

## 2022-2023 Local School Plan for Improvement (LSPI)

**School: Pharr Elementary School**

**Principal: Dr. Shamarlas Allens**

Accountability and flexibility are hallmarks of Gwinnett County Public Schools' success. Key to that success is ensuring that each school community understands the progress being made by its schools, as well as what plans will drive improvement. Each school creates a collaborative Local School Plan for Improvement (LSPI) to increase student achievement results, with targeted goals based on the four strategic priorities within the district's [Blueprint for the Future](#): *Empathy, Equity, Effectiveness, and Excellence*. All schools across the district will focus on goals **2A- Multi-tiered Systems of Support** and **2B- Opportunity and Access**. However, schools are required to select one goal from each of the other strategic priorities for the 2022-2023 school year. LSPI goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Multiple data points are used to determine areas needing improvement and to identify specific, measurable, annual objectives. Key Performance Indicators (KPIs) are the way we will measure success for each goal. Schools then determine how to use research-based strategies to achieve these goals, using flexibility as needed. The LSPI development process involves teachers, parents, students, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement.

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)
<b>Empathy 1A:</b> Cultural competence <a href="#">GCPS Definition</a>	At Pharr Elementary School, we are aiming to represent our cultural diversity and increase our cultural competence through specific professional development and celebrations that elevate the contributions of all communities.	At Pharr Elementary School, we are committed to enhancing our awareness of culture competency. We will implement heritage awareness for students, staff, and parents through activities and programs.  We will develop a multicultural awareness at Pharr that includes events	Increase the cultural competence and proficiency with Pharr Elementary School learning community and staff members to improve service delivery, strengthen programs, and enhance engagement across the full spectrum of our diverse community. <b>Educational Effectiveness Survey (EES):</b> <b>Staff:</b> <b>We are provided training to meet the needs of a diverse student population.</b> <b>Data Points:</b> Almost Always True 36% Often True 36% Target Goal for Almost Always True and Often True: 90%

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		<p>throughout the school year recognizing different cultures through the celebration of heritage and history months.</p> <p>Cafeteria feature a meal once a month that focuses on different cultures.</p> <p><b>Budget Implications:</b> Yes, general, instructional, and Title I funds.</p> <p><b>Person(s) Responsible:</b></p> <ul style="list-style-type: none"> <li>• All certified staff</li> <li>• MTSS Implementation Team</li> <li>• Administrative Team</li> </ul>	<p><b>Student:</b> <b>I am comfortable interacting with people from different backgrounds.</b></p> <p><b>Data Points:</b> Almost Always True 64 % Often True 33% Target Goal for Almost Always True: 75%</p> <p><b>Family:</b> <b>My student learns about cultures and community at their school.</b></p> <p><b>Data Points:</b> Almost Always True 38 % Often True 31% Target Goal for Almost Always True and Often True: 80%</p>
<p><b>LSPI 90-Day Update</b></p> <p>As of February 2023, we have celebrated <a href="#">Hispanic Heritage Month</a> (September 15-October 15), <a href="#">Native American Heritage Month</a> (November 1-30), <a href="#">Lunar New Year</a> (January 22), and <a href="#">Black History Month</a> (February 1-28).</p> <p>For each of these months, we have provided teachers a Choice Board of activities, video, and books to use with students to build their multicultural awareness. (The choice boards are linked above).</p>			<p><b>Data Updates</b></p> <p>Data from the EES is not currently available.</p> <p>The team will create a local school survey that focuses on cultural competence and is related to the EES survey.</p>

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During Hispanic Heritage Month, we created a video featuring staff members and students of Hispanic heritage which was shared during a faculty meeting. We also had a staff luncheon provided by parents which showcased Hispanic dishes.

On December 1, we held a Multicultural Night event for students and parents. Each grade level highlighted a different winter holiday, including Christmas, Hanukkah, Kwanzaa, Ramadan, and Diwali. Families were invited to host a cultural/country table where they displayed native clothing, food samples, artifacts, etc. to represent their heritage. Families were able to rotate through and learn more about each country/culture/holiday.

**Empathy 1B:**  
Staff and student well-being  
[GCPS Definition](#)

At Pharr, we will continue efforts to build an intentional, well-established, exemplary social and emotional learning (SEL) program that strategically provides cross-divisional support coupled with robust professional learning and resources for staff, students, and families.

Our goal is to enhance the quality of small groups with counselors to support SEL and social skills.

Building Parent Capacity through family and community engagement workshops that focus on PBIS, SEL, Wellness, and Wellbeing strategies for home.

Birthday celebrations for staff and students. Each student and staff member will be recognized on the morning news show. Each

Promote student and staff wellbeing through prioritizing self-care, physical and mental health, and social emotional learning.

**EES Survey Data**  
**Student Wellbeing**

**I enjoy coming to this school.**

**Data Points:**

Almost Always True 38 %

Often True 51%

Target Goal for Almost Always True and Often True: 100%

**I feel safe at this school.**

**Data Points:**

Almost Always True 38 %

Often True 31%

Target Goal for Almost Always True and Often True: 100%

**Staff:**

**Supportive Learning Environment**

**We have a system for celebrating success.**

**Data Points:**

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		<p>student will receive a birthday pencil. All staff members' birthdays will be broadcast schoolwide on the monitor daily.</p> <p>We will begin Character Recognition with an Inchy Coin. Students who demonstrate Ram Pride will receive an Inchy Coin for a free book from our book vending machine.</p> <p>Celebrating each other with RamTastic shout outs in Friday newsletter.</p> <p>Galvanizing staff spirit with Fun Fridays to include coffee/donuts; college tailgate to kick off football season (a day of treats for staff)</p> <p>Acknowledging and celebrating our success throughout the month with</p>	<p>Almost Always True 38 % Often True 31% Target Goal for Almost Always True and Often True: 100%</p> <p><b>EES Survey Data:</b> <b>Parent and Community Involvement:</b> <b>Parents/families have input into plans for improving this school.</b> <b>Data Points:</b> Almost Always True 38 % Often True 41% Target Goal for Always True: 80%</p> <p><b>Title I</b> Title I team will follow up with individual parents regarding their input provided on Title I event evaluation forms.</p>
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		<p>last Friday of the month breakfast in the cafeteria.</p> <p>Provide opportunities for staff to share ideas and suggestions with the principal by having a monthly Chat and Chew. One day out of the month, staff members can stop by the conference to engage in dialogue and discussions to enhance our supportive practices and learning environment.</p> <p>Once a semester, the Pharrl will host Coffee and Tea with the Principal. This will be an opportunity for parents and community members to be included in discussions for Continuous Quality Improvement at Pharr.</p> <p>Bridging and developing a sense of belonging with the community, Pharr will host the Principal's Ice Cream</p>	
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		<p>with the school community. Provide an opportunity for students, teachers, families, and community members to socialize and embrace our cultural diversity.</p> <p><b><u>Budget Implications:</u></b> Yes, general, instructional, and Title I funds.</p> <p><b><u>Person(s) Responsible:</u></b></p> <ul style="list-style-type: none"><li>• All certified staff</li><li>• MTSS Implementation Team</li><li>• Administrative Team</li></ul>	
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### LSPI 90-Day Update

Student birthdays have been consistently shared on the morning announcements. Students receive a birthday pencil on their birthday. Staff birthdays are advertised in the mailroom and in the staff restrooms. We celebrate staff members' birthdays with a certificate and by singing happy birthday to them at faculty meetings.

Each day, multiple students have been recognized on the morning announcements for embodying positive character traits. They have been awarded an Inchy Coin to receive a book from the book vending machine. Students have been nominated by a teacher or administrator. Teachers are invested in nominating students.

Staff members have been given a weekly opportunity to submit shout-outs for our weekly newsletter created by the administrative team. These shout-outs have been a way for staff members to recognize and thank their colleagues. We also have three staff members of the week featured in each edition of our weekly newsletter for staff.

Staff members rotate through being guest anchors on the morning announcements. Staff members who have special announcements to share are invited to speak on the morning announcements.

Each Friday, we have a Business Leadership Team meeting for inter-department collaboration which includes the Administrative Assistant, SDMC, Cafeteria Manager, Media Specialist, and TST. We also have a weekly meeting on Friday with our counselors, instructional coach, and MTSS Coordinator.

One Friday per month, we have had a staff breakfast available in the cafeteria.

### Data Updates

Data from the EES is not currently available.

The team will create a local school survey that focuses on staff and student well-being and is related to the EES survey.

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The principal held a Chat and Chew session with staff members in October.

The principal held a Coffee with the Principal session during our December digital learning day.

The principal held an Ice Cream Social in August to build a sense of belonging for parents, students, and other stakeholders.

We have Local School Council meetings to foster collaboration between the Administrative Team, teachers, and parents.



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**Equity 2A:**  
Multi-tiered system of supports  
[GCPS Definition](#)

At Pharr ES, we will identify academic and non-academic strengths, needs, and in- interests of each and every student to ensure whole learner, whole child focus.

Build capacity to support and fully integrate non-academic tier 1 structures and processes such as school-wide positive behavior interventions and supports (PBIS), SEL curriculum/ competencies, attendance campaigns, school counseling programs, etc.

Formalize the academic response to intervention (RTI) process to reduce variability and improve the fidelity of implementation

Our goal is to develop systems to support tier I, II, and III. We will develop the MTSS process for academic press and social-emotional to address the whole child. We will continue to enhance the following:

- Strengthen our PBIS schoolwide program.
- Structure a school-wide process for RTI, SST, EIP, and Kid Talks.
- Mentor/Mentee, Small groups with counselors, Lunch Bunch,
- PBIS-Check in and check out
- MTSS Implementation Team

**Budget Implications:**

Yes, general, instructional, and Title I funds.

**Person(s) Responsible:**

- All certified staff

Implement a comprehensive framework to fully operationalize a multi-tiered system of supports to address academic and non-academic student needs and remove barriers to success.

MTSS Screening – Academic  
0% Baseline  
95% of students will be screened

MTSS Screening – Wellbeing  
0% Baseline  
95% of students will be screened

PBIS Implementation  
Baseline  
60% of schoolwide implement PBIS at the Distinguished Level.

Targeted Goal  
80% of schoolwide implement PBIS at the Distinguished Level.

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	<p>cross all schools and grade bands, which includes: Universal screening of all children in the general education classroom and identifying of students qualified for QBE-funded early intervention program (K–5)</p>	<ul style="list-style-type: none"><li>• MTSS Implementation Team</li><li>• Administrative Team</li></ul>	
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## LSPI 90-Day Update

Strengthen our PBIS schoolwide program.

- We have an established MTSS Supportive Community that includes our PBIS Team.
- We have identified roles and responsibilities for each individual on the team.
- Increased understanding of Tier 1 supports: We are rolling out these documents for the committee to review:
- Grayson Behavior Coaches has supported the following grade levels: Grade 3, IRR, ASD 2
- [Teacher/Classroom Interventions](#)
- [MTSS Behavior Flowchart](#)
- Structure a school-wide process for RTI, SST, EIP, and Kid Talks.
  - We hold Tier 2 Data talks once per month or based upon student need.
  - March DLD we're planning to reinforce expectations of timely data entry for students in Tier 2/3
  -
- Mentor/Mentee, Small groups with counselors, Lunch Bunch,
  - In January 2023, we became 1 of 2 pilot schools for Purposeful People (Character Strong).
  - Teachers have paced out lessons, with the goal of doing one character trait lesson per month.
- PBIS-Check in and check out
  - Working with our Grayson Behavior Coaches to develop a check-in/checkout plan

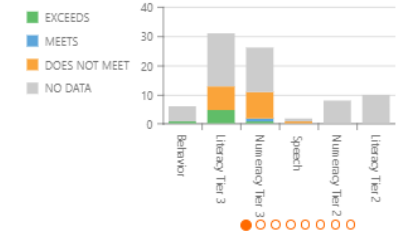
## Data Updates:

[Minor Incidents by Daily Avg per Month](#)

### Summary

- 55 Total Plans
- 55 Total Students
- 1 Positive Outcomes
- 2 Negative Outcomes
- 3 Total Outcomes

### Student Performance Progress



[Character Strong Check-in \(Responses\)](#)

## Small Group Information

[https://gwinnettk12gaus-my.sharepoint.com/:x/g/person/charlotte\\_taylor\\_martin\\_gcpsk12\\_org/EZV9BAmAuO1JgwQfczBYJioBlmaBYSeRFkYJNkOiO-V6NQ?e=IddUs0](https://gwinnettk12gaus-my.sharepoint.com/:x/g/person/charlotte_taylor_martin_gcpsk12_org/EZV9BAmAuO1JgwQfczBYJioBlmaBYSeRFkYJNkOiO-V6NQ?e=IddUs0)

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- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>○ MTSS Implementation Team</li><li>○ During our MTSS Business Leadership Team, we meet to discuss students by name and by need.</li><li>○ We discussed intervention and counselor small groups.</li></ul> |  |
|---|--|

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**Equity 2B:**  
**Opportunity and Access**  
[GCPS Definition](#)

Pharr is dedicated to excellence in ensuring all students receive a high-quality curriculum with enrichment opportunities that reflect grade level expectations and extend the learning outside of the classroom.

Our goal is to provide enrichment clubs to give students an opportunity to extend learning and pursue interests outside of the classroom.

Improve kindergarten readiness through expanding access to Play 2 Learn early learning experiences from birth to five through district programming and effective community partnerships.

A focus on Gifted referral and identification process. Increasing opportunities to learn through consistently implementing high-quality enrichment programs to align pathways for all students to demonstrate eligibility for gifted/talented

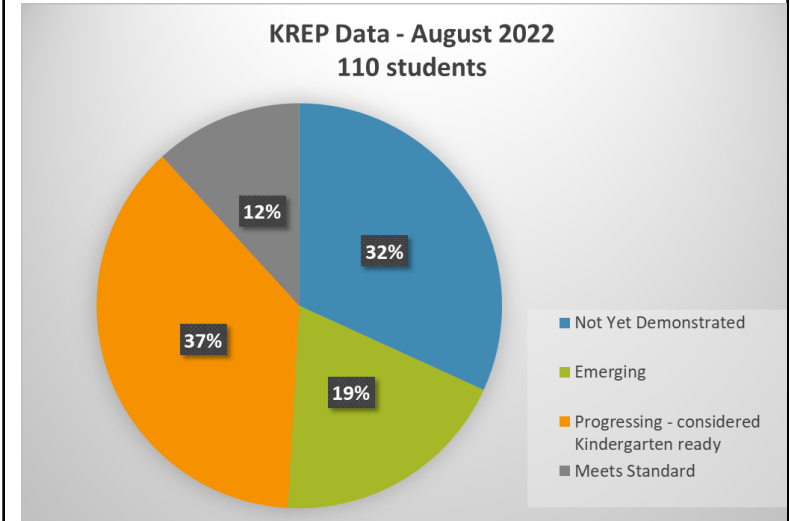
We will continue to strengthen the Gifted and Talented program and

**Gifted/Talented Representation:**

- % Difference between overall student representation in district enrollment and representation in gifted/talented programs. (Baseline – Pharr 8.2%/GCPS = 14%; Target – Pharr= 9%)

**Kindergarten Readiness Entry Profile Data:**

49% of students demonstrated Kindergarten readiness



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		<p>increase opportunities for student racial/ethnic groups that are underrepresented in Gifted &amp; Talented programs.</p> <p>Develop clubs that align to our students' interest:</p> <ul style="list-style-type: none"><li>• Stem GEMS, Chorus, Rambotics Club, Garden Club, Focus, Running Club, 4H</li></ul> <p>Implement highly engaging and interactive Play 2 Learn sessions.</p> <p>Provided each student with a 1:1 device</p> <p><b>Budget Implications:</b> Yes, general and instructional funds.</p> <p><b>Person(s) Responsible:</b></p> <ul style="list-style-type: none"><li>• All certified staff, especially ELA teachers</li><li>• Instructional Coach, ITIS</li><li>• Instructional Leadership Team</li><li>• Gifted Coordinator</li></ul>	
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		<ul style="list-style-type: none"><li>• Computer Science teacher</li><li>• Administrative Team</li><li>• Parents/Families</li><li>• Play 2 Learn Teacher</li><li>• Intervention Team</li><li>• MTSS Implementation Team</li></ul>	
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### LSPI 90-Day Update

We currently have the following clubs that provide enrichment in academic, fine arts, cultural, and physical interests:

- STEM Gems - 4th and 5th grade girls
- Chorus - 4th and 5th grade
- Rambotics - 4th and 5th grade
- Garden Club - 3rd, 4th, and 5th grade
- Etiquette Club - Kindergarten through 5th grade
- Multicultural Club - 3rd, 4th, and 5th Grade
- Volleyball Club - 5th grade
- RAMS Readers - 4th and 5th grade

Our Play 2 Learn program has increased from an enrollment of zero students in August to 31 students as of second semester. We currently have two Play 2 Learn classes each week.

As of February 2023, 82 students of our 796 are in the Gifted program. This equates to 10.3% of our student population.

We conducted Gifted testing based on Fall iReady screener data and are reviewing data from the Winter iReady screener to identify additional students to be tested.

### Data Updates

#### Current Number of Students in Gifted Program

K	1st	2nd	3rd	4th	5th
0	11	9	20	16	26

#### Current Number of Students Undergoing Testing

K	1st	2nd	3rd	4th	5th
0	25	14	14	20	21

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**Effectiveness 3A:**  
Results-Based  
Evaluation System

[GCPS Definition](#)

Pharr will update our Local School Plan of Improvement (LSPI) framework to reflect expectations for academic press. Pharr is committed to the Improvement Progress – Benchmark Assessments for iReady

Attend Collaborative Learning Team (CLT) grade level meetings to ensure equity and to reduce variability at each grade level in all AKS content areas; review CFAs iReady data, and align CLTs to foster data-driven dialogues and conversations.

Collaborative Learning Teams utilizing the Plan, Do, Check, Act cycle through data wise rolling agenda at each grade level.

Teachers attending district-supported professional learning opportunities.

**Budget Implications:**

Yes, general, instructional, and Title I funds.

**Person(s) Responsible:**

- All certified staff
- MTSS Implementation Team
- Instructional Coach

iReady Math	Baseline (Tier 1)	Target Data (Tier 1)
1st	15%	20%
2nd	14%	20%
3rd	20%	25%
4th	32%	40%
5th	49%	55%

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		<ul style="list-style-type: none"> <li>• Administrative Team</li> </ul>																					
<p><b>LSPI 90-Day Update:</b></p> <p>Attend Collaborative Learning Team (CLT) grade level meetings to ensure equity and to reduce variability at each grade level in all AKS content areas</p> <ul style="list-style-type: none"> <li>• Effective March 6th, each grade level will have CLT Twice a week</li> <li>• Working to develop a plan for our School-Age and PreK SpEd teachers to have a weekly CLT meeting.             <ul style="list-style-type: none"> <li>○ All team members are receiving just-in time training on Unique Learning</li> <li>○ All team members are encourage to attend Adapted Curriculum Lab</li> </ul> </li> </ul> <p>review CFAs iReady data, and align CLTs to foster data-driven dialogues and conversations.</p> <ul style="list-style-type: none"> <li>• Working to understand using Synergy to disaggregate CFA data</li> <li>• Grade Level Data Talks</li> <li>• Comparing EW report to iReady Tiers to ensure we have a plan for each and every student in Tier 3</li> </ul>		<p><b>Data Updates</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d9ead3;"> <th style="width: 50%;">iReady Math</th> <th style="width: 50%;">Winter Window (Tier 1)</th> </tr> </thead> <tbody> <tr> <td><b>K</b></td> <td><b>50%</b></td> </tr> <tr> <td><b>1</b></td> <td><b>49%</b></td> </tr> <tr> <td><b>2</b></td> <td><b>53%</b></td> </tr> <tr> <td><b>3</b></td> <td><b>38%</b></td> </tr> <tr> <td><b>4</b></td> <td><b>52%</b></td> </tr> <tr> <td><b>5</b></td> <td><b>62%</b></td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d9ead3;"> <th colspan="3">Overall Placement</th> </tr> </thead> <tbody> <tr> <td style="width: 33%;"><b>Tier 3: 8%</b></td> <td style="width: 33%;"><b>Tier 2: 41%</b></td> <td style="width: 33%;"><b>Tier 1: 51%</b></td> </tr> </tbody> </table>		iReady Math	Winter Window (Tier 1)	<b>K</b>	<b>50%</b>	<b>1</b>	<b>49%</b>	<b>2</b>	<b>53%</b>	<b>3</b>	<b>38%</b>	<b>4</b>	<b>52%</b>	<b>5</b>	<b>62%</b>	Overall Placement			<b>Tier 3: 8%</b>	<b>Tier 2: 41%</b>	<b>Tier 1: 51%</b>
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<p><b>Excellence 4A:</b> Preferred Education Destination</p>	<p>Pharr is dedicated to excellence in ensuring all students receive a</p>	<p>Attend Collaborative Learning Team (CLT) grade level meetings to ensure</p>	<p><b>3rd, 4th, &amp; 5th Grade Literacy:</b></p> <ul style="list-style-type: none"> <li>• 57.3% of third grade students scored proficient/distinguished on grade level ELA Milestones.</li> </ul>																				

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<p><a href="#">GCPS Definition</a></p>	<p>high-quality curriculum using Quality-Plus Teaching Strategies that provide high leverage student discourse for extending the learning outside of the classroom.</p>	<p>equity and to reduce variability at each grade level in all AKS content areas;review CFAs data, and align CLTs to foster data-driven dialogues and conversations.</p> <p>Collaborative Learning Teams utilizing the Plan, Do, Check, Act cycle through data wise rolling agenda at each grade level.</p> <p>Teachers attending district-supported professional learning opportunities.</p>	<p>Target goal: 70% of third grade students scoring proficient/distinguished on grade level ELA Milestones.</p> <ul style="list-style-type: none"> <li>• 65.3% of fourth grade students scored proficient/distinguished on grade level ELA Milestones. Target goal: 75 %of fourth grade students scoring proficient/distinguished on grade level ELA Milestones</li> <li>• 74.8% of fifth grade students scored proficient/distinguished on grade level ELA Milestones. Target goal: 80% of fifth grade students scoring proficient/distinguished on grade level ELA Milestones.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">ELA</th> <th style="width: 25%;">Baseline (P/D)</th> <th style="width: 50%;">Target Data</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>57.3</td> <td>62%</td> </tr> <tr> <td>4th</td> <td>65.3</td> <td>70%</td> </tr> <tr> <td>5th</td> <td>74.8</td> <td>80%</td> </tr> </tbody> </table>	ELA	Baseline (P/D)	Target Data	3rd	57.3	62%	4th	65.3	70%	5th	74.8	80%
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5th	74.8	80%													
<p><b>LSPI 90-Day Update:</b></p> <p>Mrs. Gangwal took a group to view the pilot ELA program at Grayson Elementary. They plan to re-deliver pilot information to teachers to begin preparing teachers for a shift in our literacy instruction.</p> <p>Intervention Teachers trained in: SPIRE, Read 180, Just Words, and Foundations</p>			<p><b>Data Updates</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%;">iReady ELA</th> <th style="width: 50%;">Winter Window (Tier 1)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>K</b></td> <td style="text-align: center;"><b>65%</b></td> </tr> </tbody> </table>	iReady ELA	Winter Window (Tier 1)	<b>K</b>	<b>65%</b>								
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The Business Leadership Team is meeting weekly to discuss the impact of CLT.

We are looking to start learning walks. This will allow teachers to observe and learn from their peers.

1	66%
2	62%
3	72%
4	51%
5	71%

### Overall Placement

<b>Tier 3: 10%</b>	<b>Tier 2: 26%</b>	<b>Tier 3: 65%</b>
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