

Galena Park Independent School District

Cobb Sixth Grade Campus

2025-2026 Campus Improvement Plan



Board Approval Date: August 11, 2025

Mission Statement

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

Vision

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

History

History:

Cobb Sixth Grade Campus is named after Dr. Gerald D. Cobb's former superintendent of Galena Park Independent School District. Dr. Cobb served as superintendent for 17 years, beginning in 1970. Cobb Sixth Grade Campus opened its doors for the first time in 2000. Its principal, at that time, was Dr. Angie Williams, who is now a former Galena Park ISD 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 and 2008-2010, Cobb was deemed a Texas Exemplary School. In 2016, Cobb met the standard in the accountability rating and earned a distinction designation in the Top 25% Closing Performance Gaps. In 2017, Cobb again met the standard in the accountability rating as well as earned distinction designations in ELA/Reading, Mathematics, and the Top 25% Closing Performance Gaps. In 2018, Cobb received a B rating and earned distinction designations in ELA/Reading, Mathematics, and Postsecondary Readiness. For 2023-2024, Cobb also earned a B rating. We believe in building relationships with students and staff and feel that the main reason for our continued success is our commitment to student growth.

Although our current economically disadvantaged student population is 91%, 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 BEST program for our emotionally disturbed students), Structured Learning (SLC), the New Arrival Center (NAC) for our students who are new to the US, and our Gifted and Talented / Encounters Program for our high academic achieving students. In addition, we offer support classes to those students who did make progress on their 5th-grade STAAR exam. These students are automatically enrolled in Reading Strategies and Math Plus classes. We also recently added Scientific Investigations to help provide another layer of support for those students who did not meet expectations on the 5th-grade STAAR Science exam. We also offer after-school extracurricular activities such as intramural sports for both boys and girls. In addition, our non-sports-related extracurricular programs include band, choir, math, and science club, Distinguished Debonaires, Rosebuds, C.L.O.C., and Demoiselles Diamonds, to name a few.

On Saturdays, starting after the 1st nine weeks, we host our Saturday school for students who failed to show mastery in their core subject areas. Last year, we revamped our Saturday tutorial programs, renaming them the Saturday Learning Center. Students were invited by their teachers, and lessons were taught to help those students master tough concepts. In addition, we continue to offer content-specific tutorials once a week/in the subject area. Students who did not reach the approaches level in 5th grade, in reading, math, and science, are also placed in skills classes for these 3 subject areas.

The master schedule was also changed a few years ago 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. In 2024-2025, we also gave teachers a 90-minute conference period every day. We use one of these conference periods, weekly, to conduct team/department data-driven instructional planning meetings.

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

Where We Are Now:

School Profile

Dr. Gerald D. Cobb Sixth Grade Campus is one of 23 campuses in the Galena Park Independent School District. Dr. Gerald D. Cobb Sixth Grade Campus opened its doors in 2000. Cobb serves predominantly low–low-low-low-middle-class families.

Using data from the 2023-2024 TAPR, the student population is 20% African-American, 2.4% white, 0.9% Asian, and 75.5% Hispanic. The staff population is 59.1% African American, 14.6% white, 3.9% Asian, and 18.4% Hispanic, with an average of 11.1 years of experience. We have 90% of Highly Qualified teachers and 100% of highly qualified paraprofessionals. The overall mobility rate for the campus is approximately 11.9%. The average daily attendance rate in 2023-2024 for students was 94.3%.

Using data from the 2023-2024 TAPR, Cobb served 482 emergent bilingual students, approximately 59 students in the Gifted and Talented program, 42 students were identified for 504 services, and 122 students served through special education services.

The 2024 Accountability Rating Overall Summary, Cobb Sixth Grade Campus received an overall rating of B. This upcoming school year, we will continue to focus our attention on helping students make growth in the areas of reading and math. Teachers will track their students' growth across campus and district assessments and use this data to prepare lessons that target their students' weaknesses. Teachers will also conduct targeted small groups based on students' data.

Special Programs

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

Where We Are Going:

The Campus Needs Assessment Committee met virtually this year to discuss the following areas: demographics, student achievement, culture and climate, staff quality, recruitment and retention, curriculum, instruction, and assessment, family community involvement, district context & organization, and technology. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

Committee members reviewed the data listed above to identify areas of strength and need. According to benchmark data, the rigors of STAAR-aligned testing items exposed weaknesses across the board. Identified areas of urgency are academic growth and closing the gaps. This year, our specialists will create lessons that target our students' lowest-performing skills so that these lessons can be used in our skills classes.

The committee noted that targeted small-group instruction, push-ins, targeted reviews, and after-school tutorials contributed to students' success and growth. The committee also expressed a need for interventions for our frequent student discipline concerns, especially vapes. Because of this, we will conduct more assemblies to include our discipline plan of action as well as incentives. We will also focus on the harmful effects of vaping. This school year, we implemented two challenges: attendance and discipline challenges. Based on student and staff feedback, we will continue to offer these challenges in the fall and one in the spring semester.

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Comprehensive Needs Assessment

Revised/Approved: June 6, 2025

Demographics

Demographics Summary

Gerald D. Cobb Sixth Grade Campus is an open-enrollment campus that receives students from 10 elementary feeder campuses. According to PEIMS data collected on May 5, 2025, our enrollment was 985 students. This was a decrease of 16 students as compared to data collected on January 18, 2024. The current enrollment as of May 24, 2025, was 985. Our student population consisted of 19.66% African American, 76.84% Hispanic-Latino, 1.49% white, and less than 1% in the areas of American Indian, Asian, and Native Hawaiian-Pacific Islander. We also had 47.20% female students and 52.79% male students. 91% of our student population was economically disadvantaged, with 70.13% being at risk.

According to the PEIMS snapshot from October 27, 2024, the staff at Cobb is 76 teachers, 11 administrative support staff, and 8 educational aides. Overall staff demographics, according to the 2023-2024 TAPR, are made up of 57.8% African American, 17.8 % Hispanic, 15.4% White, 3.9% Asian, and 5.1% of two or more races. The educational background of the staff consists of 64.1% Bachelor's degrees, 26.0% Master's degrees, and 2.0% Doctorate degrees.

The campus's overall student attendance for the 2024-2025 school year was 94.99%, which was an increase of 0.29% from the 2023-2024 school year. This was lower than the district's attendance goal of 96.5%. Student attendance for the first 3 six-weeks averaged 95.00%, an increase compared to last year's average for the same period. Student attendance for the last 3 six-weeks averaged 94.32%, which was also an increase as compared to last year.

Demographics Strengths

Cobb's 2024-2025 overall student attendance was 94.99%, which was lower than the district's goal of 96.5%. Cobb's 1st six weeks' attendance average was 96.17%, the highest out of all six weeks' attendance averages.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Incoming 5th graders with chronic absenteeism.

Root Cause: Failure to identify and decrease the number of students (incoming 5th graders) with chronic absences during the school year.

Student Learning

Student Learning Summary

Dr. Gerald D. Cobb Sixth Grade Campus participates every year in the District's UIL competition. We have won the 1st place trophy since the 2011 - 2012 school year. This year was no different as we once again claimed victory by bringing home the 1st place trophy. Cobb claimed 1st place in Ready Writing, Listening, Maps and Charts, Social Studies, Dictionary, and Calculator Applications.

Dr. Gerald D. Cobb Sixth Grade Campus participates in statewide STAAR assessments in the areas of reading and math. The tables below show our scores from 2019 - 2025 in these two areas.

Math STAAR Student Achievement Yearly Progression

MATH STAAR	APPROACHES	MEETS	MASTERS
2019	82.22%	50%	23.5%
2021	66.34%	31.25%	11.52%
2022	73.75%	37.86%	13.27%
2023	76%	38%	17%
2024	71%	41%	16%
2025	82%	48%	20%

Reading STAAR Student Achievement Yearly Progression

READING STAAR	APPROACHES	MEETS	MASTERS
2019	64.96%	28.7%	10.92%
2021	58.84%	24.46%	10.2%
2022	62.45%	33.43%	12.94%
2023	74%	46%	17%
2024	74%	48%	20%
2025	75%	52%	25%

Student Learning Strengths

Cobb's students continue to participate in Math and Science UIL, Art, Choir, Band, and other academic competitions. Our students continue to excel and earn medals/trophies/distinctions in these areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student growth in the areas of reading and math

Root Cause: Professional development in the areas of engagement structures and using data to inform instruction and reteaching strategies by continuing the implementation of Kagan, GREAT, and Instructional Snapshots.

Problem Statement 2 (Prioritized): Increase professional development opportunities for core subject staff.

Root Cause: Professional development needs to be content-specific so teachers can see how to apply data driven instruction in their subject matter.

School Processes & Programs

School Processes & Programs Summary

The leadership team at Cobb Sixth Grade Campus consists of administrators, counselors, department chairs, and team leaders. Cobb's leadership team provides valuable insight into many of the decisions that impact the operational/instructional foundation of the campus. The leadership team is tasked with meeting with the staff and getting input/feedback on decisions such as exam schedules, hallway transitions, lunch schedules, and the master schedule. In addition to gathering critical feedback from the staff, they also assist the administrative team in communicating campus goals and initiatives to their teams/departments. Feedback from staff surveys and assessment data is used to determine the professional development that the staff needs. Based on the staff surveys, 84% agree that professional development, faculty meetings, and department meetings are focused on continuous improvement. 84% of teachers believe they have access to data and know how to use data when making instructional decisions. 84% of teachers agree that content and grade level common planning/or PLCs, are made available and supported by the campus curriculum staff.

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

In prior years, our counselors visited all 10 feeder elementary schools to offer a presentation on transitioning to 6th grade. This past school year, we brought the 5th-grade students to Cobb for a campus tour and presentation, as well as allowing students to select their elective classes. Our outgoing 6th graders are exposed to similar information from the 7th-grade campuses. Cobb also hosts an annual "Transition to 7th grade" parent meeting. In this meeting, parents are given important information about the 7th grade.

School Processes & Programs Strengths

Based on our 2024 - 2025 campus staff survey, 88% of the staff believe administration/leadership has high expectations for staff effectiveness and efficiency. 87% believe that the staff at Cobb has a clear common vision, purpose, and goals for success. 91% of the staff believe that their supervisors evaluate their work to help them improve their craft.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Incoming 5th graders with chronic absenteeism.

Root Cause: Failure to identify and decrease the number of students (incoming 5th graders) with chronic absences during the school year.

Problem Statement 2 (Prioritized): Parents are not aware/educated on current issues that affect pre-teens or teenagers.

Root Cause: Parents do not have access to quality information about current issues affecting their children.

Perceptions

Perceptions Summary

The Gerald D. Cobb Sixth Grade Campus' mission is to ensure collaboration with parents and the community to provide students with the ability to achieve excellence academically, socially, and culturally. Like previous school years, males had the majority of the discipline offenses, with almost 61%, which is a decrease of 7.5% from the previous school year. When broken down by race, 36.4% of discipline referrals came from students labeled as Black, and 64.8% were Hispanic Latino.

According to the staff survey, 85% of the staff believe that professional development, staff meetings, and department/grade level meetings are focused on continuous improvement. 96% of the staff believe that the campus encourages parents to attend campus-sponsored events/activities. This was an increase of 28% from the previous school year.

Data collected from the parent survey revealed that 90% of parents feel welcomed at our school. 84% of them also agree that phone calls and emails are returned promptly. In 2024 - 2025, 82% of parents stated that the time of day for parent meetings was average/above average. In 2024 - 2025, 75% of parents stated that the time of day for parent meetings was average to above average. This is an increase of 7% from the 2024 - 2025 school year survey. Cobb offered several virtual parent meetings, via Zoom, this school as well as recorded those meetings and allowed parents to view them at a later time.

Perceptions Strengths

92% of survey respondents believe the district/campus provides information in a format and language that is easily understandable.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the student survey, some students do not feel safe on campus or in certain areas on campus. Therefore, we will work to promote positive interactions throughout the campus by SEL lessons through Focus Features.

Root Cause: Some students feel unsafe in certain areas due to comments made by students, and a lack of supervision in common areas.

Priority Problem Statements

Problem Statement 1: According to the student survey, some students do not feel safe on campus or in certain areas on campus. Therefore, we will work to promote positive interactions throughout the campus by SEL lessons through Focus Features.

Root Cause 1: Some students feel unsafe in certain areas due to comments made by students, and a lack of supervision in common areas.

Problem Statement 1 Areas: School Culture and Climate - Perceptions

Problem Statement 4: Incoming 5th graders with chronic absenteeism.

Root Cause 4: Failure to identify and decrease the number of students (incoming 5th graders) with chronic absences during the school year.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Student growth in the areas of reading and math

Root Cause 5: Professional development in the areas of engagement structures and using data to inform instruction and reteaching strategies by continuing the implementation of Kagan, GREAT, and Instructional Snapshots.

Problem Statement 5 Areas: Student Achievement - School Culture and Climate - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 6: Increase professional development opportunities for core subject staff.

Root Cause 6: Professional development needs to be content-specific so teachers can see how to apply data driven instruction in their subject matter.

Problem Statement 6 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Student Learning

Problem Statement 7: Incoming 5th graders with chronic absenteeism.

Root Cause 7: Failure to identify and decrease the number of students (incoming 5th graders) with chronic absences during the school year.

Problem Statement 7 Areas: Demographics - Student Achievement - School Culture and Climate - School Processes & Programs

Problem Statement 8: Parents are not aware/educated on current issues that affect pre-teens or teenagers.

Root Cause 8: Parents do not have access to quality information about current issues affecting their children.

Problem Statement 8 Areas: School Culture and Climate - Family and Community Engagement - School Organization - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Goals

Revised/Approved: June 2, 2025

Goal 1: Dr. Gerald D. Cobb Sixth Grade campus will provide mental, physical, and emotional safety and health for all students and staff

Performance Objective 1: Implement an effective student discipline management plan to reduce discipline incident rates and maintain compliance with state and federal requirements

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development for staff throughout the year that addresses the campus' discipline management plan as well as consistently communicate discipline expectations.</p> <p>Strategy's Expected Result/Impact: Increase staff's awareness of the campus' discipline management plan. Increase staff's ability to manage minor discipline concerns within their classroom. Decrease minor discipline concerns from coming to the office.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide S.E.L. (Social emotional learning) instructional time in our master schedule.</p> <p>Strategy's Expected Result/Impact: Increase students' ability to communicate effectively with others about how they feel Allow students an opportunity to connect with an adult on campus Decrease number of discipline referrals</p> <p>Staff Responsible for Monitoring: Teachers, administrators, counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: Dr. Gerald D. Cobb Sixth Grade campus will provide mental, physical, and emotional safety and health for all students and staff

Performance Objective 2: Provide social and emotional support through various programs for students

Evaluation Data Sources: Educate students on current issues to provide a safe and healthy learning environment. The counselors will hold one-on-one student meetings during the Fall and Spring semesters. The campus/teachers will also offer SEL activities/ lessons during Focus Features time at the beginning of every day.

Strategy 1 Details	Reviews			
<p>Strategy 1: Host Counselor's Corner during lunches to raise awareness on ways of reporting bullying and violence. Provide resources to students/parents through Counselor's Google Classroom and in person/Zoom meetings.</p> <p>Strategy's Expected Result/Impact: Decrease the number of bullying referrals. Decrease number of crisis incidents.</p> <p>Staff Responsible for Monitoring: Counselors and administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide S.E.L. (Social emotional learning) activities/lessons daily to students and teachers.</p> <p>Strategy's Expected Result/Impact: Increase students' ability to communicate effectively with others about how they feel Increase staff's ability to deal with issues that may arise. Allow students an opportunity to connect with an adult on campus Decrease number of discipline referrals</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Cobb will educate students and parents on current issues to provide a safe and healthy learning environment.</p> <p>Strategy's Expected Result/Impact: Increase students' and parents' awareness of various topics that affect Cobb's students</p> <p>Staff Responsible for Monitoring: Counselors Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: Dr. Gerald D. Cobb Sixth Grade campus will provide mental, physical, and emotional safety and health for all students and staff

Performance Objective 3: Provide social and emotional support through various programs for parents

Evaluation Data Sources: Educate parents on current issues to provide a safe and healthy learning environment. The counselors will conduct parent meetings throughout the year on various topics such as violence, drug abuse, bullying prevention, and interventions.

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer presentations on drug abuse and violence prevention by North Shore counseling, Harris County Deputy and Mayor's anti-gang service to parents/students.</p> <p>Strategy's Expected Result/Impact: Increase awareness of drug and violence</p> <p>Staff Responsible for Monitoring: Administrators and Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Dr. Gerald D. Cobb Sixth Grade Campus will increase student achievement and post-secondary readiness

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide daily instruction, pull-outs, learning camps, tutorials with a focus on growth in math and reading. Strategy's Expected Result/Impact: Increased STAAR percentages for all sub-pops. Staff Responsible for Monitoring: Administrators, counselors and teachers</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Set individual student goals, in reading and math, to help students track their own academic growth Strategy's Expected Result/Impact: Increase growth (Domain 2) on STAAR Increase number of students achieving Level II satisfactory performance on STAAR Staff Responsible for Monitoring: Administrators, instructional specialist and teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will implement small groups once a week. Strategy's Expected Result/Impact: Increased data analysis and backwards design by teachers Increased targeted intervention in small groups Increased assessment scores Staff Responsible for Monitoring: Teachers Specialists Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Feb	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Dr. Gerald D. Cobb Sixth Grade Campus will increase student achievement and post-secondary readiness

Performance Objective 2: Increase promotion and graduation rates

Evaluation Data Sources: Attendance data from Skyward

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators and teams will monitor student attendance. Parents will be contacted by teams when students have 3 or more absences in any one grading period. Students with excessive absences will be placed on attendance contracts.</p> <p>Strategy's Expected Result/Impact: Decrease in students with excessive absences Increase in overall campus attendance average Increase success of students progressing through school (grade levels)</p> <p>Staff Responsible for Monitoring: Administrators, teachers, attendance clerk</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All students/parents will be notified of the effects chronic attendance can have on student success using the announcements, campus website and the campus' parent newsletter.</p> <p>Strategy's Expected Result/Impact: Increase in awareness of importance of attendance and an increase in student attendance</p> <p>Staff Responsible for Monitoring: Administrators, attendance clerk</p>	Formative			Summative
	Sept	Dec	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Dr. Gerald D. Cobb Sixth Grade Campus will offer a wide range of student extra curricular opportunities

Performance Objective 1: Increase participation in student clubs, enrichment activities and extracurricular opportunities

Strategy 1 Details	Reviews			
<p>Strategy 1: Communication with parents and students with the various clubs/organizations, extracurricular activities, and intramural sports.</p> <p>Strategy's Expected Result/Impact: Ensure that 30% of the student body participates in a club/organization, extracurricular activities, and intramural sports.</p> <p>Staff Responsible for Monitoring: Administrators, coaches, and club/organization sponsors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Dr. Gerald D. Cobb Sixth Grade Campus will ensure high quality staff is employed

Performance Objective 1: Increase employee retention by recruiting, developing and supporting highly qualified staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers with campus-wide staff development in areas including technology, CHAMPS, Fundamental 5, accommodations, and instruction.</p> <p>Strategy's Expected Result/Impact: Increase in the use of strategies presented at staff development. Increase in teacher performance by monitoring teacher TTESS goals.</p> <p>Staff Responsible for Monitoring: Administrators, specialists, teachers</p>	Formative			Summative
	Sept	Dec	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Dr. Gerald D. Cobb Sixth Grade Campus will ensure high quality staff is employed

Performance Objective 2: Survey staff bi-annually on professional development needs

Strategy 1 Details	Reviews			
<p>Strategy 1: Survey staff bi-annually to develop a campus professional development plan that meets the needs of the staff Strategy's Expected Result/Impact: Increase proficiency in the areas of need based on the staff survey Increase input from the staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Dr. Gerald D. Cobb Sixth Grade Campus will provide excellent operational and fiscal support and responsibility

Performance Objective 1: Ensure efficient and effective use of District resources in order to best support students and staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Providing transparency regarding programs and resource distribution. Strategy's Expected Result/Impact: Increase two-way communication Increase confidence from stakeholders Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Dr. Gerald D. Cobb Sixth Grade Campus will provide excellent operational and fiscal support and responsibility

Performance Objective 2: Ensure excellent customer service to both internal and external stakeholders by providing transparency regarding programs and resource distribution.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure the front office has training on good customer service practices. Meet with the front office staff once a month and review ongoing parent surveys.</p> <p>Strategy's Expected Result/Impact: Increase stakeholders confidence 75% positive parent customer service perception</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Sept	Dec	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Title I

Campus Needs Assessment Team

Committee Role	Name	Position
Administrator	Regina Wasson	DLAC
Counselor	Jose Garcia	Counselor
Classroom Teacher	Rebecca Meeks	ESL Teacher Dept Chair
Classroom Teacher	Shannon York	Math Teacher
Classroom Teacher	Karen Sahagun	Science Teacher
Classroom Teacher	Leanne Aguirre Tunchez	ELA Teacher
Counselor	Tomorrow Hobbs	Counselor
Classroom Teacher	Aaron Eilers	Social Studies Teacher Dept. Chair
Classroom Teacher	Karina Cedillo	SPED Teacher - Resource ELAR
Classroom Teacher	Clairissa Walker	SPED Teacher - PASS
Classroom Teacher	Mae Walker	Choir Teacher/ Electives department chair
Classroom Teacher	Tracy Bean	Math teacher/Math Department chair
Specialist	Talisha Oliva	ELA Specialist
Administrator	Veronica Montemayor	Assistant Principal
Administrator	Oliver Perrett	Assistant Principal
Paraprofessional	Patricia Cabello	Principal Secretary
Administrator	Adrian Hurtado	Principal