



August 8, 2022

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.

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

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

By the end of the 2019-2020 school year, Cobb served 499 English Language Learner students, approximately 70 students in the Gifted and Talented program, 74 students were

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

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

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

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

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

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

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

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

Increase professional development opportunities for all staff. Professional development needs to be content-specific so teachers can see how to apply it to their subject matter.

More training from instructional specialists, librarian, administrators, technology specialist to support instruction. 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.

Teachers and students are not familiar with frequently used technology applications. Frequent technology trainings for teachers and students on different technology applications

Increase common instructional strategies that will assist students during assessments. There is no shared campus instructional strategy across contents

Decrease in targeted intervention Teachers knowing their students and filling in the gaps

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

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

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

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

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

Increase efforts to return emails and phone calls to parents in a timely manner (within 24 hours of receipt) returns phone calls and emails in a timely manner	Parents do not feel that the campus
Increase opportunities for parents to participate in campus based decision making opportunities participate in campus based decision making opportunities	Parents are not given adequate opportunities to
Students do not utilize counseling services frequently.	Students are hesitant to speak with a counselor regarding personal and peer concerns.