

# Cedar Hill Independent School District



## Permenter Middle School

## 2026-2027 Goals/ Performance Objectives/ Strategies

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# Goal 1

Goal 1: The percentage of third graders scoring at Meets+ on STAAR Reading will increase from 38% in August 2025 to 46% by August 2030.

## Performance Objective 1 High Priority

By May 2027, increase the campus percentage of students performing at meets or above on STAAR Reading 2027 from 35% to 45%: 6th grade from 38% to 48%, 7th grade from 33% to 43%, 8th grade from 55% to 65%.

**Evaluation Data Source:** Reading Unit Assessments

Student growth from BOY, MOY, to EOY NWEA scores

STAAR Reading Interim scores

STAAR Reading Proficiency

### Strategy 1

Permenter will administer NWEA MAPS assessments in Reading and Language at beginning, middle, and end of year, and the STAAR Interim assessment.

**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 aligned to needs.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Teachers

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

### Formative Reviews

No Progress

**September**

**December**

**March**

**June**

### Strategy 2

Improve teacher's Tier 1 Instructional practices through: Lesson Rehearsals/Lesson Internalization, Lesson Recordings, Intentional Planning in PLCs with critical focus areas in mind.

**Strategy's Expected Result/Impact:** Increase student STAAR Reading 2027 performance at 43% or more at the Meets and/or Above levels.

**Staff Responsible for Monitoring:** Teachers, Administration, Instructional Specialists

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

**Formative Reviews**

No Progress

**September**

**December**

**March**

**June**

**Strategy 3**  **Targeted Support Strategy**  **Additional Targeted Support Strategy**

Progress Monitoring by Data Analysis

**Strategy's Expected Result/Impact:** Teachers - Analyze data to inform instruction to increase student performance and provide intervention through Blended Learning and/or after school tutoring.

**Staff Responsible for Monitoring:** Teacher, Administration, Instructional Specialist

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

**Formative Reviews**

No Progress

**September**

**December**

**March**

**June**

Goal 2

Goal 2: The percentage of 3rd-Grade Meets+ on STAAR Math will increase from 36% in August 2025 to 51% in August 2030.

Performance Objective 1

 High Priority

By May 2027, increase the campus percentage of students performing at meets or above on STAAR Math 2027 from 13% to 23%: 6th grade from 9% to 19%, 7th grade from 1% to 15%, 8th grade from 52% to 62%.

**Evaluation Data Source:** Math Unit Assessments

Student growth from BOY, MOY, to EOY NWEA scores

STAAR Math Interim scores

STAAR Math Proficiency

Strategy 1

Permenter will administer NWEA MAPS assessments in Math at beginning, middle, and end of year, and the STAAR Interim assessment.

**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 aligned to needs.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

September

December

March

June

Strategy 2

Improve teacher's Tier 1 Instructional practices through: Lesson Rehearsals/Lesson Internalization, Lesson Recordings, Intentional Planning in PLCs with critical focus areas in mind.

**Strategy's Expected Result/Impact:** Increase student STAAR Math 2027 performance at 15% or more at the Meets and/or Above levels.

**Staff Responsible for Monitoring:** Teachers, Administration, Instructional Specialists

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

September

December

March

June

Strategy 3 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

Progress Monitoring by Data Analysis

**Strategy's Expected Result/Impact:** Teachers - Analyze data to inform instruction to increase student performance and provide intervention through Blended Learning and/or after school tutoring.

**Staff Responsible for Monitoring:** Teacher, Administration, Instructional Specialist

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

September

December

March

June

# Goal 3

Goal 3: The percentage of students graduating CCMR-ready, as measured by state accountability metrics, will increase from 80% in August 2025 to 90% in August 2030.

## Performance Objective 1

Increase students projected to pass SAT based on level of achievement at Meets+ on reading and math 2027 state assessments.

**Evaluation Data Source:** Unit Reading and Math assessments

NWEA BOY, MOY, and EOY SAT readiness scores

TSI embedded questions on district assessments scores

### Strategy 1

Improve teacher's Tier 1 instructional practices through: Lesson Rehearsals/Lesson Internalization, Lesson Recordings, Intentional Planning in PLCs with critical focus areas in mind.

**Strategy's Expected Result/Impact:** Increase student 2027 STAAR Reading and Math performance at the Meets and/or Above levels.

**Staff Responsible for Monitoring:** Teachers, Administration, Instructional Specialist

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

### Formative Reviews

No Progress

September

December

March

June

### Strategy 2 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

Progress Monitoring through Data Analysis

**Strategy's Expected Result/Impact:** Teachers - Analyze data to inform instruction to increase student performance and provide intervention through Blended Learning and/or after school tutoring.

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

No Progress

September

December

March

June

# Goal 4

Goal 4: The percentage of eighth graders achieving Meets + on Science STAAR will grow from 34% in August 2025 to 48% in 2030.

## Performance Objective 1 High Priority

By May 2027, increase the percentage of 8th grade students performing at meets or above on STAAR Science 2027 from 9% to 25%.

**Evaluation Data Source:** Science Unit Assessments

Student growth from BOY, MOY, to EOY NWEA scores

STAAR Science Interim scores

STAAR Science Proficiency

### Strategy 1

Permenter will administer NWEA MAPS assessments in Science at beginning, middle, and end of year, and the STAAR Interim assessment.

**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 aligned to needs.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers

### Formative Reviews

No Progress

September

December

March

June

### Strategy 2

Improve teacher's Tier 1 Instructional practices through: Lesson Rehearsals/Lesson Internalization, Lesson Recordings, Intentional Planning in PLCs with critical focus areas in mind.

**Strategy's Expected Result/Impact:** Increase student STAAR Science 2027 performance at 25% or more at the Meets and/or Above levels.

**Staff Responsible for Monitoring:** Teachers, Administration, Instructional Specialists

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

September

December

March

June

Strategy 3  Targeted Support Strategy  Additional Targeted Support Strategy

Progress Monitoring by Data Analysis

**Strategy's Expected Result/Impact:** Teachers - Analyze data to inform instruction to increase student performance and provide intervention through Blended Learning and/or after school tutoring.

**Staff Responsible for Monitoring:** Teacher, Administration, Instructional Specialist

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

September

December

March

June

# Goal 5

The percentage of students reporting positive social-emotional well-being and active school engagement will increase by 15 percentage points from BOY to EOY in the Student Perception Surveys

## Performance Objective 1

Permenter staff will focus on culture and peer belonging and collaboration to increase students' perception of social-emotional well-being by 15 percentage points from BOY to EOY in the Student Perception Surveys.

**Evaluation Data Source:** House System Student Surveys

SEL Lessons conducted in Classes.

Youth Truth Survey results specific to culture and peer belonging

## Strategy 1

Progress Monitoring by Data Analysis

**Strategy's Expected Result/Impact:** Teachers - Analyze data of students' perceptions of socio-emotional from student surveys and a decrease in discipline referrals.

**Staff Responsible for Monitoring:** Teachers, Administrations

## Formative Reviews

No Progress

September

December

March

June