

Cedar Hill Independent School District

Permenter Middle School

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated



Board Approval Date: February 18, 2025

Mission Statement

The staff and students of W. S. Permenter School believe that anything is possible through collaboration, rigor, relevance, and relationships. We are committed to becoming a national premier middle school by providing an excellent, effort-based education for all students.

Vision

W. S. Permenter Middle School will be a premier school preparing our students to become global competitors.

Value Statement

W. S. Permenter Middle School will be a premier school preparing our students to become global competitors. Our values are based on the Six Pillars of Character. Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship shape who we are, what we do, and how we educate our students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

1. **Enrollment Total:** 468
 - 6th Grade - 153
 - 7th Grade - 146
 - 8th Grade - 169
2. **Ethnicity by Percentage:**
 - African American - 62%
 - Hispanic - 33%
 - Two or More Races - 2%
 - White - 1%
 - Asian - 1%
 - American Indian - .5%>
 - Pacific Islander - .5%>
3. **Additional Identifiers:**
 - At Risk - 56%
 - Special Education - 15%
 - 504 - 7%
 - McKinney Vento - 1%
4. **Teacher Data:**
 - 74% of the teaching staff have been on the Permenter campus for 2 or more years
 - 65% of the teaching staff are certified educators
 - There are a total of 34 teachers on staff
5. **Discipline Data:**
 - 8th grade is the grade with the highest number of discipline offenses
 - Disruptive behavior is the highest documented discipline offense

Demographics Strengths

74% of the teaching staff have been on the Permenter campus for 2 or more years.

Attendance rate was 92.24% which was a slight increase from previous year of 91.32%.

There is slight, but consistent, improvement in attendance since the 2021-2022 school year.

Teaching staff is reflective of the student population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a disproportion of discipline referrals and out of classroom discipline placements on African American students. There were 1,938 discipline referrals written on Permenter scholars in the 2023-2024 school year. 75.8% of discipline referrals were written on African American students which is not proportionate to the makeup of the campus with a 67.6%

Root Cause: There is a tiered system needed for addressing low level discipline infractions. There is a need for incorporation of behavior RtI system and use with fidelity.

Problem Statement 2 (Prioritized): There is a disproportion of discipline referrals and out of classroom discipline placements on African American students. There were 1,938 discipline referrals written on Permenter scholars in the 2023-2024 school year. 75.8% of discipline referrals were written on African American students which is not proportionate to the makeup of the campus with a 67.6%

Root Cause: There is a tiered system needed for addressing low-level discipline infractions. There is a need for our behavior RtI system to be used with fidelity.

Student Learning

Student Learning Summary

Permenter Overall Performance											
	# DNM	# APP	# MEETS	# MASTER	Total		% DNM	% APP	% MEETS	% MASTERS	Domain 1
Overall STAAR Performance	590	503	273	129	1495		39.5%	60.5%	26.9%	8.6%	32.0
Math 6	82	67	23	4	176		46.6%	53.4%	15.3%	2.3%	23.7
Math 7	90	49	9	0	148		60.8%	39.2%	6.1%	0.0%	15.1
Math 8	53	65	36	18	172		30.8%	69.2%	31.4%	10.5%	37.0
Algebra	2	21	19	13	55		3.6%	96.4%	58.2%	23.6%	59.4
Overall Math	227	202	87	35	551		41.2%	58.8%	22.1%	6.4%	29.1
ELAR 6	72	53	32	18	175		41.1%	58.9%	28.6%	10.3%	32.6
ELAR 7	62	52	39	17	170		36.5%	63.5%	32.9%	10.0%	35.5
ELAR 8	35	71	65	30	201		17.4%	82.6%	47.3%	14.9%	48.3
Overall ELAR	169	176	136	65	546		31.0%	69.0%	36.8%	11.9%	39.3
Science 8	90	63	35	12	200		45.0%	55.0%	23.5%	6.0%	28.2
Grade 8 SS	104	62	15	17	198		52.5%	47.5%	16.2%	8.6%	24.1

Student Learning Strengths

Permenter has increased projected growth in the following areas indicating significant strengths:

- 8th grade math (100)
- ALG I (97)
- 6th grade math (81)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Permenter Middle School scholars scored at 61% approaches, 24% meets, and 4% masters for 6th grade STAAR math; 25% approaches, 7% meets, and 0% masters in the for 7th-grade STAAR math; 74% approaches, 41% meets and 10% meets for 8th-grade STAAR math; 100% approaches, 89% meetings and 63%

masters for ALG I.

Root Cause: Instructional delivery and alignment across the content was inconsistent. Scholars struggled with demonstration of learning aligned to the TEKS.

Problem Statement 2 (Prioritized): Permenter Middle School scholars scored at 73% approaches, 47% meets, and 10% masters for 6th-grade STAAR ELAR; 59% approaches, 38% meets, and 18% masters for 7th-grade STAAR ELAR; 67% approaches, 39% meets, and 13% masters for 8th-grade STAAR ELAR.

Root Cause: Students have had more years of practice with reading responses; students need more practice with extended constructed responses. Instructional delivery and alignment across the content was inconsistent. Scholars struggled with demonstration of learning aligned to the TEKS.

Problem Statement 3 (Prioritized): Permenter Middle School scholars scored at 47% approaches, 23% meets, and 5% masters for 8th grade STAAR Science.

Root Cause: Scholars struggled with demonstration of learning aligned to the TEKS. Students need more practice making abstract concepts more tangible. Vocabulary should be presented earlier in the unit and posted around the room.

Problem Statement 4 (Prioritized): Permenter Middle School scholars scored at 45% approaches, 15% meets and 9% masters for 8th grade STAAR Social Studies.

Root Cause: Scholars struggled with demonstration of learning aligned to the TEKS. Limited exposure of concepts equals less background knowledge, limited vocabulary, more abstract concepts, students need more practice with informational texts.

Problem Statement 5 (Prioritized): Despite a growing need for early college readiness, a significant gap exists in dedicated SAT preparation opportunities for middle school students at Permenter Middle School, limiting their access to critical test-taking strategies and potentially hindering their future college aspirations.

Root Cause: There is a lack of dedicated curriculum and teacher training specifically focused on SAT-style critical thinking and reasoning skills within the existing middle school curriculum.

School Processes & Programs

School Processes & Programs Summary

Permenter Middle School observes a traditional 8 period bell schedule. Classes are 45 minutes long with the exception of our 4th period class which provides 68 minutes of instructional time. 4th period is extended partially due to it being the period our lunches take place. In addition to the standard core content provided through ELAR, math, social studies, and science our scholars have an assortment of electives from which to select.

Permenter offers the following CTE courses: AVID, introduction to business and marketing, general employability, robotics and technology applications.

Permenter offers the following fine arts courses: art, band, choir, mariachi, orchestra, and theater arts.

Our scholars participate in the following UIL sanctioned activities: athletics, band, choir and orchestra contests.

Additional activities available for Permenter Longhorns include cheerleading, anime book club, and Middle School Business Professionals of America.

Annually, we host a Hispanic Heritage Month program and Black History program for our families and community. We celebrate and acknowledge various other significant dates celebrating our rich community such as Asian American Pacific Islander Month in May.

Parent and student communication occurs through weekly principal newsletters, monthly assistant principal newsletters, monthly departmentalized newsletters. Students receive campus based messaging supporting these efforts and keeping students informed through daily presentations. Additionally, the campus communicates with its stakeholder community through district monitored social media platforms.

School Processes & Programs Strengths

Deliberate measures to ensure staffing needs are met to have a dedicated instructor in all areas for scholars.

Effective collaboration with academic team members to provide instructional support for teachers.

While the elimination of PLC time built into the master schedule has creating a need to shift logistics, we have arranged for partner teachers to have a common planning time.

Our extended 4th period class allows us to provide intentional, consistent messaging and support for our scholars. This provides an opportunity to deliver district-provided social and emotional lessons as well as reinforce expectations for scholar campus citizenship.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a disproportion of discipline referrals and out of classroom discipline placements on African American students. There were 1,938 discipline referrals written on Permenter scholars in the 2023-2024 school year. 75.8% of discipline referrals were written on African American students which is not proportionate to the makeup of the campus with a 67.6%

Root Cause: There is a tiered system needed for addressing low-level discipline infractions. There is a need for our behavior RtI system to be used with fidelity.

Problem Statement 2 (Prioritized): Despite a growing need for early college readiness, a significant gap exists in dedicated SAT preparation opportunities for middle school students at Permenter Middle School, limiting their access to critical test-taking strategies and potentially hindering their future college aspirations.

Root Cause: There is a lack of dedicated curriculum and teacher training specifically focused on SAT-style critical thinking and reasoning skills within the existing middle school curriculum.

Problem Statement 3 (Prioritized): A significant portion of our student body demonstrates minimal engagement in available extracurricular activities and clubs not associated with fine arts or athletics.

Root Cause: Insufficient teacher involvement in promoting and managing clubs, leading to a lack of student engagement. Limited range of clubs that cater to different student interests, potentially excluding certain demographics.

Perceptions

Perceptions Summary

Students at W.S. Permenter Middle School (Permenter MS) were surveyed in November 2024 about their perceptions of their school in terms of Engagement, Academic Challenge, Culture, Obstacles to Learning, Belonging & Peer Collaboration, and Relationships. In addition, students provided feedback about STEM and Student Voice and Leadership.

Compared to other participating middle schools...

...Permenter MS's **highest-rated core survey themes** are:

- Academic Challenge
- Engagement

...Permenter MS's **lowest-rated core survey themes** are:

- Culture
- Belonging & Peer Collaboration

Perceptions Strengths

Permenter is the oldest middle school in Cedar Hill ISD and many parents and community members have positive recollections about their associations with Permenter Middle School from years past.

Campus administration is attentive to the needs of the staff.

For those who are privy, Permenter has experienced an improvement regarding student growth and achievement by STAAR standards.

Family members at W.S. Permenter Middle School (Permenter MS) were surveyed in November 2024 about their perceptions of their school in terms of Parent Satisfaction, Culture, Engagement, Relationships, Communication & Feedback, School Safety, and Resources.

Permenter's **highest-rated core survey themes** are:

- Resources
- Engagement

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Intentional responses to data collected in culture surveys are needed to monitor the effectiveness of implemented interventions and adjust as needed.

Root Cause: There is a need for increased efficacy in school-based social-emotional learning programs to foster student leadership opportunities, or tailoring classroom activities to better reflect diverse student perspectives.

Priority Problem Statements

Problem Statement 1: Permenter Middle School scholars scored at 61% approaches, 24% meets, and 4% masters for 6th grade STAAR math; 25% approaches, 7% meets, and 0% masters in the for 7th-grade STAAR math; 74% approaches, 41% meets and 10% meets for 8th-grade STAAR math; 100% approaches, 89% meetings and 63% masters for ALG I.

Root Cause 1: Instructional delivery and alignment across the content was inconsistent. Scholars struggled with demonstration of learning aligned to the TEKS.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Permenter Middle School scholars scored at 73% approaches, 47% meets, and 10% masters for 6th-grade STAAR ELAR; 59% approaches, 38% meets, and 18% masters for 7th-grade STAAR ELAR; 67% approaches, 39% meets, and 13% masters for 8th-grade STAAR ELAR.

Root Cause 2: Students have had more years of practice with reading responses; students need more practice with extended constructed responses. Instructional delivery and alignment across the content was inconsistent. Scholars struggled with demonstration of learning aligned to the TEKS.

Problem Statement 2 Areas: Student Learning

Problem Statement 7: Permenter Middle School scholars scored at 47% approaches, 23% meets, and 5% masters for 8th grade STAAR Science.

Root Cause 7: Scholars struggled with demonstration of learning aligned to the TEKS. Students need more practice making abstract concepts more tangible. Vocabulary should be presented earlier in the unit and posted around the room.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Permenter Middle School scholars scored at 45% approaches, 15% meets and 9% masters for 8th grade STAAR Social Studies.

Root Cause 8: Scholars struggled with demonstration of learning aligned to the TEKS. Limited exposure of concepts equals less background knowledge, limited vocabulary, more abstract concepts, students need more practice with informational texts.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: There is a disproportion of discipline referrals and out of classroom discipline placements on African American students. There were 1,938 discipline referrals written on Permenter scholars in the 2023-2024 school year. 75.8% of discipline referrals were written on African American students which is not proportionate to the makeup of the campus with a 67.6%

Root Cause 9: There is a tiered system needed for addressing low-level discipline infractions. There is a need for our behavior RtI system to be used with fidelity.

Problem Statement 9 Areas: Demographics - School Processes & Programs

Problem Statement 10: Despite a growing need for early college readiness, a significant gap exists in dedicated SAT preparation opportunities for middle school students at Permenter Middle School, limiting their access to critical test-taking strategies and potentially hindering their future college aspirations.

Root Cause 10: There is a lack of dedicated curriculum and teacher training specifically focused on SAT-style critical thinking and reasoning skills within the existing middle school curriculum.

Problem Statement 10 Areas: Student Learning - School Processes & Programs

Problem Statement 11: A significant portion of our student body demonstrates minimal engagement in available extracurricular activities and clubs not associated with fine arts or athletics.

Root Cause 11: Insufficient teacher involvement in promoting and managing clubs, leading to a lack of student engagement. Limited range of clubs that cater to different student interests, potentially excluding certain demographics.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Intentional responses to data collected in culture surveys are needed to monitor the effectiveness of implemented interventions and adjust as needed.

Root Cause 12: There is a need for increased efficacy in school-based social-emotional learning programs to foster student leadership opportunities, or tailoring classroom activities to better reflect diverse student perspectives.

Problem Statement 12 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Increase the percentage of scholars graduating College, Career & Military Ready from 80% to 82% by June 2025.

Performance Objective 1: Increase students projected to pass SAT based on level of achievement on reading and math state assessments.

High Priority

Evaluation Data Sources: Spring STAAR scores
MAP NWEA

Strategy 1 Details	Reviews			
Strategy 1: All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. Strategy's Expected Result/Impact: Increase SAT scores. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1, 2	Formative			Summative
	Feb	Apr	June	Aug
				

Strategy 2 Details	Reviews			
Strategy 2: Administer Texas Success Initiative Assessment (TSIA) as an end of course ELAR exam for 8th graders. Strategy's Expected Result/Impact: Increase TSIA scores Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Feb	Apr	June	Aug
				
Strategy 3 Details	Reviews			
Strategy 3: Increase SAT preparation opportunities for middle school students. Strategy's Expected Result/Impact: Increase college entrance exam scores. Staff Responsible for Monitoring: Principal Assistant Principals Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 5 - School Processes & Programs 2	Formative			Summative
	Feb	Apr	June	Aug
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Permenter Middle School scholars scored at 61% approaches, 24% meets, and 4% masters for 6th grade STAAR math; 25% approaches, 7% meets, and 0% masters in the for 7th-grade STAAR math; 74% approaches, 41% meets and 10% meets for 8th-grade STAAR math; 100% approaches, 89% meetings and 63% masters for ALG I. Root Cause: Instructional delivery and alignment across the content was inconsistent. Scholars struggled with demonstration of learning aligned to the TEKS.

Student Learning

Problem Statement 2: Permenter Middle School scholars scored at 73% approaches, 47% meets, and 10% masters for 6th-grade STAAR ELAR; 59% approaches, 38% meets, and 18% masters for 7th-grade STAAR ELAR; 67% approaches, 39% meets, and 13% masters for 8th-grade STAAR ELAR. **Root Cause:** Students have had more years of practice with reading responses; students need more practice with extended constructed responses. Instructional delivery and alignment across the content was inconsistent. Scholars struggled with demonstration of learning aligned to the TEKS.

Problem Statement 5: Despite a growing need for early college readiness, a significant gap exists in dedicated SAT preparation opportunities for middle school students at Permenter Middle School, limiting their access to critical test-taking strategies and potentially hindering their future college aspirations. **Root Cause:** There is a lack of dedicated curriculum and teacher training specifically focused on SAT-style critical thinking and reasoning skills within the existing middle school curriculum.

School Processes & Programs

Problem Statement 2: Despite a growing need for early college readiness, a significant gap exists in dedicated SAT preparation opportunities for middle school students at Permenter Middle School, limiting their access to critical test-taking strategies and potentially hindering their future college aspirations. **Root Cause:** There is a lack of dedicated curriculum and teacher training specifically focused on SAT-style critical thinking and reasoning skills within the existing middle school curriculum.

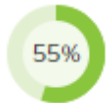
Goal 2: Increase the percentage of reading scholars in grades 6-8 scoring meets or above from 43% to 53% or higher by June 2025.

Performance Objective 1: Scholars in grades 6-8 will participate in in person research-based performance assessments at the beginning, middle and end of year during the 2024-2025 school year.

High Priority

Evaluation Data Sources: BOY, MOY & EOY MAPS Assessment.
DCCA 1, 2, and 3.
STAAR Interim
Spring 2025 STAAR tests

Strategy 1 Details		Reviews			
Strategy 1: Permenter will administer NWEA MAPS assessments in Reading and Language at beginning, middle, and end of year. Strategy's Expected Result/Impact: Teachers and Administrators will gather data on scholar strengths and areas of opportunity to enhance instructional planning and intervention support alignment to needs. Staff Responsible for Monitoring: Principal Assistant Principals Teachers Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2		Formative			Summative
		Feb	Apr	June	Aug
					

Strategy 2 Details	Reviews			
Strategy 2: ELAR teachers and instructional specialist will participate in Professional Learning Community meetings weekly to review student data trends, work samples and learn and share instructional strategies across classrooms and content areas. Strategy's Expected Result/Impact: Increase teacher capacity through job-embedded professional learning. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialists Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Feb	Apr	June	Aug
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers will implement Collin's Writing Instructional Practice across all grade levels and contents to support scholar development in written language. Strategy's Expected Result/Impact: Scholars will increase ability to effectively communicate understanding in various forms of written text. Staff Responsible for Monitoring: Principal Assistant Principals Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Feb	Apr	June	Aug
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Permenter Middle School scholars scored at 73% approaches, 47% meets, and 10% masters for 6th-grade STAAR ELAR; 59% approaches, 38% meets, and 18% masters for 7th-grade STAAR ELAR; 67% approaches, 39% meets, and 13% masters for 8th-grade STAAR ELAR. **Root Cause:** Students have had more years of practice with reading responses; students need more practice with extended constructed responses. Instructional delivery and alignment across the content was inconsistent. Scholars struggled with demonstration of learning aligned to the TEKS.

Goal 2: Increase the percentage of reading scholars in grades 6-8 scoring meets or above from 43% to 53% or higher by June 2025.

Performance Objective 2: The campus will implement a comprehensive tiered system of instruction, intervention, and enrichment for reading in all grade levels.

High Priority

Evaluation Data Sources: BOY, MOY & EOY MAPS Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Feb	Apr	June	Aug
Strategy 1: Permenter will implement "Longhorn Time" reading intervention /enrichment periods within the school day. Strategy's Expected Result/Impact: Students will receive strategic reteach of identified reading skills to promote mastery of content. Staff Responsible for Monitoring: Principal Assistant Principals Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2				

Strategy 2 Details	Reviews			
Strategy 2: Permenter will utilize Instructional Specialists support identified students at greatest need of learning acceleration as measured by STAAR 2024/ NWEA MAPS. Strategy's Expected Result/Impact: Identified scholars will receive additional instruction in skills deficit identified by NWEA MAPS Assessments to close instructional gaps and return to grade level instruction. Staff Responsible for Monitoring: Principal Assistant Principals Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Feb	Apr	June	Aug
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Permenter Middle School scholars scored at 73% approaches, 47% meets, and 10% masters for 6th-grade STAAR ELAR; 59% approaches, 38% meets, and 18% masters for 7th-grade STAAR ELAR; 67% approaches, 39% meets, and 13% masters for 8th-grade STAAR ELAR. Root Cause: Students have had more years of practice with reading responses; students need more practice with extended constructed responses. Instructional delivery and alignment across the content was inconsistent. Scholars struggled with demonstration of learning aligned to the TEKS.

Goal 3: Increase the percentage of math scholars in grades 6-8 scoring meets or above from 31% to 41% or higher by June 2025.
Increase the percentage of Algebra 1 scholars scoring meets or above from 89% to 95% or higher by June 2025.

Performance Objective 1: Permenter campus administrators and teachers will set and monitor measurable student achievement in mathematics in grades 6-8 and ALG I.

High Priority

Evaluation Data Sources: BOY, MOY & EOY MAPS Assessment.
District assessments
STAAR Interim
Spring 2025 STAAR tests

Strategy 1 Details	Reviews			
Strategy 1: Campus leaders will lead classroom teachers to establish classroom achievement goals aligned to campus mathematics goals in Professional Learning Communities. Strategy's Expected Result/Impact: Strategic planning to ensure that classroom goal attainment will meet or exceed campus goal attainment. Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Feb	Apr	June	Aug

Strategy 2 Details	Reviews			
Strategy 2: Campus leaders will conduct periodic data analysis with mathematics teachers in Professional Learning Communities to plan for effective reteach through collaboration and leveraging instructor strengths. Strategy's Expected Result/Impact: Increased teacher capacity to provide high quality instruction aligned to TEKS standards. Staff Responsible for Monitoring: Principal Assistant Principals Teachers Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Feb	Apr	June	Aug
				
Strategy 3 Details	Reviews			
Strategy 3: Permenter scholars will participate in data analysis, goal setting, and individual progress monitoring following each assessment. Strategy's Expected Result/Impact: Permenter scholars will know and understand individual learning targets and take guided ownership of their learning. Staff Responsible for Monitoring: Principal Assistant Principals Teachers Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Feb	Apr	June	Aug
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Permenter Middle School scholars scored at 61% approaches, 24% meets, and 4% masters for 6th grade STAAR math; 25% approaches, 7% meets, and 0% masters in the for 7th-grade STAAR math; 74% approaches, 41% meets and 10% meets for 8th-grade STAAR math; 100% approaches, 89% meetings and 63% masters for ALG I.

Root Cause: Instructional delivery and alignment across the content was inconsistent. Scholars struggled with demonstration of learning aligned to the TEKS.

Goal 3: Increase the percentage of math scholars in grades 6-8 scoring meets or above from 31% to 41% or higher by June 2025.
Increase the percentage of Algebra 1 scholars scoring meets or above from 89% to 95% or higher by June 2025.

Performance Objective 2: Instructional planning and adjustments in all mathematics classrooms will be driven by extensive review and use of student assessment data.

High Priority

Evaluation Data Sources: District Common Assessments NWEA MAPS BOY, EOY, MOY
Exact Path, EOY STAAR/EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Feb	Apr	June	Aug
Strategy 1: Teachers will monitor and adjust instruction based on data analysis and strategic plans for intervention/enrichment. Strategy's Expected Result/Impact: Permenter scholars will have multiple opportunities to master or exceed mastery of learning objectives. Staff Responsible for Monitoring: Principal Assistant Principals Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize Edmentum instructional software to provide differentiated learning opportunities for scholars based on individual need. Strategy's Expected Result/Impact: Scholars will close identified skills gaps to improve on- grade level performance. Staff Responsible for Monitoring: Principal Assistant Principals Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Feb	Apr	June	Aug
					

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Permenter Middle School scholars scored at 61% approaches, 24% meets, and 4% masters for 6th grade STAAR math; 25% approaches, 7% meets, and 0% masters in the for 7th-grade STAAR math; 74% approaches, 41% meets and 10% meets for 8th-grade STAAR math; 100% approaches, 89% meetings and 63% masters for ALG I. Root Cause: Instructional delivery and alignment across the content was inconsistent. Scholars struggled with demonstration of learning aligned to the TEKS.

Goal 3: Increase the percentage of math scholars in grades 6-8 scoring meets or above from 31% to 41% or higher by June 2025.
Increase the percentage of Algebra 1 scholars scoring meets or above from 89% to 95% or higher by June 2025.

Performance Objective 3: Permenter will implement a comprehensive tiered system of instruction, intervention, and enrichment for mathematics at all grade levels.

High Priority

Evaluation Data Sources: NWEA MAPS BOY, EOY, MOY
Edmmmentum STAAR/EOC

Strategy 1 Details		Reviews			
Strategy 1: Permenter will provide ongoing extended day learning opportunities in mathematics for identified scholars. Strategy's Expected Result/Impact: Students will receive strategic reteach of identified mathematics skills to promote mastery of content. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Feb	Apr	June	Aug
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

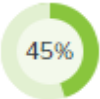
Student Learning
Problem Statement 1: Permenter Middle School scholars scored at 61% approaches, 24% meets, and 4% masters for 6th grade STAAR math; 25% approaches, 7% meets, and 0% masters in the for 7th-grade STAAR math; 74% approaches, 41% meets and 10% meets for 8th-grade STAAR math; 100% approaches, 89% meetings and 63% masters for ALG I. Root Cause: Instructional delivery and alignment across the content was inconsistent. Scholars struggled with demonstration of learning aligned to the TEKS.

Goal 4: Maintain Permenter scholars participating in extra-curricular or co-curricular activities at a rate of 90% or higher.

Performance Objective 1: Increase the student and teacher interest in extra-curricular and co-curricular activities.

High Priority

Evaluation Data Sources: Number of clubs and organizations, participation rates

Strategy 1 Details	Reviews			
Strategy 1: Increase teacher ownership by providing opportunities for teachers to identify and create clubs and organizations. Strategy's Expected Result/Impact: Increase club and organization offerings and increase teacher ownership Staff Responsible for Monitoring: Principal Assistant Principals Teachers Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3	Formative			Summative
	Feb	Apr	June	Aug
				

Strategy 2 Details		Reviews			
Strategy 2: Utilize data from student culture surveys to provide student interventions aimed at increasing student efficacy and engagement. Strategy's Expected Result/Impact: Increase student interest and participation in extra-curricular and co-curricular activities Staff Responsible for Monitoring: Principal Counselors Teachers Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1		Formative			Summative
		Feb	Apr	June	Aug
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: A significant portion of our student body demonstrates minimal engagement in available extracurricular activities and clubs not associated with fine arts or athletics. Root Cause: Insufficient teacher involvement in promoting and managing clubs, leading to a lack of student engagement. Limited range of clubs that cater to different student interests, potentially excluding certain demographics.
Perceptions
Problem Statement 1: Intentional responses to data collected in culture surveys are needed to monitor the effectiveness of implemented interventions and adjust as needed. Root Cause: There is a need for increased efficacy in school-based social-emotional learning programs to foster student leadership opportunities, or tailoring classroom activities to better reflect diverse student perspectives.

Site Based Decision Making Committee

Committee Role	Name	Position
Community	William Holmes	Behavior Specialist
Staff	Melinda Miller	Counselor
Teacher	Alisha Cooks	Teacher
Staff	Ronda Arnick	Instructional Specialist
Administration	Frances Moore	Assistant Principal
Teacher	Latosha Dawn	Assistant Principal
Parent	Angel Hale	Teacher
Administration	Katrina Lemons	Principal