students with perfect attendance per 9 weeks				
	<b>Problem Statements:</b> Demographics 2						
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Increase strategies to monitor student attendance to help circumvent attendance from decreasing. <b>Root Cause 2:</b> Students with consistent absences begins at the beginning of the year.

**Goal 9:** Dr. Gerald D. Cobb 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.

**Evaluation Data Source(s) 4:** Increased student attendance on PEIMS Report.

**Summative Evaluation 4:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Administrators and teams will monitor student attendance. Parents will be contacted when students have 3 or more absences in any one grading period.		Attendance clerk, teachers, and administrators	Phone logs, student conferences				
2) Students with excessive absences will be placed on attendance contracts		Attendance clerk, assistant principals	Decrease in students with excessive absences. Increase in overall campus attendance average				
3) 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.		Administrator, T.I.S.	Increase in awareness of importance of attendance and an increase in student attendance				
4) Free dress Fridays for all students if the campus' attendance average for Monday through Thursday is 98% or higher		Attendance clerk, Administrators	Increase in students' weekly attendance rate				
5) Administrators will monitor Raawee for chronically absent students and hold student/parent conferences as needed		Amdministrators, Attendance clerk	Increase in student attendance				
6) Student incentives such as free dress and V.I.C. passes will be given out, randomly, as parents drop their students off at school or as students come off the bus.		Administrators, Staff on morning duty	Increase in student attendance				
7) Counselors will assist pregnant teens in accessing services and information from community and government agencies		Counselors, Administrators	Decrease in drop out rate caused due to pregnancy				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
8) Counselors will provide services for all homeless and migrant students		Counselors, Administrators	Improved student attendance and academic growth for these students				
9) Students will be randomly selected to receive Cobb t-shirts, Menchie's coupon, or gift cards for being present at school		attendance clerk, administrators	By rewarding student who come to school, this will entice students to come to school thus increasing daily student attendance				
<b>Problem Statements:</b> Demographics 2							
10) 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)		attendance clerk, administrators	Increase in number of students with perfect attendance for the 9-weeks period				
<b>Problem Statements:</b> Demographics 2							
<b>Funding Sources:</b> 199 - Attendance Incentive Allocation - 400.00							
11) Students with perfect attendance for the 9-weeks grading period will have their names displayed in the hallways & receive a certificate		attendance clerk, administrators	Increase student awareness of attendance and increases recognition of students with perfect attendance per 9 weeks				
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

**Performance Objective 4 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Increase strategies to monitor student attendance to help circumvent attendance from decreasing. <b>Root Cause 2:</b> Students with consistent absences begins at the beginning of the year.

**Goal 9:** Dr. Gerald D. Cobb 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.

**Evaluation Data Source(s) 5:** Increased student attendance on PEIMS Report.

**Summative Evaluation 5:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Administrators and teams will monitor student attendance. Parents will be contacted when students have 3 or more absences in any one grading period.		Attendance clerk, teachers, and administrators	Phone logs, student conferences				
2) Students with excessive absences will be placed on attendance contracts		Attendance clerk, assistant principals	Decrease in students with excessive absences. Increase in overall campus attendance average				
3) 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.		Administrator, T.I.S.	Increase in awareness of importance of attendance and an increase in student attendance				
4) Free dress Fridays for all students if the campus' attendance average for Monday through Thursday is 98% or higher		Attendance clerk, Administrators	Increase in students' weekly attendance rate				
5) Administrators will monitor Raawee for chronically absent students and hold student/parent conferences as needed		Amdministrators, Attendance clerk	Increase in student attendance				
6) Student incentives such as free dress and V.I.C. passes will be given out, randomly, as parents drop their students off at school or as students come off the bus.		Administrators, Staff on morning duty	Increase in student attendance				
7) Counselors will assist pregnant teens in accessing services and information from community and government agencies		Counselors, Administrators	Decrease in drop out rate caused due to pregnancy				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
8) Counselors will provide services for all homeless and migrant students		Counselors, Administrators	Improved student attendance and academic growth for these students				
9) Students with good attendance, grades, and discipline will participate in an excellence field trip to ITZ in the spring semester.		attendance clerk, administrators	Increase in attendance for students for the year				
<b>Problem Statements:</b> Demographics 2 <b>Funding Sources:</b> 461 - Campus Activity Funds - 3000.00							
10) Students with perfect attendance for the entire school year will receive a Kindle from the campus.		attendance clerk, administrator	Increase in students with perfect attendance for the year				
<b>Problem Statements:</b> Demographics 2 <b>Funding Sources:</b> 461 - Campus Activity Funds - 5000.00							
11) Students will be randomly selected to receive Cobb t-shirts, Menchie's coupon, or gift cards for being present at school		attendance clerk, administrators	By rewarding student who come to school, this will entice students to come to school thus increasing daily student attendance				
<b>Problem Statements:</b> Demographics 2 <b>Funding Sources:</b> 199 - Attendance Incentive Allocation - 400.00							
12) Students with perfect attendance for the 9-weeks grading period will have their names displayed in the hallways & receive a certificate		attendance clerk, administrators	Increase student awareness of attendance and increases recognition of students with perfect attendance per 9 weeks				
<b>Problem Statements:</b> Demographics 2							
= Accomplished      = Continue/Modify      = No Progress      = Discontinue							

### Performance Objective 5 Problem Statements:

Demographics
<b>Problem Statement 2:</b> Increase strategies to monitor student attendance to help circumvent attendance from decreasing. <b>Root Cause 2:</b> Students with consistent absences begins at the beginning of the year.

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	10	Students will be encouraged to participate in the campus science fair.

# 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 will then break into sub-committees to determine campus strengths and weaknesses. The campus Needs assessment for the 2018-2019 school year was revised and reviewed by the staff at Cobb Sixth Grade Campus on the following dates:

The culture and climate committee was reviewed and revised by staff members May 30, 2018 and consisted of the following classroom teachers: Adrian Colchado, Jocelyn Fortuna, Ashtan Johnson, Mary Washington, Ginalyn Burra and Shannon York. The committee identified the need to pair our struggling students with a teacher mentor.

The curriculum, instruction and assessment committee was reviewed and revised by staff members May 25, 2018 and consisted of the following classroom teachers: Angie Cruz, Claudia Cortez-Ledezma, Jasmine Taylor, Celia Garcia, Zaida Ledezma and Lydia Martinez. The committee identified a need for STAAR scores to increase in reading specifically within our Hispanic population.

The demographics committee was reviewed and revised by staff members May 22, 2018 and consisted of the following classroom teachers: Brisia Najera, Eboni Long, Brett Simoni, Marilyn Rodriguez, Jessica Wesley, Azionne Vorrice, Alexandria Reason and Joette Boyer. The committee identified the need to use planning in a way so it is effective for teachers to create small group targeted instructional lessons.

The district context and organization committee was reviewed and revised by staff members May 23, 2018 and consisted of the following classroom teachers: Michael Barrick, Lester Charles, LaShanda James, Sarita Napoleon-Mills, Sean Morales, Jose Salazar, Michael Tenaglio, Samantha Vickery and Megumi Walker. The committee identified the need for an increase in staff members on duty at key locations throughout the school.

The family and community involvement committee was reviewed and revised by staff members May 25, 2018 and consisted of the following classroom teachers: Tracy Bean, Karen Sahagun, Aaron Eilers, Andrea Gray and Alicia Woods. The committee identified a need for a positive parent, student, teacher, administrator relationships.

The staff quality, recruitment and retention committee was reviewed and revised by staff members May 25, 2018 and consisted of the following classroom teachers: Taylor Joseph, Edna Gallardo, Juan Segeada and Tam Ho. The committee identified the need for an increase in classroom support and instructional strategies from the librarian, instructional technologist, and specialist on a more consistent basis.

The student achievement committee was reviewed and revised by staff members May 25, 2018 and consisted of the following classroom teachers: Leanna

Aguirre, Haydee Mathews, Regina Wasson, Gloria Carrington, Terry Briggs, and Tamioka Tibbs. The committee identified the need for additional training for teachers on ESL, SPED and accommodations.

The technology committee was reviewed and revised by staff members May 25, 2018 and consisted of the following classroom teachers: Stacely Aguilar, Mary Mahoney, Fleur Swartz, Demetria Priestley, Reginald Hooey, Christopher Sallis and Cynthia Yell. The committee identified the need for more technology and training be available for teachers.

The results of each committee was then used to set the campus goals for Cobb's campus improvement plan. The focus on the campus for this year is increased training for teachers on special populations, Reading scores and targeted instructions during and after school for students.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The campus improvement plan will be put together from input received by staff and all stakeholders when analyzing the campus needs assessment. The eight committees were provided with the data to analyze and came up with our campus strengths and weakness used to develop the campus improvement plan.

CPAC committee members for 2018-2019

Adrian Hurtado - Administrator

Ashtan Johnson - Teacher

Samantha Vickery - Teacher

Stephanie Camarillo - Teacher

Melissa Arneaud Ali - Administrator

Claudia Cortes-Ledezma - Teacher

Tomorrow Hobbs - nonclassroom professional

Edwin Burns - Teacher

Zaida Ledezma - Teacher

Karina Lopez - Teacher



Loraine Dyess - nonclassroom professional

Talisha Machuca - nonclassroom professional

Bonnie Payne - paraprofessional

Juan Galan - Parent

## **2.2: Regular monitoring and revision**

Campus improvement team will meet four times a year to reevaluate the campus improvement plan.

The meetings will all take place at 7:30 am on the following dates:

September 13, 2018

November 1, 2018

February 7, 2019

April 4, 2019

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

The campus improvement plan will be made available on the Cobb website and Galena Park ISD administration building in English. The goals of the CIP are available in English and Spanish on the Cobb website and in the Cobb front office. Other languages are available on request.

## **2.4: Opportunities for all children to meet State standards**

Cobb will provide tutorials, Saturday school and teacher professional development so that all students are successful.

## **2.5: Increased learning time and well-rounded education**

Cobb schedule has increased instruction in core classes from 70 minutes to 90 minutes to provide a increase in instructional time for all students. In addition, soccer, interamurals and clubs provide students with opportunities to join extracurricular activities.

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

All data is analyzed after every assessment with a focus on special populations (LEP, SPED, ED) to reevaluate instruction. In addition, individual data meetings are conducted with students to evaluate student strengths and weaknesses.

### **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

#### **3.1: Develop and distribute Parent and Family Engagement Policy**

The parent and engagement policy will be made available to parent during open house and at the front office.

### **3.2: Offer flexible number of parent involvement meetings**

Parent meetings will be offered at a variety of times such as morning, afternoons and evenings.

Parent meetings are scheduled for the following dates:

5:30 - 7:00 pm August 18 and August 20, 2018 - Cougar Craze

8:30 - 10:00 am August 21, 2018 - PAFE Family Friendly Meeting

8:00 - 8:30 am September 13, 2018 CPAC Meeting

8:30 - 9:30 am September 19, 2018 Father's take your child to school day - The Visible Dad and PAFE Annual Title 1 Meeting

5:00 - 7:00 pm September 25, 2018 Open House and Volunteer and PTA Night

11:50 - 2:05 pm September 27, 2018 Grandparent's Day

9:00 - 10:30 am October 17, 2018 Harris County Mayor's Office and Community and You

6:00 - 8:00 pm November 14, 2018 District College Night

9:00 - 10:30 am January 23, 2019 Health and Wellness and Healthy Relationships (Teen Dating Violence)

9:00 - 10:30 am February 13, 2019 Change Happens

9:00 - 10:30 am April 24, 2019 Transitioning to 7th grade

## 2019-2020 CPAC Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Adrian Hurtado	Pincipal
Paraprofessional	Bonnie Payne	Paraprofessional
Classroom Teacher	Tiffany Young	Teacher - Math
Classroom Teacher	Karina Lopez	Teacher - SPED
Classroom Teacher	Megumi Walker	Teacher - Electives
Classroom Teacher	Yesenia Hernandez	Teacher - ESL
Classroom Teacher	Maureen Redmond	Teacher - Science
Specialist	Dyess Loraine	Math Specialist
Specialist	Talisha Machuca	ELA Specialist
Counselor	Tomorrow Hobbs	Counselor
Classroom Teacher	Claudia Ledezma-Cortez	Teacher - Social Studies
Classroom Teacher	Rebecca Meeks	Teacher - ELA
Parent	Anitra Thomas	Parent
Parent	Delia M Gutierrez	Parent

# Campus Needs Assessment Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Samantha Long	
Administrator	Melissa Arneaud Ali	
Classroom Teacher	Demetria Priestley	
Classroom Teacher	Megumi Walker	
Classroom Teacher	Catherine Scurlark	