EXECUTIVE SUMMARY
SCHOOL IMPROVEMENT PLAN: 2021-2022

Campus Name: 113 Paige Elementary
School
Campus#: 113
Principal: LaTreal Peterson

School Office: ESO2

Executive Summary:

Roderick Paige Elementary is a North Area campus in Houston ISD that feeds into Key Middle School and Kashmere High School. Paige Elementary has one Assistant Principal, one Instructional Specialist, one Teacher Interventionist, and one Wraparound Specialist. The vision of Paige is to provide a network of knowledge and skills, strengthened by a community, to inspire and empower our scholars to be global, independent thinkers, ready to compete in the 21st century. Our staff developed mission statement is to provide a nurturing atmosphere in which we inspire and equip our scholars with tools to be creative and innovative thinkers through quality instruction, effective communication, and best practices. At Paige Elementary, our goal is for students to succeed academically, emotionally, socially, and globally. We want them to feel connected, have confidence, and be creative. Our school motto is "Students on the rise. #inputoutofmasterly." Our student population of 397 students is 32% African American, 67% Hispanic, with 95% economically disadvantaged, 41% ELL, 13% SPED and 1% Gifted and Talented. Our school services pre-kindergarten through 5th grade students, an SLC Alt classroom, and an SLL classroom. Our school has both departmentalized and self-contained classes.

Paige ES areas of focus for the 2021-2022 academic school year are: to increase student achievement and improve safety and confidence for students and the community. Currently our needs are building capacity of 0-2 year teachers, providing targeted intervention/small group instruction, and helping students to channel their emotion in a positive direction. Based on the 2021 STAAR Reading data, we will increase the third-grade approaches levels from 35% to 70%. The meets level will increase from 26% to 30%. The masters level will increase from 14% to 15%. We will increase the fourth-grade approaches level from 33% to 70%. The meets level will increase from 13% to 17%. The masters level will increase from 4% to 5%. We will increase the fifth-grade approaches level from 36% to 70%. The meets level will increase from 22% to 25%. The masters level will increase from 10% to 12%. In regards to Math, we will increase the 3rd grade approaches level from 34% to 70%. The meets level will increase from 15% to 18%. The masters level will increase from 0% to 5%. We will increase the fourth-grade approaches level from 16% to 70%. The meets level will increase from 9% to 13%. The masters level will increase from 4% to 8%. We will increase the 5th grade approaches level from 47% to 70%. The meets level will increase from 14% to 18%. The Masters level will increase from 5% to 10%.

ELAR Measurable Objectives:

- The percentage of 3rd grade students scoring at the Approaches level will increase 15 percent on the DLA and the STAAR release test.
- The percentage of 4th and 5th grade students scoring at the Approaches level will increase 15 percent on the DLA and the STAAR release test.
- 65% of students will pass their high frequency word evaluation after the first attempt. 75% of students will pass their high frequency word evaluation after the second attempt. 85% percent of students will pass their high frequency word exam after their third attempt.

Math Measurable Objectives:

- The percentage of 3rd grade students scoring at the Approaches level will increase 15 percent on the DLA and the STAAR release test.
- The percentage of 4th grade students and 5th grade students scoring at the Approaches level will increase 15 percent on DLA on the Mock STAAR.
- Students will demonstrate math fluency during number talks and problem solving and show growth on assessments.

School Progress Measurable Objectives:

- Students will show growth by 5 points on each snapshot and district level assessment.
- Students will show growth by 5 points on each snapshot and district level assessment.
- Increase the number of students identified as gifted and talented by 5%.

Closing the Gap Measurable Objectives:

- The percentage of students receiving special educations services scoring at the approaches level will increase from 0 to 5 percent on the DLA and 5 to 10 percent on the Mock STAAR.
- The number of students in urgent intervention will decrease by 5% over the course of the academic year.
- Students reading level will increase three letters by the end of the academic year.

As a campus, we will learn and incorporate effective research based instructional strategies to help increase students academic achievement. These strategies include: professional learning communities, teacher and specialists planning of lessons, the practicing of lessons, and relevant professional development that addresses teacher content knowledge. Reading Professional Development will include trainings on Mini- Lessons, Think- Alouds, Higher order Thinking Questions, Guided Reading, and Independent Practice to name a few. Math Professional Development will include trainings on Number Talks, Problem-Solving, Mini- Lessons, Independent Practice, Imagine Math, and Manipulatives to name a few. At Paige Elementary, we will work as a TEAM of staff, teachers, scholars, family, and community to help students soar to new levels.