

**Cedar Hill Independent School District**  
**Permenter Middle School**  
**2019-2020 Campus Improvement Plan**



# Mission Statement

**Mission:** The mission of W.S. Permenter Middle School is to develop life-long learners and model citizens through the pursuit of academic excellence, individual leadership, and real life experiences.

## Vision

**Vision:** W.S. Permenter Middle School will be a premier STEAM campus preparing our students to become global competitors.

## Value Statement

**Values:** 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.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Academic Achievement .....	6
School Processes & Programs .....	8
Perceptions .....	9
Priority Problem Statements .....	11
Comprehensive Needs Assessment Data Documentation .....	13
Goals .....	15
Goal 1: Increase the campus's overall score from 72 to 80 and earn at least 2 distinctions based on the 2019-2020 Texas Accountability System. ....	15
Goal 2: Increase the retention and growth of all of the staff on the campus. ....	18
Goal 3: Increase the school-centered and partnership centered after school activities for students. ....	22
Campus Improvement Team .....	25
Campus Funding Summary .....	26

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

WS Permenter Middle School is located in the southeast section of Cedar Hill approximately one mile east of Highway 67. The campus was built in 1989 and served as the only seventh and eighth grade campus in the Cedar Hill Independent School District until the 2005-2006 school year. During that year, Bessie Coleman Middle School opened and reduced the campus population by approximately 500 students. In 2015, sixth grade students joined the middle school campuses due to the district realigning.

WS Permenter Middle School's enrollment for the 2017-2018 school year was 820 students. The population is made up of 566 African American students (69%), 196 Hispanic students (24%), 30 Caucasian students (4%), 22 Multi-racial students (3%), 4 Asian students (1%), 2 Native Hawaiian students (1%) of which 71% are considered Economically Disadvantaged.

Based on the Average Daily Attendance report (ADA) for 2017-2018, student attendance was at 95.41%, which was a slight decrease over the previous year.

### Demographics Strengths

The Permenter Middle School community has pledged to work together for the success of all students. The campus continues to be the center of activity in the community. On any given evening, students, parents, and staff members can be seen participating in numerous after-school programs and activities. The increase in the Economically Disadvantaged population enables the campus to provide breakfast to all students at no cost, which allows them to begin the school day focused on learning rather than hunger. A comprehensive school-wide tutorial program extends the school day for learners that need additional assistance and support.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Overall student attendance dropped to 95.41%. **Root Cause:** Lack of immediate followup for students with multiple absences.

**Problem Statement 2:** There are not enough cultural events for the cultures represented on campus. **Root Cause:** Lack of planning and implementation of

events.

# Student Academic Achievement

## Student Academic Achievement Summary

The 2018 Accountability Rating for Permenter Middle School was Met Standard. According to the Accountability Report, Permenter scored a 69 in Academic Growth, 70 in Relative Performance, 71 in Closing the Gap. The campus had an overall score of 70.

Increasing the student performance rates in Social Studies, Science, and Reading, along with increasing the percentage of students scoring in the Advanced range are priorities for the 2018-2019 school year. Campus expects to maintain the momentum in the growth of Math and Writing.

Permenter Middle School promotes student achievement through student engagement and data analysis. Increased focus will be placed on Process and Readiness standards, along with increasing the use of high-yield instructional strategies. Professional Learning Communities (PLCs) will be used to enhance authentic student engagement. All assessment data will be analyzed and utilized to address academic deficits, improve academic strengths, and design interventions that address low SE's.

## Student Academic Achievement Strengths

Permenter Middle School celebrates a number of strengths. Some highlights include:

- Math scores improved in grades 6, 7 and 8
- Reading scores improved in grades 7 and 8
- Writing scores improved in grade 7
- Grade 7 improved in Reading, Math and Writing at Approaches, Meets and Masters levels
- STAAR End of Course (EOC) exam scores were 100% in Algebra I.

Students and teachers worked very hard, and the results show their efforts in these areas were targeted and appropriate.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Social Studies scores dropped significantly from 2016-2017 to 2017-2018. **Root Cause:** Change in personnel was not effective.

**Problem Statement 2:** Sixth grade reading scores dropped in 2017-2018. **Root Cause:** Campus focus was on 8th grade.

**Problem Statement 3:** ELL students are underperforming on TELPAS and STAAR. **Root Cause:** Due to the increase in the ELL population, our staff

needs an increase in professional development in ELPS.

**Problem Statement 4:** There are not enough cultural events for the cultures represented on campus. **Root Cause:** Lack of planning and implementation of events.

# School Processes & Programs

## School Processes & Programs Summary

In 2019-2020, the campus is engaging in strategic effort to transform the perception of Permenter Middle School, improve the culture of the campus and lift the expectations of all stakeholders through a series of initiatives and strategies including: STEAM community events, student and staff celebrations, social media, and professional learning opportunities. The focus will be the Essential 10, strengthening procedures, processes and .

The staff realizes the importance of a positive and nurturing learning environment in the success of all students; therefore, staff members are committed to building positive relationships with students through the use of proactive praise, student recognition, and incentives. The campus is implementing the house system to unite scholars and staff across the campus. Staff are a part of the interview committees, help to mentor new staff members, and lead the PBIS team with new options to promote positive student behavior on campus.

## School Processes & Programs Strengths

- Administrators are visible in classrooms and common areas during the day, and during arrival and dismissal times.
- All staff members stand at their doors each morning to greet their students upon arrival.
- All staff members are assigned a duty post at arrival and dismissal times, to ensure students enter and exit the building orderly and safely.
- Focus will be placed on procedures, practicing and modeling consistently.
- For 2019-2020, Essential 10 and the house system will be continued.
- Staff and students are recognized and acknowledged for accomplishments, academic growth/achievement, effort, and perfect attendance, etc.
- Social gatherings are held to encourage collegiality and develop friendships among staff.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** There are not enough cultural events for the cultures represented on campus. **Root Cause:** Lack of planning and implementation of events.

**Problem Statement 2:** Overall student attendance dropped to 95.41%. **Root Cause:** Lack of immediate followup for students will multiple absences.



# Perceptions

## Perceptions Summary

We believe that all students can learn and should be given every opportunity to be successful. We believe in customer service. We believe that a smile goes a long way. We understand that everyone has a bad day now and again and everyone gets a fresh start each morning.

The staff of W.S. Permenter Middle School believes that students can achieve at higher standards if parents, teachers, students, and community members work together. An ongoing process of communication and cooperation builds the school's and parents' capacity for strong parental involvement.

To increase parental engagement for 2019-2020, All Pro Dads, a school-based program that brings dads and other male role models together with their children here at W.S. Permenter Middle School, will gather monthly to discuss topics relative to school-age children and take part in fun-filled bonding activities. The dads will also leave with practical parenting tips they can take home and implement immediately. The students leave with memories to last a lifetime. Parents have also re-activated the Permenter PTA and are involved in planning a number of activities for students and families. The Cedar Hill PD and a local fraternity will be creating a mentoring group for our young men while our counselors will create a mentoring group for our young ladies.

The school uses a variety of communication tools to keep parents and community members abreast of school events. A few of them are as follows:

- School Calendar
- Skyward Messenger System
- School/District Website
- Social Media

## Perceptions Strengths

- Parental involvement in school events is steadily growing at W.S. Permenter Middle School through All Pro Dads and PTA membership.
- Many parent engagement activities and workshops are planned throughout the year for parents, students, and community members.
- Traffic flow around the campus has improved and parents are smiling when dropping their scholars at school.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Scholars are walking in large groups into neighborhoods and participating in detrimental practices. **Root Cause:** Lack of afterschool and programs

**Problem Statement 2:** There are not enough cultural events for the cultures represented on campus. **Root Cause:** Lack of planning and implementation of events.

# Priority Problem Statements

**Problem Statement 1:** Overall student attendance dropped to 95.41%.

**Root Cause 1:** Lack of immediate followup for students with multiple absences.

**Problem Statement 1 Areas:** Demographics - Demographics - School Processes & Programs

**Problem Statement 2:** Social Studies scores dropped significantly from 2016-2017 to 2017-2018.

**Root Cause 2:** Change in personnel was not effective.

**Problem Statement 2 Areas:** Student Academic Achievement

**Problem Statement 3:** Sixth grade reading scores dropped in 2017-2018.

**Root Cause 3:** Campus focus was on 8th grade.

**Problem Statement 3 Areas:** Student Academic Achievement

**Problem Statement 5:** Scholars are walking in large groups into neighborhoods and participating in detrimental practices.

**Root Cause 5:** Lack of afterschool and programs

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** ELL students are underperforming on TELPAS and STAAR.

**Root Cause 6:** Due to the increase in the ELL population, our staff needs an increase in professional development in ELPS.

**Problem Statement 6 Areas:** Student Academic Achievement

**Problem Statement 7:** There are not enough cultural events for the cultures represented on campus.

**Root Cause 7:** Lack of planning and implementation of events.

**Problem Statement 7 Areas:** Demographics - Student Achievement - School Culture and Climate - Parent and Community Engagement - Demographics - Student Academic Achievement - School Processes & Programs - Perceptions

**Problem Statement 8:** 7th grade math dropped significantly from 2017-2018 to the 2018-2019 school year.

**Root Cause 8:** Teachers were not monitored effectively and the curriculum was not viable.

**Problem Statement 8 Areas:** Student Achievement

**Problem Statement 9:** Algebra I scores dropped in the 2018-2019 school year.

**Root Cause 9:** Personell issues at the beginning of the school year.

**Problem Statement 9 Areas:** Student Achievement

**Problem Statement 10:** ELL students are underperforming on TELPAS and STAAR.

**Root Cause 10:** Due to the incese in the ELL population, our staff needs an increase in professional development in ELPS and how to effectively plan lessons.

**Problem Statement 10 Areas:** Student Achievement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (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) results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

## **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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Gifted and talented data
- Dyslexia Data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

## **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

## **Parent/Community Data**

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

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals


## Goal 1: Increase the campus's overall score from 72 to 80 and earn at least 2 distinctions based on the 2019-2020 Texas Accountability System.


**Performance Objective 1:** Increase current 7th-grade math scores by 23% over the STAAR scores from 2018-2019 in Approaching.


**Evaluation Data Source(s) 1:** STAAR scores


### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Use of targeted small group instruction for tiered lessons with the teacher and Interventionist.	2.4, 2.5, 2.6	Instructional Coach	Small groups will improve comprehension skills for scholars.				
2) Intense classroom and lesson plan monitoring along with weekly feedback sessions.	2.4, 2.5, 2.6	Instructional Coach	Better aligned instruction				
3) Provide required staff with training and professional development on the new curriculum and best practices.	2.4, 2.5, 2.6	Assistant Principal	Grasp of the curriculum and several ways to implement it.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

**Goal 1:** Increase the campus's overall score from 72 to 80 and earn at least 2 distinctions based on the 2019-2020 Texas Accountability System.

**Performance Objective 2:** Increase all scores to follow the rule of 80 at the meets and masters level.

**Evaluation Data Source(s) 2:** Focus checks, benchmarks, STAAR

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop essential standards to address the highest staked TEKS.	2.4, 2.5, 2.6	Instructional Coach	Improve STAAR scores				
2) Provide small group, targeted intervention, and enrichment through after school and Saturday school tutorials to address low performing SEs.	2.4, 2.5, 2.6	Instructional Coach	close the gaps				
	<b>Funding Sources:</b> 211- ESEA: Title I, Part A - 20000.00						
3) Develop an in-school intervention plan. The plan will block off time every week to address unaccomplished academic goals.	2.4, 2.5, 2.6	Administration	Intervention during the day with the teacher of record.				



**Goal 1:** Increase the campus's overall score from 72 to 80 and earn at least 2 distinctions based on the 2019-2020 Texas Accountability System.





**Performance Objective 3:** Increase the attendance rate to 98%.

**Evaluation Data Source(s) 3:** daily attendance records

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) monitor attendance weekly and call parents when trend is noticed	2.4, 2.5, 2.6	Attendance Clerk	increase attendance				
2) Reward students monthly for perfect attendance		PBIS leader	Increase attendance for scholars				
3) Recognize and award teacher attendance.		Counselors	Increase attendance				

	= Accomplished		= Continue/Modify		= No Progress		= Discontinue
---	----------------	---	-------------------	---	---------------	---	---------------

## Goal 2: Increase the retention and growth of all of the staff on the campus.

**Performance Objective 1:** Implement growth plans for all staff that include monthly growth sessions.

**Evaluation Data Source(s) 1:** attendance at meetings and all student data

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 1) Every teacher will use the SWVL to record their class. They will then self reflect and debrief with an administrator.</p>	2.4, 2.5, 2.6	Administrator	Increased teacher capacity.				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 2) Develop campus-based courses that teachers will attend.</p>	2.4, 2.5, 2.6	Administrator	Equipping teachers with tools to disseminate information.				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 3) Increase staff meetings from once a month to twice a month with embedded teacher taught skills.</p>	2.4, 2.5, 2.6	Assistant Principal	Teachers will learn from other teachers.				
<p><b>Funding Sources:</b> 211- ESEA: Title I, Part A - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

**Goal 2:** Increase the retention and growth of all of the staff on the campus.





**Performance Objective 2:** Create a guiding coalition that focuses on teacher leadership.

**Evaluation Data Source(s) 2:** Meeting agendas and minutes.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The guiding coalition will be the chairpersons for campus committees.	2.5, 2.6	Assistant Principal	All chair people will meet and communication across clubs and organizations will be optimal.				
2) The guiding coalition will create a framework for an ideal Permenter Professor.		Assistant Principals	A rubric to hire people for our campus				
3) The coalition will receive leadership intensive training.	2.5, 2.6	Assistant Principal	Build the leadership capacity in teachers.				

	= Accomplished		= Continue/Modify		= No Progress		= Discontinue
---	----------------	---	-------------------	---	---------------	---	---------------





**Goal 2:** Increase the retention and growth of all of the staff on the campus.

**Performance Objective 3:** Celebrate staff and promote positive adult behaviors.

**Evaluation Data Source(s) 3:** Meeting agendas and minutes.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teacher awards every grading period for attendance, consistency in duty, and going above and beyond.	2.4, 2.5, 2.6	Principal	Increased campus morale				
2) Recognizing teachers when we recognize student academic achievement.	2.5, 2.6	Academy lead	Show scholars and other teachers that doing great is rewarded.				
3) Monthly teacher gifts from the administration.		Administrator	Increased morale.				

 = Accomplished    
  = Continue/Modify    
  = No Progress    
  = Discontinue

### Goal 3: Increase the school-centered and partnership centered after school activities for students.


**Performance Objective 1:** Develop an after school program housed on campus.

**Evaluation Data Source(s) 1:** After school sign in sheets.


**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Partner with CHAT Squad and develop an afterschool program.	2.4, 2.5, 2.6	Principal	Less fights and neighborhood problems.				
2) Implement yoga for detention.	2.4, 2.5, 2.6	Principal	Increase positive acts and self awareness of students.				
3) Create clubs for students to participate in.		PBIS Lead	Students will have more pride in their school when they are involved.				


  




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 3:** Increase the school-centered and partnership centered after school activities for students.

**Performance Objective 2:** Increase partnerships with area companies and area government officials.

**Evaluation Data Source(s) 2:** Partnership list and events.

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Quarterly outings where administrators visit area businesses and ask for support.		Administration	Increased community partners.				
2) Quarterly fellowship opportunities where the staff will attend an event together to support that institution.		Principal	Better community relations				
3) Invite companies and community leaders to come speak to students.		Principal	Students will learn from these industry leaders and gain mentors.				
<b>Funding Sources:</b> 211- ESEA: Title I, Part A - 15000.00							

**Goal 3:** Increase the school-centered and partnership centered after school activities for students.

**Performance Objective 3:** Every teacher will be a part of a club or organization.

**Evaluation Data Source(s) 3:** Club meetings

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Every teacher will choose an extracurricular activity that they will be a part of.		Assistant Principal	Increased campus involvement by all students and faculty.				
<b>Funding Sources:</b> 211- ESEA: Title I, Part A - 10000.00							
2) Provide veteran teachers as mentors to new to campus teachers		Assistant Principal	Increased campus pride by the staff				
3) Complete one on one meetings for all campus teachers that concentrate on instruction as well as campus initiatives.		Administration	Consulting one on one about all things at the campus will boost teachers confidence and keep them in the profession and knowledgeable of best practices.				
							



# Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Teri Williams	
Administrator	Tonya Haddox	Principal
Administrator	John Ensley	Assistant Principal
Non-classroom Professional	JoLynn Maddox	Instructional Coach
Administrator	Tashara Tuck	Assistant Principal
Non-classroom Professional	Derreka Shelton	Instructional Coach
Administrator	John Edmun	Assistant Principal
Business Representative	James Googe	Parent/Business Rep
Classroom Teacher	Natica Jones	Teacher
Community Representative	Donna Padron-Haddock	Community member/Para
Paraprofessional	Diane Crowe	Paraprofessional
Parent	Chelsi Hawley	Parent

# Campus Funding Summary

211- ESEA: Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	tutorial pay		\$20,000.00
2	1	3	Kagan		\$0.00
3	2	3	Contractors		\$15,000.00
3	3	1	After School Initiatives		\$10,000.00
<b>Sub-Total</b>					\$45,000.00
<b>Grand Total</b>					\$45,000.00