

Cedar Hill Independent School District

Permenter Middle School

2025-2026 Goals/Performance Objectives/Strategies



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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Goals

Goal 1: Increase the percentage of 6th through 8th grade scholars reading at or above grade level from 41% to 43% by August 2026.

Performance Objective 1: Scholars in grades 6-8 will participate in research-based performance assessments at the beginning, middle and end of year during the 2025-2026 school year.

Evaluation Data Sources: BOY, MOY & EOY MAPS Assessment.
DCCA 1 and 2
STAAR Interim in February 2026
Spring 2026 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 aligned to needs. Staff Responsible for Monitoring: Principal Assistant Principals Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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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 Secondary ELAR Coordinator ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Jan	Mar	May	July

Strategy 3 Details	Reviews			
Strategy 3: Teachers will integrate shortened constructed responses 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 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	Formative			Summative
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Goal 1: Increase the percentage of 6th through 8th grade scholars reading at or above grade level from 41% to 43% by August 2026.

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

Evaluation Data Sources: BOY, MOY & EOY MAPS Assessment

Strategy 1 Details	Reviews			
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 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	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Permenter will utilize Instructional Specialists to support identified students at greatest need of learning acceleration as measured by STAAR 2025/ 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 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	Formative			Summative
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Goal 2: Increase the percentage of 6th through 8th grade scholars at or above grade level on the math STAAR from 35% to 38% by August 2026.

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

Evaluation Data Sources: BOY, MOY & EOY MAPS Assessment
Teacher-developed assessments
District assessments
STAAR Interim
Spring 2026 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 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	Formative			Summative
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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 TEA Priorities: Recruit, support, retain teachers and principals, 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	Formative			Summative
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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 Teacher 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	Formative			Summative
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Goal 2: Increase the percentage of 6th through 8th grade scholars at or above grade level on the math STAAR from 35% to 38% by August 2026.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will monitor and adjust instruction based on data analysis and strategic plans for intervention/enrichment. Professional development embedded into weekly PLC meetings will provide a vehicle for this strategy. 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 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	Formative			Summative
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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 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	Formative			Summative
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Goal 2: Increase the percentage of 6th through 8th grade scholars at or above grade level on the math STAAR from 35% to 38% by August 2026.

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

Evaluation Data Sources: NWEA MAPS BOY, EOY, MOY
Edmentum
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 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	Formative			Summative
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Goal 3: The percentage of scholars graduating College, Career, and Military 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 on reading and math state assessments.

Evaluation Data Sources: DCCA 1 and 2
STAAR Interim
Spring 2026 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 Teachers 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	Formative			Summative
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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 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	Formative			Summative
	Jan	Mar	May	July

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 TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Goal 4: Increase the percentage of scholars at meet or above on the Science STAAR from 32% to 35% by June 2026.

Performance Objective 1: By May 2026, 100% of science teachers will implement aligned, rigorous daily lessons using the district scope and sequence, resulting in at least 75% of students demonstrating mastery on common formative assessments.

Evaluation Data Sources: DCCA 1 and 2
STAAR Interim in February 2026
Teacher created formative assessments

Strategy 1 Details	Reviews			
Strategy 1: Conduct weekly PLCs to analyze student work, align instruction to STAAR standards, and plan reteach/enrichment. Strategy's Expected Result/Impact: Increased teacher collaboration and alignment to STAAR rigor; improved student mastery on targeted TEKS as evidenced by common assessment data. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialist District science coordinator Teachers through embedded professional learning TEA Priorities: Improve low-performing schools	Formative			Summative
	Jan	Mar	May	July
Strategy 2 Details	Reviews			
Strategy 2: Provide targeted professional development in inquiry-based science instruction and lab investigations. Strategy's Expected Result/Impact: Teachers integrate more hands-on and inquiry-based learning; students demonstrate stronger conceptual understanding and application skills on benchmarks and STAAR Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialists District science coordinator Teachers TEA Priorities: 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	Formative			Summative
	Jan	Mar	May	July



No Progress



Accomplished



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Goal 4: Increase the percentage of scholars at meet or above on the Science STAAR from 32% to 35% by June 2026.

Performance Objective 2: By May 2026, 80% of scholars identified as below grade level in science will show at least one performance quartile growth on district benchmarks.

Evaluation Data Sources: DCCA 1 and 2
STAAR Interim
Teacher created formal assessments

Strategy 1 Details	Reviews			
Strategy 1: Implement tiered small-group intervention during advisory or intervention blocks focused on low-performing SEs (student expectations). Strategy's Expected Result/Impact: Students in intervention groups close gaps in priority standards; increased growth on district benchmarks and STAAR results for struggling learners. Staff Responsible for Monitoring: Principal Assistant Principals Teachers Instructional specialist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Integrate technology-based platforms (STAAR practice tools, Study Island, etc.) for personalized practice and progress monitoring. Strategy's Expected Result/Impact: Students engage in individualized practice that builds both content mastery and test readiness; data reports reflect increased accuracy and progress across science TEKS. Staff Responsible for Monitoring: Principal Assistant Principals Instructional specialists Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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No Progress



Accomplished



Continue/Modify



Discontinue