Levi Elementary Annual Plan (2024 - 2025) <mark>**APPROVED 11/25/24**</mark>

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[G 1] Levi Elementary will work to increase ELA meeting or exceeding expectation rates proficiency rates from 13.4% in Spring of 2024 to 15% in Spring of 2025 on TCAP Assessment for grades 3rd, 4th, and 5th.
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 3] Build teacher capacity and content knowledge so that instruction reflects the District's four Instructional Practices from 46.3% in Spring 2024 to a minimum of 70% in 2025.

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. *Parents will be provided with strategies and knowledge needed to support their child and teacher at home by the Family Engagement Specialist.* Supporting Data -------------- Mastery Connect data shows that students in grades 3-5 improved by 11.2% from the Spring	**[A 1.1.1] Professional Development Opportunities** 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	Instructional Leadership Staff, Levi Administration, Levi Educators	05/26/2025	TAG 4.0	

Assessment 23 to the Spring Assessment 2024 in SY 24 Mastery Connect Spring 2023-2024 data , 49.8% of our students scored in the below category, approaching 18.8%, Met Expectations 17.8% and Exceeded Expectations 13.6% as compared to the year of 2023-2024 . **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 teachers are implementing standard align curriculum leading to 40% of students increasing proficiency by10% 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.	------------- -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.				

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.					
[S 1.2] Professional Development for Student Instruction 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 -------------- Levi Elementary School Year 24- 25 educators will encompass various strategies for identifying the school trends with instruction. Educators will also be assisted with the planning/developing lessons for student proficiency of standard(s). **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] 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 ------------- 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	Principal, Professional Learning Coach, Assistant Principal, Levi Educators	05/26/2025	SSIG 2.0	

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. Effectiveness ------------ Instructional Leadership Team (ILT) meetings are conducted twice each month at least 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content. Weekly unannounced classroom walkthroughs will show at least 90% of teachers are implementing standard align curriculum. Weekly unannounced classroom walkthroughs will identify trends to support student instruction which will lead to 30% of students increasing proficiency 10% in Spring on Tennessee Comprehensive Assessment Program (TCAP). Educators weekly lesson planning assist in the executing of student instruction with 100% of lesson planning weekly submitting.	formative assessments** **-Teacher growth in Teach 2 (Explain Content) Teach 4 (Content Engagement) from 2 to 3, 3 to 4 or 4 to 5.**				
[S 1.3] Student Targeted Intervention Rationale --------- Provide academic interventions, personalized	**[A 1.3.1] Additional Resources for Struggling Students** Description -----------	Professional Learning Coach, Levi Educators, & Levi	05/26/2025	Title 1 Funds	

learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. Supporting Data -------------- Students identified for needing additional intervention based on assessments which falls below the national norms of 0% - 25% will be identified for student intervention with educators. **Benchmark Indicator** 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	Students will be provided with additional iReady Reading and Math workbook resources as a result of Response to Instruction and Intervention (RTI2). 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 instruction.	Administration			

Tier III to Tier II or Tier II to Tier I instruction.

[G 2] G 2 Levi Elementary will work to increase MATH proficiency rates from 6.7% in Spring of 2024 to 10% in Spring of 2025 on TCAP Assessment for grades 3rd, 4th, and 5th.
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 3] Build teacher capacity and content knowledge so that instruction reflects the District's four Instructional Practices from 46.3% in Spring 2024 to a minimum of 70% in 2025.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction 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 -------------- Mastery Connect data shows that students in grades 3-5 improved the number of students who mastered standards from 0.60% on the fall to 4.07% in the spring of SY23. Data also shows that students scoring on track for math improved from 2.75% in the fall to 4.07% in the spring of SY 23. **Benchmark Indicator** Implementation -------------	**[A 2.1.1] Extended Learning** 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. Workbooks will be used by teachers and students during tutoring to ensure that instruction is targeted the needs of students based on student assessment data **Implementation** Monthly Data Meetings (Agenda/Power point/Sign in) Weekly PLC meetings (Agenda/Power point/Sign in) Weekly Assessment Data Weekly Student Attendance Log	Instructional Leadership Team, Levi Educators, Levi Administration	06/30/2025	TAG GRANT	

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 teachers are implementing standard align curriculum leading to 40% of students increasing proficiency by10% 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.	**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. 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. TAG 4.0 Budgeted Items ABC Math (3rd Grade) 9 books $27.00 $243.00 ABC Math (4thGrade) 8 books $27.00 $216.00 ABC Math (5thGrade) 8 books $27.00 $216.00 Total $675				
	[A 2.1.2] Parental Involvement (Family Engagement) Description -----------	Family Engagement Specialist	05/26/2025	Title 1 Funds	

| | | Students will be provided with additional iReady Reading and Math workbook resources as a result of Response to Instruction and Intervention (RTI2).

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 instruction. | | | | |
| | | **[A 2.1.3] Provide Resources and Materials**
Description

Students and Teachers will be provided resources and materials to increase student engagement in the Math classroom. Teachers will be provided supplies, materials, equipment, and support for classroom academic instruction in Math. Utilize Ready, Envision online resources, epiphany supplemental resources and Anet test bank.

Additional mathematic resources are being purchased from American Book Company (ABC) to assist in the students' academic growth. The | Principal, Professional Learning Coach, Assistant Principal, Educators | 05/26/2025 | TAG 4.0 [$1250.00] | |

	mathematics resources cost is displayed. Implementation -------------- Data Meetings (Power points/ Sign in/Agenda) Monthly Title 1 Budget documents Weekly PLC meetings (Power points/ Sign in/Agenda) Mathematics Resource Tennessee TCAP Success Grade 3 Mathematics 10 $39.00 $390.00 Tennessee TCAP Success Grade 4 Mathematics 10 $39.00 $390.00 Tennessee TCAP Success Grade 5 Mathematics 10 $39.00 $390.00 Effectiveness ------------ Data meetings will show 50% of our students are mastering standards based on the resources purchased 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.				
[S 2.2] Professional Development for Student Instruction Rationale --------- Provide ongoing, high quality professional	**[A 2.2.1] Mathematics Professional Development** Description ----------- Provide ongoing, high quality professional	Instructional Leadership Team	04/28/2025	Title 1 Funds	

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.	development at the school level, locally, regionally and nationally. Administration, school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.

Left column:

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

Levi Elementary School Year 24- 25 educators will encompass various strategies for identifying the school trends with instruction. Educators will also be assisted with the planning/developing lessons for student proficiency of standard(s).

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

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.

Right column:

development at the school level, locally, regionally and nationally. Administration, school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.

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 50% of our students are mastering standards based on the resources purchased

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.

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.					
[S 2.3] Student Targeted Interventions 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 -------------- Students identified for needing additional intervention based on assessments which falls below the national norms of 0% - 25% will be identified for student intervention with educators. **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) Effectiveness -------------	**[A 2.3.1] Additional Resources for Struggling Students** 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	Professional Learning Coach and Educators	04/30/2025	Title 1Funds	

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.	the next deficit skill area and/or progressing from Tier III to Tier II or Tier II to Tier I instruction.				
	[A 2.3.2] Extended Learning Description ----------- *Provide a brief narrative of the proposed action step.* Levi Educators will provide tutoring after regular school hours to students based upon data trends from teacher created common and weekly assessments, and iReady diagnostics. Students will attend tutoring Tuesday and Thursday from 3:30 to 5:00 PM. Student workbooks will be used by teachers and students during tutoring to ensure that instruction is targeted and individualized based on the skills and standards not mastered. Students will have the opportunity to complete assignments during tutoring and at-home. Implementation -------------- *Identify the indicator(s) used to measure implementation of the action step.* Monthly Data Meetings (Agenda/Power point/Sign	Administrators, PLC Coach	06/30/2025	SSIG 2.0	

	in) Weekly PLC meetings (Agenda/Power point/Sign in) Weekly Assessment Data Weekly Student Attendance Log Effectiveness ------------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 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. 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. TAG 4.0 Budgeted Items ABC Math (3rd Grade) 9 books $27.00 $243.00 ABC Math (4thGrade) 8 books $27.00 $216.00 ABC Math (5thGrade) 8 books $27.00 $216.00				

	Total $675				

[G 3] Levi Elementary will work to decrease student discipline issues from 18.0% in Spring of 2024 to 10% in Spring of 2025. (Safe and Healthy Students)
Additional Supports

A positive school culture and climate creates an environment that promotes a safe, nurturing environment and promotes effective teaching and learning. Schools with a positive culture and climate support the emotional, physical, mental, cognitive, and social development of all students and staff. Additionally, a dedicated organizational infrastructure accelerates rapid school turnaround by providing on-going, tailored, and strategic support for all stakeholders.

District Turnaround Plan Goal
[G 1] CSI schools will reduce chronic absenteeism rates from approximately 36% in 2024 to approximately 26% in 2025 with 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 Data shows that the number of disciplinary consequences using Out-School-Suspensions decreased from 18.9% in SY 24 to 12% in SY 25. *** ***	**[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 -------------	Dean of Students-Dr. Prentiss and Behavior Specialist-Funderberg	05/26/2025	SSIG 2.0	

*** *** **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 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.	Student incentives will increase by at least 5 different students per the 20-day reporting period. Office/discipline referrals will decrease by 3% per month				
	[A 3.1.2] Attendance/Behavior Supports Description ----------- Levi Elementary will support students in overcoming barriers related to student attendance and student behavior. We will hire a Behavior Specialist to assist us with minimizing student suspension and distractions in the classroom. The Behavior Specialist will also assist with professional development opportunities with our teachers. **Implementation** Daily Communications Log Behavior Reports	Behavior Specialist	06/30/2025	TAG 4.0	

	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 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. Total: $57,237.20				
	[A 3.1.3] Safe and Healthy Student Furniture Description ----------- Unsuitable student furniture negatively impacts students' overall education academic successes in ELA and Math. Implementation -------------- Monthly Walkthroughs Effectiveness ------------- 100% of new and novice teachers will receive proper instruction on student furniture.	Levi Principal and Professional Learning Coach	12/31/2024	SSIG [$74616.44]	
	[A 3.1.4] Teacher Intervention to Impact Student Behavior Description -----------	Dean of Students-Dr. Prentiss	06/13/2025	SSIG 2.0	

	Provide a brief narrative of the proposed action step. Provide teachers and school leaders with prescriptive Professional Development Opportunities aligned to instructional and climate practices to improve student outcomes in behavior choices that will reflect in an increase of student attendance. Implementation -------------- *Identify the indicator(s) used to measure implementation of the action step.* PowerBi 20-day attendance and discipline reports Quarterly In-house professional development agendas and PowerPoint Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* Decrease in student absenteeism by 2% per quarter				
[S 3.2] Professional Development for Student Attendance and Behavior Rationale --------- Provide ongoing, high quality professional development for school leaders and other staff that focuses on classroom/behavior management and social emotional learning to improve student behavior and attendance. Supporting Data	**[A 3.2.1] Professional Development Opportunities** Description ----------- Provide teachers with prescriptive Professional Development Opportunities aligned to instructional and climate practices to improve student outcomes in all tested subjects and decrease chronic absenteeism. Implementation	Levi RTIB Team (Behavior Specialist / School Counselor), Levi Administration, Levi Educators, Levi Students	05/26/2025		

-------------- Levi Elementary School Year 24- 25 educators will encompass various strategies for identifying the school trends with student attendance and behavior. **Benchmark Indicator** Implementation ------------- Data Analysis Behavior Management Strategies Effectiveness ------------ -100% of students with office referrals will meet with the Professional School Counselor, Behavior Specialist, and/ or school principal per occurrence leading to a decrease in office referrals at a rate of 10% per 20 day report. -90% of teachers will implement strategies learned from behavior management professional development with a decrease in behavior incidents and office referrals at a rate of 10%.	------------- District Classroom Walkthrough Tool Weekly Collaborations of implementations of manipulatives for Tier 2 & 3 classroom instruction 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.				
[S 3.3] Parent, Family, and Community Engagement Rationale --------- Levi Elementary will increase parental involvement by hiring a Family Engagement Specialist to engage students, families, and communities to support students in overcoming barriers to learning. We will also provide opportunities to meaningfully engage families to support their child's learning. This will increase the knowledge of understanding the school curriculum so that parents will be able to assist their child/children at home with ELA assignments. We will create a solid home and	**[A 3.3.1] Improving Student Achievement** Description ----------- Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students. Implementation -------------- Weekly student incentives	Instructional Leadership Team, Levi Administration, Levi Educators, Levi Students	12/31/2024		

school connection. Supporting Data -------------- Mastery Connect data shows that students in grades 3-5 improved by 11.2% from the Spring Assessment 23 to the Spring Assessment 2024 in SY 24 Mastery Connect Spring 2023-2024 data , 49.8% of our students scored in the below category, approaching 18.8%, Met Expectations 17.8% and Exceeded Expectations 13.6% as compared to the year of 2023-2024 . **Benchmark Indicator** Implementation ------------- Monthly Family Engagement Parent Training agenda and sign-in Quarterly Community Adopter Survey Effectiveness ------------ Monthly Family Engagement Parent Training agenda and sign-in will show an increase in family engagement by 5% each month leading to an increase in achievement at a rate of 10% by 30% of my students in ELA and Math. Conduct quarterly community adopter surveys to monitor impact on students' success by way of their contributions of resources and time resulting in an increase in achievement at a rate of 10% by 30% of my students in ELA and Math.	Daily communications for student behavior such as behavior conduct scoring. 20 Day Attendance Monitoring Reports Effectiveness ------------ 30% of students will receive incentives based on 20-day behavior reports. Leading to 10% decrease in suspension rates per 20 days. 30% of students will receive incentives based on 20-day attendance reports. Leading to 10% decrease in chronic absentee rates per 20 days. 100% of Levi Educators will submit daily communications to all students about behaviors and attendance with a 15% decrease in office referrals monthly. Attendance personnel will provide a detailed report displaying suspension data for the 20-day reporting period. Attendance personnel will contact 100% of parents/guardians if student names appear in the report which will lead in a decrease of 10% in chronic absenteeism.				
	[A 3.3.2] Parental Involvement (Family	Family	05/26/2025	TAG 4.0	

	Engagement)	Engagement			
	Description	Specialist			

	Levi Elementary will increase parental involvement by hiring a Family Engagement Specialist to engage students, families, and communities to support students in overcoming barriers to learning. We will also provide opportunities to meaningfully engage families to support their child's learning. This will increase the parents' knowledge of understanding the school curriculum so that parents will be able to assist their child/children at home with ELA and Math assignments. We will create a solid home and school connection.				
	Implementation				

	Monthly Family Nights (power point, sign in, agenda)				
	Quarterly Professional Developments for parents and teachers (power point/sign in documents)				
	Effectiveness				

	Monthly Family Nights will show that 30% of our parents attend and support our school in ELA, Math, and Science. These nights will give parents strategies needed for their child to be successful at school. This practice will show an increase in achievement at a rate of 10% by 30% of students in ELA and Math on common formative assessments.				
	Professional developments will show that 40% of our parents/ 90% of our teachers attend and participate in PD resulting in an increase in				

	achievement at a rate of 10% by 30% of students in ELA and Math on quarterly common formative assessments. Total: 51,746.64				

[G 4] G 4 Levi Elementary will work to increase proficiency in Early Literacy from 61.5% meeting or exceeding expectation in Spring 2024 to 70% in Spring 2025.
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 3] Build teacher capacity and content knowledge so that instruction reflects the District's four Instructional Practices from 46.3% in Spring 2024 to a minimum of 70% in 2025.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Create opportunities to increase in-school resources for the whole child Rationale --------- Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading. Supporting Data --------------- From Winter to Spring Levi students decreased in common assessments in Approaching by 0.6%. Overall, from 2021-2023 the students increase in exceeding common assessments from Fall to Spring by 5% *** *** *** ***	**[A 4.1.1] Early Literacy** Description ----------- Promote literacy through common assessments, enrichment activities, and other educational platforms that will promote student academic successes. Implementation -------------- Biweekly Educator Meetings provided by Literacy Professional Development Weekly Unannounced Classroom Walkthroughs	Levi Administration, Levi Educators, Levi Students	05/26/2025	Title 1 Funding	

Benchmark Indicator Implementation ------------- Biweekly Educator Meetings Weekly Unannounced Classroom Observations Weekly lesson plans reviewed. Effectiveness ------------ Literacy meetings are conducted twice each month at least 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content. Weekly unannounced classroom walkthroughs will show at least 90% of teachers are implementing standard align Early Literacy curriculum. Weekly unannounced classroom walkthroughs will identify literacy trends to support student instruction which will lead to 30% of students increasing proficiency 10% in Spring. Educators weekly lesson planning assist in the executing of student instruction with 100% of lesson planning weekly submitting.	Effectiveness ------------- 85% of Early Literacy teachers will attend bimonthly professional development and implement learned strategies leading to K-2 students demonstrating proficiency on biweekly assessments at a rate of 40% students scoring 70% on assessments. Weekly unannounced classroom walkthroughs will show at least 90% of teachers are implementing standard align curriculum. Weekly unannounced classroom walkthroughs will identify trends to support student instruction which will lead to 30% of students increasing proficiency 10% in Spring on Tennessee Comprehensive Assessment Program (TCAP).				
[S 4.2] Foundational Literacy Laureates Rationale --------- Designate one Laureate in every elementary and K-8 school to support K-2 teachers with implementing high quality foundational literacy instruction and strategies. Supporting Data -------------- Levi Elementary School Year 24- 25 educators will encompass various strategies for identifying the school trends with Early Literacy. Educators will	**[A 4.2.1] Professional Learning** Description ----------- The Principal, Assistant Principal, Professional Learning Coach, and District Literacy Staff will deliver literacy professional learning to teachers and ensure effective use of district-adopted and other research-based resources. Provide ongoing, high quality professional development at the school level, locally, regionally and nationally. Administration, school leaders, teachers, and other instructional staff focus on changing instructional practices that result in	Instructional Leadership Team, Levi Administration, Levi Educators, Levi Students	05/26/2025	Title 1 Funding	

also be assisted with the planning/developing lessons for student proficiency with Early Literacy. **Benchmark Indicator** Implementation ------------- Monthly log review. Biweekly real time coach/ co teaching Effectiveness ------------ Monthly log review will be used to identify classroom instructional trends, leading to identifying professional development needs K-2 students will increase proficiency common assessments by 10%. Biweekly real time coach/ co teaching will be used to identify student trends that will lead K-2 students increasing proficiency in common assessments by 10%.	improved student performance. Implementation ------------- Biweekly Educator Meetings provided by Instructional Leadership Team (ILT) and Literacy Professional Development Weekly Unannounced Classroom Walkthroughs Effectiveness ------------ 85% of Early Literacy teachers will attend bimonthly professional development and implement learned strategies leading to K-2 students demonstrating proficiency on biweekly assessments at a rate of 40% students scoring 70% on assessments. Weekly unannounced classroom walkthroughs will show at least 90% of teachers are implementing standard align curriculum. Weekly unannounced classroom walkthroughs will identify trends to support student instruction which will lead to 30% of students increasing proficiency 10% in Spring on Tennessee Comprehensive Assessment Program (TCAP).				