

[G 1] Levi Elementary will work to increase ELA meeting or exceeding expectation rates proficiency rates from 15% in Spring of 2024 to 25% in Spring of 2026 on TCAP Assessment for grades 3rd, 4th, and 5th

****Effective Instruction | Best for All Strategic Plan alignment: Academics****

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal

[G 3] The number of CSI students scoring Met Plus Exceeded rates in Literacy and Numeracy on the 2026 TCAP assessment will increase 5% or higher from the 2025 TCAP.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Rationale ----- Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. Supporting Data ----- The percentage of students scoring on-track and mastered on the ELA TCAP increased from 7.4% in Spring 2023 to 13.4% in Spring 2024. Benchmark Indicator Implementation ----- -Weekly Lesson Plan Checklist	[A 1.1.1] Professional Development Description ----- Provide teachers with Professional Development opportunities that aligned to instructional and climate practices to improve student outcomes in all grades specific content areas and decrease chronic absenteeism. Implementation ----- Provide monthly PD that is based on trends identified from classroom walkthroughs Use of manipulatives weekly by new and novice teachers #### Effectiveness Weekly Assessment Data reports	Velma Owens, PLC coach, Nekia Patton, Principal, Teresa Glover, Assistant Principal, Ednita Prentiss, Dean of Students	05/18/2026	SSIG 2.0, TAG 5.0	

-Daily Informal Walkthrough using the District ELA Walkthrough -Weekly collaborative planning agendas and sign ins -Quarterly student grading reports (report cards) Effectiveness ----- *. -Daily classroom observations will reflect best practices and effective strategies that align to the content standards at least 95% of the instructional observed time.* *-CFAs, administrated Fall, Winter, and Spring, will show growth in students shifting from below to approaching, approaching to on track and/or track to mastery by at least 2% per assessment window.* *-*Lesson plans and power point visuals that reflect the use of technology and instructional materials at least 95% of the time.	Effectiveness ----- -90% of teachers will implement strategies and standards-based instruction during daily classroom walkthroughs. -100% of new and novice teachers will use manipulatives weekly during Tier 2 and Tier 3 classroom instruction. **-**Data meetings will show that implementing tutoring will lead to 50% of our students' mastering standards based on a 15% increase of students' achievement on weekly assessments. -100% of teachers will attend and participate in weekly PLC meetings and utilize resources to support student mastery of standards with 30% of students increasing achievement by 10% on quarterly common formative assessments.				
	[A 1.1.2] Building Teacher Capacity Description ----- Teachers will gain clarity around the state standards. Teachers will examine the standards and establish what concepts and strategies are needed for students to master the standards. Grade levels will participate in deliberate practice and analyze data.	Nekia Patton, Principal, Teresa Glover, Assistant Principal, Ednita Prentiss, Dean of Students	04/10/2026		

	Implementation ----- Weekly Informal Walkthroughs Formal walkthroughs Weekly data monitoring cycles Effectiveness ----- Weekly informal walkthroughs will reflect best practices which will align with standards at least 90% of the instructional time. Weekly data cycles for student data will reflect at least a 5-10% increase in student data.				
	[A 1.1.3] Technology and Instructional Resources Description ----- Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. Teachers will also incorporate technology within their lessons. Implementation ----- **Monthly PD sign in sheets and agendas that are based on trends identified from classroom walkthroughs**	Velma Owens, PLC coach, Nekia Patton, Principal, Teresa Glover, Assistant Principal	04/30/2026	TAG 5.0	

	** Weekly Lesson plans and power point visuals that reflect the use of technology and instructional materials.** Effectiveness ----- 90% of teachers will implement strategies and standards-based instruction during daily classroom walkthroughs and 30% of students increasing achievement by 10% on quarterly common formative assessments** ** **100% of new and novice teachers will use technology and instructional materials weekly during Tier 2 and Tier 3 classroom instruction and 15% increase of students' achievement on weekly assessments.** **Student Laptops: HP Probook 440 G11** **45@ \$675.69= \$30,406.05** **Student Laptop Deployment** **45 @ \$15.00=\$675.00** **Total Cost: \$31,081.05** ** ** **Laptop Cart 36 unit** **6 @ \$555.50=\$3333.00** **Laptop Cart Deployment** **6 @ \$20.00=\$120.00** **Total cost: \$3, 453.00** ** **				
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	HDMI cords **7 @\$ 24.39=\$170.73**				
[S 1.2] Provide teachers an opportunity to attend professional developments based on their need ##### ** ** Rationale ----- Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look Fors, students' skill set, and students' proficient reading level of grade supported texts. Supporting Data ----- The percentage of students scoring on-track and mastered on the ELA TCAP increased from 7.4% in Spring 2023 to 13.4% in Spring 2024. Benchmark Indicator Implementation ----- Data Meetings (Power points/ Sign in/Agenda) Monthly Title 1 Budget documents Weekly PLC meetings (Power points/ Sign in/Agenda) Effectiveness: Data meetings will show that implementing	[A 1.2.1] Supporting teachers and modeling instruction Description ----- Teachers need to receive support while planning the lessons for their students. Implementation ----- Weekly PDs Collaborative Planning (Weekly) Inspecting what's expected (Informal Walkthroughs) Effectiveness ----- Quarterly reviews of the student data tracker will show at least a 10% increase in the number of students meeting or exceeding grade-level benchmarks compared to the previous quarter. Monitor and Track Teacher's Informal walkthrough data, reviewed bi-weekly, will show that at least 85% of teachers consistently deliver standards-aligned lessons with evidence of student engagement and differentiation by the end of each quarter.esson delivery (Informal Walkthroughs)	Velma Owens, PLC coach, Nekia Patton, Principal, Teresa Glover, Assistant Principal, Ednita Prentiss, Dean of Students	05/18/2026		

purchased materials will lead to 30% of our students' mastering standards based on a 15% increase of students' achievement on weekly assessments. Monthly Title 1 Budget Documents will show 50% of Title 1 funds spent by Dec. 2024 and 100% of the funds spent by April 2025. 100% of teachers will attend and participate in weekly PLC meetings and utilize resources to support student mastery of standards with 20% of students increasing achievement by 10% on triweekly common assessments.					
	[A 1.2.2] Professional Learning Communities Description ----- Teachers will attend weekly professional learning communities as a grade level team to learn research based practices, share knowledge, improve teaching methods, and learn how to track data in order to create a reteaching plan. Implementation Weekly PLC agendas and sign ins Weekly class walkthroughs Monitor Student data forms (weekly) Effectiveness ----- Weekly PLC agendas and sign in sheets will be analyzed to ensure topics are aligned to the state standards and learning targets at least 95% of the time Informal class walkthroughs will be dissected to ensure teachers are teaching reasearch based	Velma Owens, PLC coach, Nekia Patton, Principal, Teresa Glover, Assistant Principal, Ednita Prentiss, Dean of Students	04/17/2026		

	strategies and using the academinc monitoring form at least 90% of the time				
[S 1.3] Targeted Intervention and Personalized Learning Rationale Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. Supporting Data The percentage of students scoring on-track and mastered on the ELA TCAP increased from 7.4% in Spring 2023 to 13.4% in Spring 2024. ### Benchmark Indicator Implementation Weekly Fidelity Check Weekly Progress Monitoring Monthly educator Response to Instruction and Intervention (RTI2) data meetings Effectiveness ##### Weekly fidelity checks will show 90% of targeted students engaged in student/educator small group intervention instruction which will lead 10% of students progressing to the next deficit skill area and/or progressing from Tier III to Tier II or Tier II to Tier I instruction.	[A 1.3.1] Monitoring and Tracking Intervention Description ----- We will monitor and track the RTI process weekly to ensure teachers are implementing small group instruction based on the students' Tiers. Implementation ----- Fidelity Checks (Weekly) Effectiveness ----- Weekly RTI²-A fidelity checks will demonstrate that at least 90% of intervention sessions are implemented as designed with documented evidence of small-group structures, targeted skill practice, and progress monitoring, resulting in a 10% quarterly increase in the number of students showing growth on progress monitoring assessments.	Velma Owens, PLC coach and RTI interventionist	05/18/2026	Tag 5.0	

Monthly Team data meetings at least 3% of students being able to exit RTI2 supports					
	[A 1.3.2] Providing Additional Supports for Struggling Students Description ----- Students will have the opportunity to attend extended after school learning program. Students will utilize instructional resources and technology purchased to assist them with closing their learning gaps. Implementation ----- Monitor student data Pre and Post test Weekly walkthroughs Effectiveness ----- Weekly assessments will reflect students increasing by at least 2-3 data points	Nekia Patton, Principal, Teresa Glover, Assistant Principal	04/09/2026	TAG 5.0	
[S 1.4] Provide Early Literacy Support Rationale ----- Build and strengthen the foundational literacy knowledge of instructional leaders, classroom and	[A 1.4.1] Professional Development Description ----- The PLC coach, Admin. Lead, and the ILT content lead will deliver ongoing professional development	Rtl interventionist, Velma Owens, PLC coach, Nekia Patton, Principal,	04/16/2026		

educational through engagement in professional learning experiences centered around the science of reading Supporting Data ----- New Strategy Benchmark Indicator Implementation ----- -Daily informal Walkthroughs -Monthly Professional development training -Weekly Collaborative Planning -Lesson Plan guides Effectiveness ----- -Monthly professional development trainings will result in at least 90% of teachers demonstrating effectively utilizing effective strategies -Weekly collaborative planning will reflect best practices and strategies that align to the standards at least 95% of the time -Walkthrough forms will provide us with data to see if students are receiving good first teaching	for teachers to strengthen foundational and meaning based skills. Implementation ----- PD agendas and sign in sheets Fidelity checks Informal walkthrough form (foundations) KK-1 Effectiveness ----- The Pd agendas will be monitored to ensure strategies are being discussed during our meetings at least 95% of the time There will be weekly fidelity checks during RTI to ensure teachers are teaching foundational skills in small groups at least 90% of the time There will be weekly or biweekly foundations informal walkthrough to ensure teachers are teaching foundational skills in small groups at least 90% of the time	Teresa Glover, Assistant Principal, Ednita Prentiss, Dean of Students			
	[A 1.4.2] Deliberate Practice Description	RTI interventionist,	04/16/2026	Site Based, Title 1	

	----- KK-2 teacher will conduct deliberate practice over foundational skills in collaborative planning and during weekly plc meetings Implementation ----- Collaborative Planning agendas and sign in sheets Informal walkthroughs Fidelity checks Effectiveness ----- Collaborative planning agendas will be monitor to ensure deliberate practice was implemented There will be weekly fidelity checks during RTI to ensure teachers are teaching foundational skills in small groups at least 90% of the time There will be weekly informal walkthroughs during the foundational skills block to ensure teachers are teaching foundational skills in small groups at least 90% of the time	Velma Owens, PLC coach, Nekia Patton, Principal, Teresa Glover, Assistant Principal			
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[G 2] Levi Elementary will work to increase MATH proficiency rates from 6.9% in Spring of 2024 to 18% in Spring of 2026 on TCAP Assessment for grades 3rd, 4th, and 5th.

****Effective Instruction | Best for All Strategic Plan alignment: Academics****

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal

[G 3] The number of CSI students scoring Met Plus Exceeded rates in Literacy and Numeracy on the 2026 TCAP assessment will increase 5% or higher from the 2025 TCAP.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Support implementation of standards aligned curricula Rationale Provide daily access to a rigorous math curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. Supporting Data ----- The percentage of students scoring on-track and mastered on the Math TCAP increased from 3.4% in Spring 2023 to 6.7% in Spring 2024. ### Benchmark Indicator Implementation Weekly Collaborative Planning agenda and sign in. Weekly Data Digs agenda and sign in Daily District Classroom Tool Quarterly TEM observation data Effectiveness Classroom walkthroughs will show at least 80% of	[A 2.1.1] Extended Learning Description ----- Levi Educators will provide after school hours on tutoring based upon self-made common and weekly assessments, and iReady diagnostics. Students will attend tutoring Tuesday and Thursday from 3:30 to 5:00 p.m. Implementation ----- Monthly Data Meetings (Agenda/Power point/Sign in) Weekly PLC meetings (Agenda/Power point/Sign in) Weekly Assessment Data Weekly Student Attendance Log Effectiveness ----- Data meetings will show that implementing tutoring will lead to 50% of our students' mastering standards based on a 15% increase of students' achievement on weekly assessments.	Velma Owens, PLCC, Nekia Patton, Principal, Teresa Glover, Assistant Principal, Ednita Prentiss, Dean of Students	05/15/2026	SSIG 2.0, TAG 5.0	

teachers are implementing standard align curriculum leading to 40% of students increasing proficiency by 10% on classroom assessments. Data digs students increase proficiency by 5% based on classroom assessments. Weekly Data digs will identify trends to support student instruction which will lead to 30% of students increasing proficiency 5% on weekly assessments. Daily classroom observations with 80% of educators implementing planned lessons from the PLCs Collaborative Planning leading to 20% of students increasing achievement by 10% on quarterly common formative assessments. TEM rubric for formal observations - 70% of educators will have an average observation 3 or better each semester improving standard aligned instructions so that 30% of students increasing achievement by 10% on quarterly common formative assessments. ----- ----- ----- -----	100% of teachers will attend and participate in weekly PLC meetings and utilize resources to support student mastery of standards with 30% of students increasing achievement by 10% on quarterly common formative assessments. 50% of tutored students will demonstrate proficiency on common weekly assessments by scoring 70% or better weekly. 75% of students enrolled in tutoring will maintain an attendance rate of 90% each month.				
	[A 2.1.2] Deliberate Practice/ Collaborative Planning Description ----- Teachers will plan and execute standard aligned lessons with the intent and focus on the curriculum. They will use data to make data informed decisions. Implementation ----- Weekly Lesson Plan checks Informal walkthrough checklist	Nekia Patton, Principal, Velma Owens, PLCC	05/15/2026		

	Weekly collaborative planning biweekly gradebook audits Effectiveness ----- Weekly collaborative planning will reflect best practices and strategies need to align to the standards Students grading reports (increase by 5% each 9 weeks) The Lesson plan check will note at least 90% of our teachers are providing students with fair and equitable daily instruction.				
	[A 2.1.3] Technology Resources and Instructional Materials Description ----- Provide daily access to a rigorous math curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready**. ** Teachers wil also incoportate technology within their lessons. Implementation ----- **Monthly PD sign in sheets and agendas that are based on trends identified from classroom walkthroughs** ** Weekly Lesson plans and power point visuals	Velma Owens, PLCC, Nekia Patton, Principal	04/24/2026	TAG 5.0	

	that reflect the use of technology and instructional materials.** Effectiveness ----- 90% of teachers will implement strategies and standards-based instruction during daily classroom walkthroughs and 30% of students increasing achievement by 10% on quarterly common formative assessments** ** **100% of new and novice teachers will use technology and instructional materials weekly during Tier 2 and Tier 3 classroom instruction and 15% increase of students' achievement on weekly assessments.** **Student Laptops: HP Probook 440 G11** **45@ \$675.69= \$30,406.05** **Student Laptop Deployment** **45 @ \$15.00=\$675.00** **Total Cost: \$31,081.05** ** ** **Laptop Cart 36 unit** **6 @ \$555.50=\$3333.00** **Laptop Cart Deployment** **6 @ \$20.00=\$120.00** **Total cost: \$3, 453.00** ** **				
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[S 2.2] Provide teachers an opportunity to attend professional developments based on their need Rationale ----- Provide ongoing, high quality professional development at the district and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. Supporting Data ----- The percentage of students scoring on-track and mastered on the Math TCAP increased from 3.4% in Spring 2023 to 6.7% in Spring 2024. ### Benchmark Indicator Benchmark Indicator Implementation ----- Monthly Data Meetings (Agenda/Power point/Sign in) Weekly PLC meetings (Agenda/Power point/Sign in) Weekly Assessment Data Weekly Student Attendance Log Effectiveness -----	[A 2.2.1] A 1.2.1 Professional Development Description Provide professional development opportunities for teachers, administrators, and school level instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look Fors, students' skill set, and students' proficient reading level of grade supported texts. Leaders will implement train-the-trainer model to support in-house professional development for all content teachers and support staff (EAs, interventionist, and instructional coaches). Implementation Bi-weekly District Classroom Walkthrough/Debriefing Tool TEM Observation Scores Effectiveness --90% of teachers will implement strategies and standards-based instruction, that will result in at least an increase by 2 percentage points on formative assessments -Teacher growth in Teach 2 (Explain Content) Teach 4 (Content Engagement) from 2 to 3, 3 to 4 or 4 to 5	Velma Owens, PLCC, Nekia Patton, Principal, Teresa Glover, Assistant Principal, Ednita Prentiss, Dean of Students	07/17/2026	SSIG 2.0	

Data meetings will show that implementing tutoring will lead to 30% of our students' mastering standards based on a 15% increase of students' achievement on weekly assessments. 100% of teachers will attend and participate in weekly PLC meetings and utilize resources to support student mastery of standards with 20% of students increasing achievement by 10% on triweekly common assessments. 30% of tutored students will demonstrate proficiency on common weekly assessments by scoring 70% or better weekly. ### 50% of students enrolled in tutoring will maintain an attendance rate of 90% each 20-day period.					
	[A 2.2.2] Professional Learning Communities Description ----- Teachers will attend weekly professional learning communities as a grade level team to learn research based practices, share knowledge, improve teaching methods, and learn how to track data in order to create a reteaching plan. Implementation Weekly PLC agendas and sign ins Weekly class walkthroughs Monitor Student data forms weekly Effectiveness ----- Weekly PLC agendas and sign in sheets will be analyzed to ensure topics are aligned to the state standards and learning targets at least 95% of the	Velma Owens, PLCC, Nekia Patton, Principal, Teresa Glover, Assistant Principal, Ednita Prentiss, Dean of Students	04/24/2026		

	time Informal class walkthroughs will be dissected to ensure teachers are teaching research based strategies and using the academic monitoring form at least 90% of the time ----- ----- -----				
[S 2.3] Targeted Interventions and Personalized Learning Rationale ----- Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. Supporting Data ----- The percentage of students scoring on-track and mastered on the Math TCAP increased from 3.4% in Spring 2023 to 6.7% in Spring 2024. ### Benchmark Indicator Benchmark Indicator Implementation ----- Monthly Family Nights (power point, sign in, agenda) Professional Developments for parents and teachers (power point/sign in documents) Daily meeting with parents of our highflyers: Discipline/Attendance (Schedule/ Sign in sheet/Minutes)	[A 2.3.1] A 2.3.2 Extended Learning Description Students will be provided with additional iReady Math workbook resources as a result of Response to Instruction and Intervention. Implementation Weekly Fidelity Check Monthly educator Response to Instruction and Intervention (RTI2) data meetings Effectiveness Weekly fidelity checks will show 90% of targeted students engaged in student/educator small group intervention instruction which will lead 10% of students progressing to the next deficit skill area and/or progressing from Tier III to Tier II or Tier II to Tier I instruction. #### **90% of teachers will participate in monthly RTI2 data meetings to identify trends in order to determine RTI student placement which will lead to a increase of 5%-10% of students progressing to the next deficit skill area and/or progressing from Tier III to Tier II or Tier II to Tier I **	Velma Owens, PLCC	05/15/2026	SSIG 2.0	

Effectiveness ----- Monthly Family Nights will show that 20% of our parents attending and supporting our school in ELA, Math, and Science. These nights will give parents strategies needed for their child to be successful at school. Professional developments will show that 40% of our parents/ 90% of our teachers are being involved in our school's vision and mission around attendance and discipline. Daily meetings with parents will show 30% of our parents are supporting our vision for our school around our academic goals of our school.					
	[A 2.3.2] Small group Instruction Description ----- All KK-5 teachers will provide small group instruction at least 2 times a week by differentiating instruction based on their students mastery level. Teachers will work at the small group table which will have unique seating and a white board table for students to work on to complete their work. Teachers will reteach lessons another way based on the standard. Implementation ----- Weekly reteach lesson plans Academic Monitoring data forms (weekly) Bi-weekly Informal walk through form	Velma Owens, PLCC, Nekia Patton, Principal, Teresa Glover, Assistant Principal, Ednita Prentiss, Dean of Students	04/16/2026		

	Effectiveness ----- Biweekly analysis of reteach lesson plans will show that 100% of teachers are prepared for small group instruction, resulting in a 10% increase in student mastery on formative assessments each quarter. Academic monitor forms will be collected to ensure teachers are collecting data in real time to create their small group instruction weekly Weekly collection of academic monitor forms will show that 100% of teachers are documenting student progress in real time, leading to a steady increase of at least 5% in student achievement on progress monitoring assessments each month. Informal walkthrough form will be utilized to ensure teachers are pulling students for small group instruction and will reflect a student data move at least 3-5% increase				
[G 3] Levi Elementary will work to decrease our Chronic Absenteeism from 52.0% in Spring of 2025 to 40% in Spring of 2026. Levi Elementary will work to decrease the percentage of students disciplined from 18.9% in SY 24 to 12% in SY 26. **Student Support and Services Best for All Strategic Plan alignment: Student Readiness** Schools, in partnership with parents and the community, can create a positive, child-centered learning environment which provides support to students to remove the barriers to learning that students in high opportunity schools often experience. Supporting the whole child begins with eliminating barriers to physical and mental health, well-being and learning; then planning for and implementing strategies which support the emotional, physical, mental, cognitive and social development of students. District Turnaround Plan Goal [G 4] CSI schools will reduce chronic absenteeism rates from approximately 30% in 2025 to approximately 25% or less in 2026 by utilizing clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes

[S 3.1] School-wide Practices and Procedures for RTB and Attendance Rationale Chronic absenteeism remains challenging for the students and families at Levi Elementary. Students must be present in order to receive instruction. In addition, there have been some staffing changes during the past year and training is crucial to ensuring proper documentation and tracking students who may need additional services to aid in barriers relating to attendance and behavior. Supporting Data Data shows that Chronic Absenteeism rates decreased from 61.4% in SY23 to 59.2% in SY 24 Benchmark Indicator Benchmark Indicator Implementation Daily parent communications Log 20 Day Progressive discipline reports from PowerBI Effectiveness Attendance check-ins will show 50% of our parents were contacted and asked if they could bring their child to school. This practice will increase our	[A 3.1.1] Attendance and Behavior Interventions and Supports Description Student incentives will be provided to students that display growth in attendance and behavior choices. The Family Engagement Specialist will collaborate with the Behavior Specialist to monitor and support students that are at-risk of academic growth due to chronic absenteeism and discipline infractions. Students will be acknowledged every 20-days through morning announcements, school functions, and lunch schedules. Implementation 20-day PowerBi attendance/discipline reports SART and PBIS data meeting minutes/reports monthly Effectiveness Student incentives will increase by at least 5 different students per the 20-day reporting period. Office/discipline referrals will decrease by 3% percent monthly	Ednita Prentiss, Dean of Students and Maurice Funderburg, Behavior Specialist	05/15/2026		
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attendance rate by 10% monthly.					
100% of our teachers will attend monthly professional developments to give them strategies needed to provide adequate discipline strategies in the classroom leading to a decrease in classroom behavior incidents by 10% each month.					
	[A 3.1.2] School-wide Practices and Procedures for RTB and Attendance Description ----- Levi will develop a solid plan around how we can decrease our suspension rates to assist with our attendance rates. Students will also be reward for coming to school on time and daily. Implementation ----- Reward students (Levi Bucks) /Open Level up store every 2o days/ Shout out sudents (Display names on the bulletin board) Monthly Behavior Intervention Plans Bi-weekly parent contact logs Effectiveness ----- Monthly reviews of BIP documentation will show that 90% of identified students demonstrate	Teresa Glover, Assistant Principal, Richard Horner, Counselor Maurice Funderburg, Behavior Specialist	05/21/2026		

	improved behavior, as evidenced by a 10% reduction in repeated behavior incidents each quarter. Biweekly review of parent contact logs will show that 100% of families with excessive tardies/absences have been contacted, resulting in a 5% increase in student attendance rates each quarter.				
[S 3.2] Professional Development for Student Attendance and Behavior Providing ongoing high quality professional development for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement Supporting Data ----- Data shows that Chronic Absenteeism rates decreased from 61.4% in SY23 to 59.2% in SY 24 The suspension rate decreased from 18% SY 2023 to 12% SY 2024. Benchmark Indicator Implementation ----- *-20 day attendance reports* *-20 day suspension reports * Effectiveness ----- 20 day attendance reports will reflect a 2% decrease in the number of students absent from school.	[A 3.2.1] Professional development Description ----- Faculty and Staff members at Levi needs to receive more professional development trainings on attendance and behavior. Data will be monitored and tracked. Implementation ----- Monthly PD agenda and sign in sheets 20 day attendance data report 20 day suspension report Effectiveness ----- Our expected outcome is to reduce the number of absences and discipline issues such as suspensions weekly by 5%. Reports will be analyzed weekly to reflect a decrease in student infractions by at least 5% .	Maurice Funderburg, Behavior Specialist, Ednita Prentiss, Dean of Students, Teresa Glover, Assistant Principal, Richard Horner, Counselor, and Nekia Patton, Principal	05/22/2026		

20 day suspension reports will reflect a 2% decrease in the number of students absent from school.					
	[A 3.2.2] Collaborative Planning Meeting to Decrease Absenteeism and Behavior Description ----- The behavior and attendance team will collaborate to make sure all attendance and behavior compliance measures are met for Levi. Also, they will assist in the effort to decrease the school's rates by asking parents to send in notes for absences, ask teachers to submit attendance, ask parents to sign BIP plans, and ask parents to promote good attendance and discipline habits this school year. Implementation ----- Weekly suspension data reports Weekly attendance reports Effectiveness ----- Weekly suspension reports will reflect a decrease in suspension at least by 5% Weekly attendance reports will reflect an increase in attendance at least by 5% and a decrease in chronic absenteeism by 5%.	Maurice Funderburg, Behavior Specialist, Ednita Prentiss, Dean of Students, Teresa Glover, Assistant Principal, Richard Horner, Counselor, and Nekia Patton, Principal	05/16/2025		
[S 3.3] Parent, Family, and Community Engagement Rationale -----	[A 3.3.1] Quarterly Instructional Strategy PD Description -----	Nekia Patton, Principal, Teresa Glover, Assistant	06/26/2026		

Provide Professional Development for teachers and leaders on how to articulate the instructional moves which will improve teachers and leaders pedagogy of content in ELA, Math, and Discipline data. Supporting Data ----- Based on data, our students are slowly showing mastery in ELA and Math yearly. Benchmark Indicator Implementation ----- · Monthly review of PD attendance logs, agendas, and session materials · Quarterly review of walkthrough data Effectiveness ----- Teacher walkthrough data will show a **15% increase each semester **in the percentage of teachers implementing PD strategies with fidelity. · Student formative assessment results will show a **5% increase each quarter** in students meeting or exceeding grade-level standards.	Provide professional development focused on evidence-based instructional practices. Implementation ----- Quarterly PD agendas, sign-in sheets, and materials Weekly Walk through forms Effectiveness ----- Weekly walkthrough data will show a 15% increase per semester in teacher use of evidence-based strategies.	Principal, Ednita Prentiss, Dean of Students, Velma Owens, PLCC, RTI interventionist			
	[A 3.3.2] PLC Facilitation Training for Teacher	Nekia Patton,	04/10/2026		

	Leaders Description ----- Build capacity of teacher leaders to effectively lead professional learning communities. Implementation ----- Quarterly training materials, sign-in sheets, and PLC agendas Effectiveness ----- 90% of PLCs will demonstrate improved facilitation practices as evidenced in agendas and minutes each quarter.	Principal, Teresa Glover, Assistant Principal, Ednita Prentiss, Dean of Students, RTI interventionist			
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