

Escambia County School District

Longleaf Elementary School



2018-19 Schoolwide Improvement Plan

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Longleaf Elementary School

2600 LONGLEAF DR, Pensacola, FL 32526

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	D	C*

School Board Approval

This plan is pending approval by the Escambia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Longleaf Elementary School is to provide a safe learning environment where students are encouraged to develop into responsible citizens as they progress to their highest potential.

Provide the school's vision statement.

The vision of Longleaf Elementary is to develop a school with the highest student achievement and a culture where students and teachers develop the habits of life long learners.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Brown, Troy	Principal
Heath, Lauren	Teacher, K-12
Kellenberger, Sheila	Teacher, K-12
Croker, Rena	Teacher, K-12
Everette, Nicole	Administrative Support
Sluka, Annmarie	Teacher, K-12
Cole, Stephanie	Teacher, ESE
Godwin, Bridget	Teacher, K-12
Lowery, Marnie	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	8	12	7	14	12	8	0	0	0	0	0	0	0	61
One or more suspensions	0	3	2	4	8	7	0	0	0	0	0	0	0	24
Course failure in ELA or Math	0	6	2	14	8	4	0	0	0	0	0	0	0	34
Level 1 on statewide assessment	0	0	0	14	33	27	0	0	0	0	0	0	0	74

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	2	1	13	14	7	0	0	0	0	0	0	0	37

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	9	10	1	14	0	0	0	0	0	0	0	0	0	34
Retained Students: Previous Year(s)	0	0	0	9	6	2	0	0	0	0	0	0	0	17

Date this data was collected

Wednesday 8/22/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	1	7	10	22	10	14	0	0	0	0	0	0	0	64
One or more suspensions	2	5	5	14	6	14	0	0	0	0	0	0	0	46
Course failure in ELA or Math	0	9	6	43	20	30	0	0	0	0	0	0	0	108
Level 1 on statewide assessment	0	0	0	12	29	45	0	0	0	0	0	0	0	86

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	5	3	21	18	27	0	0	0	0	0	0	0	74

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	1	7	10	22	10	14	0	0	0	0	0	0	0	64
One or more suspensions	2	5	5	14	6	14	0	0	0	0	0	0	0	46
Course failure in ELA or Math	0	9	6	43	20	30	0	0	0	0	0	0	0	108
Level 1 on statewide assessment	0	0	0	12	29	45	0	0	0	0	0	0	0	86

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	5	3	21	18	27	0	0	0	0	0	0	0	74

Part II: Needs Assessment/Analysis

Assessment & Analysis
 Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math performed the lowest. It declined over the past 3 years.

Which data component showed the greatest decline from prior year?

Math

Which data component had the biggest gap when compared to the state average?

Math

Which data component showed the most improvement? Is this a trend?

Science, this has not been a trend.

Describe the actions or changes that led to the improvement in this area.

Teachers followed district pacing guide and utilized the science frameworks created by the district. 5th grade teachers also departmentalized.

School Data
 Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	41%	49%	56%	38%	46%	52%
ELA Learning Gains	40%	46%	55%	40%	46%	52%
ELA Lowest 25th Percentile	44%	40%	48%	42%	43%	46%
Math Achievement	37%	55%	62%	46%	52%	58%
Math Learning Gains	30%	57%	59%	39%	50%	58%
Math Lowest 25th Percentile	36%	48%	47%	25%	43%	46%
Science Achievement	46%	55%	55%	37%	51%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8 (1)	12 (7)	7 (10)	14 (22)	12 (10)	8 (14)	61 (64)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
One or more suspensions	0 (2)	3 (5)	2 (5)	4 (14)	8 (6)	7 (14)	24 (46)
Course failure in ELA or Math	0 (0)	6 (9)	2 (6)	14 (43)	8 (20)	4 (30)	34 (108)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	14 (12)	33 (29)	27 (45)	74 (86)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	45%	52%	-7%	57%	-12%
	2017	55%	59%	-4%	58%	-3%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2018	46%	51%	-5%	56%	-10%
	2017	47%	49%	-2%	56%	-9%
Same Grade Comparison		-1%				
Cohort Comparison		-9%				
05	2018	32%	44%	-12%	55%	-23%
	2017	39%	47%	-8%	53%	-14%
Same Grade Comparison		-7%				
Cohort Comparison		-15%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	36%	54%	-18%	62%	-26%
	2017	52%	54%	-2%	62%	-10%
Same Grade Comparison		-16%				
Cohort Comparison						
04	2018	50%	58%	-8%	62%	-12%
	2017	53%	54%	-1%	64%	-11%
Same Grade Comparison		-3%				
Cohort Comparison		-2%				
05	2018	28%	52%	-24%	61%	-33%
	2017	40%	50%	-10%	57%	-17%
Same Grade Comparison		-12%				
Cohort Comparison		-25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	44%	55%	-11%	55%	-11%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	42	43	18	36	35	27				
BLK	30	32	42	28	29	35	27				
HSP	39	27		30	18						
MUL	72	71		40	41						
WHT	49	46	50	48	28	35	66				
FRL	36	34	36	31	28	33	35				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	30	35	14	26	22	15				
BLK	36	46	40	38	48	56	23				
HSP	39	31		59	46						
MUL	57	61		57	56		58				
WHT	57	44	21	56	45	40	44				
FRL	45	45	29	44	45	46	30				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Math Proficiency and Learning Gains

Rationale Longleaf is well below the state average in Math achievement and Math learning gains. Math achievement has decreased from 49% in 2017 to 37% in 2018. Math learning gains have also decreased from 48% in 2017 to 30% in 2018. We must increase the rigor of instruction delivered during math instruction. We must ensure that the math taught during the block is providing students opportunities to persevere through the math. Our teachers need to have the content knowledge of the standards they are teaching. Teacher must have the materials they need and feel confident in the materials they are using. Teachers will need to know how effectively organize, and plan for the materials needed to teach to the rigor of the standards. Teachers need to know their data and frequently monitor their data. Teachers will need to understand how to remediate/differentiate where and when needed.

Intended Outcome Longleaf will increase by 10% in overall proficiency and learning gains on the 2019 Math FSA.

Point Person Marnie Lowery (mlowery1@escambia.k12.fl.us)

Action Step

Description

1. Utilize Solution Tree to provide professional development opportunities in the areas of Tier 1 instruction. Solution Tree along with DNA Mathematics will lead professional development, side-by-side coaching, and administration coaching throughout the 2018-2019 school year.
2. Utilize K-12 Everglades books in January-May to increase the rigor of problems provided to students.
3. Provide math manipulatives needed in order for teachers to assist students in their conceptual understanding of the standards. These manipulatives will increase the rigor of instruction delivered to the students.
4. Extended time for teachers in grades K-5 to plan for rigorous math instruction. This planning could take place during school or after school. Lesson Plan studies can be conducted in order for teachers to improve their instruction. Substitutes can be paid for teachers to plan during the school day.
5. Utilization of binders that include grade level pacing of instruction, standards, test item specifications, achievement level descriptors, suggested math block structures, and FSA review resources.
6. Math periodicals will be provide to enhance math instruction.
7. Utilize Chromebooks in K-5 to enhance instruction and assessment opportunities .

Person Responsible Marnie Lowery (mlowery1@escambia.k12.fl.us)

Plan to Monitor Effectiveness

Description

1. Weekly walkthroughs focusing on all components of the Math block and instructional materials usage, this includes, but not limited to, Everglades, math manipulatives, and math curriculum provided by the district.
2. Walkthroughs and collaboration with district personnel, admin team, and or Solution Tree consultants.
3. Data chats and common planning time to check in and monitor culture.
4. Monitoring of iReady, STAR 360, Schoolnet assessments, and Schoolnet probe data.
5. Weekly or bi-monthly PD in the areas of Mathematics, lesson practices, and lesson planning/delivery. This PD may include, but not limited to Marnie Lowery, district personnel, and Solution Tree Math content PD personnel. Substitutes may be used to allow for more

time in planning and PD.

6. Professional development can be provided to teachers in K-5 in order to enhance instruction and assessment.

Person Responsible Marnie Lowery (mlowery1@escambia.k12.fl.us)

Activity #2

Title	ELA Proficiency and Learning Gains
Rationale	Longleaf is below the state average in ELA achievement and ELA learning gains. ELA achievement has decreased from 48% in 2017 to 41% in 2018. ELA learning gains have also decreased from 47% in 2017 to 40% in 2018. We must increase the expectations for students by providing complex text. Students must also be given many opportunities to build their content knowledge through nonfiction text. Teacher must have the supplemental materials they need to be in alignment with the range and rigor of the state standards. Teachers need to know their data and remediate/differentiate where and when needed.
Intended Outcome	Longleaf will increase their ELA achievement and learning gains by 10% on the 2019 ELA FSA.
Point Person	Nicole Everette (neverette@ecsdfl.us)

Action Step

Description	<ol style="list-style-type: none">1. Utilize Junior Great Books for a complete set of rigorous engaging text with a teacher plan specified for use on grades 2-5, including professional development on appropriate utilization. These will be used to build capacity within our students for sustained student achievement.2. Utilize Being a Writer in Grades K-2. This will build capacity within our students going into 3rd grade and beyond. This will include professional development for the teachers on appropriate utilization.3. Professional development opportunities for teachers in the areas of complex text, vocabulary development, and components of small and whole group ELA.4. Increase classroom libraries for grades K-5. These classroom libraries will allow students the opportunity to chose rigorous text for independent reading while building stamina. These libraries will include engaging, complex, and nonfiction text.5. Extended time for teachers to receive professional development and time for in depth planning of their ELA instruction.6. Professional development on the use of Ready books in the classroom. These supplemental materials will be used to provide rigorous materials for students to work in and teachers to teach with. Ready books will be used to supplement the ELA instruction.7. Provide each 3rd-5th grade class with a set of Sunshine State Readers.9. Utilization of binders that include grade level pacing of instruction, standards, test item specifications, achievement level descriptors, close reading structures, ELA block structures, and FSA review resources.
Person Responsible	Nicole Everette (neverette@ecsdfl.us)

Plan to Monitor Effectiveness

Description	<ol style="list-style-type: none">1. Weekly walkthroughs focusing on the components of the ELA block.2. Monitoring of iReady, STAR 360, and classroom assessments.3. Data chats and common planning time to check in and monitor culture & student progress.4. Monitor AR books that students are checking out and taking tests on to ensure students are independently reading rigorous/complex texts.5. Weekly or bi-monthly PD in the areas of reading, writing, non-fiction texts, content reading, lesson practices, and lesson planning/delivery. This PD may include, but not limited to Nicole Everette, Ready books PD, ELA content PD, Being a Writer PD, and Jr. Great Books PD. Substitutes may be used to allow for more time in planning and PD.
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Person Responsible Nicole Everette (neverette@ecsdfl.us)

Activity #3

Title Science Achievement

Rationale

Longleaf is below the state average in Science Achievement. Longleaf has increase achievement from 37% in 2017 to 46% in 2018. We must increase the expectations and opportunities for students to be in more complex and nonfiction text to build their content knowledge of the standards. Providing these opportunities during the reading block can also provide teachers will more time to provide hands on opportunities and experiments for students during the science block. Teachers must feel confident in the materials they have and how to utilize these materials. Teachers need to understand their data and how to remediate by monitoring unit assessments.

Intended Outcome Longleaf will increase by 5%, or at or above the state average, on the 2019 SSA (state science assessment)

Point Person Marnie Lowery (mlowery1@escambia.k12.fl.us)

Action Step

Description

1. Utilize Study Island for small group and whole group remediation in grades K-5
2. Utilize National Geographic periodicals in grades K-5 to increase the opportunities with engaging, complex, and nonfiction content for students.
3. Utilize Google Expeditions, as an extension of the adopted science curriculum, to increase the hands on/virtual experiences provided to the students. Expedition goggles with ipod touch will provide the virtual field trips and experiences within the science instruction.
4. Utilization of binders that include grade level pacing of instruction, standards, test item specifications, achievement level descriptors, and SSA review resources.

Person Responsible Marnie Lowery (mlowery1@escambia.k12.fl.us)

Plan to Monitor Effectiveness

Description

1. Weekly walkthroughs that focus on materials and components of the science block.
2. Tracking of Study Island reports and usage to ensure the remediation needed is given.
3. Tracking of data on Science Unit Assessments.

Person Responsible Marnie Lowery (mlowery1@escambia.k12.fl.us)

Activity #4

Title	Communication
Rationale	Longleaf Elementary has steadily declined in Math and ELA achievement in all subgroups. Parent, teacher, and student communication is crucial to increased student achievement. It is important for our teachers to build capacity within the students to take responsibility for their learning. With increased teacher to parent and teacher to student communication, our school's academic expectations can be communicated effectively which in turn will lead to increased student achievement in the areas of Math, ELA, and Science.
Intended Outcome	Our ELA and Math proficiency and learning gains will increase by at least 10% as the result of enhanced communication being a piece of the puzzle. This 10% is also a result of the Math and ELA goals as well.
Point Person	Troy Brown (tbrown2@ecsdfl.us)

Action Step

Description	<ol style="list-style-type: none"> 1. Student/Parent planners will be utilized in grades 2-5. 2. Math Night will be held for parents to play math games with their students, talk with teachers and administration about math expectations, and math manipulatives will be given to each student that will enhance math instruction at home. 3. ELA night will be held for parents to play reading games with their students, talk with teachers and administration about ELA expectations. Books will be given to families to take home.
Person Responsible	Troy Brown (tbrown2@ecsdfl.us)

Plan to Monitor Effectiveness

Description	<ol style="list-style-type: none"> 1. Communication planners will be utilized in 2nd -5th grade to enhance parent, teacher, and student communication. 2. Math night will be provided with take home materials for families as an extension of the math classroom instruction. 3. ELA night will be provided with books for families to take home as an extension of the ELA classroom instruction.
Person Responsible	Troy Brown (tbrown2@ecsdfl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Longleaf receives TITLE I, Part A funds and is developing a written Parent and Family Engagement Plan (PEFP) that establishes our expectations for parent and family engagement. This plan will describe how we will carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA. This plan is developed jointly and agreed upon with the families of children participating

in TITLE I, Part A programs.

A Parent Involvement Plan has been developed for our school and is reviewed at an annual Title I Parent Meeting. This plan is shared with the School Advisory Council, faculty and staff, and our PTA Board to ensure all parent involvement activities are aligned and to keep the lines of communication open.

Our goal is to have each parent participate in at least one activity per year. Parent involvement activities are scheduled monthly on a variety of days with morning and evening times to accommodate the schedules of working parents. Childcare is provided for most events to include parents with preschool children. Other types of parent involvement includes classroom, school volunteers, membership on our School Advisory Council and PTA Board. Parents also receive quarterly school newsletters, automated phone calls, and have access to our school's website.

Teachers also conduct parent conferences as often as necessary. For our primary grade students, teachers are provided with a substitute in order to complete parent conferences during the first nine week grading period.

Parents are also invited to many school events intended to involve them in the school experience and share student successes such as Orientation, family nights, and Open House. Progress reports are sent home at mid-quarter and formal report cards each nine weeks. Parents have access FOCUS Parent Portal which allows them to access their student's grades online at any time.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Students needing services as a result of social-emotional needs are referred to our Guidance Counselor. These referrals can come from parents or any staff member. Individual and small group counseling is provided. If additional services are needed or the counselor believes the needs are great, a referral is initiated for services provided outside the school.

Mentors are recruited and trained through our district's Volunteer Office. Referrals for students needing mentors are made to this office and every effort is made to find a suitable mentor. Mentors meet with students at least once a week throughout the year.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

During the first month of kindergarten registration (May, 2017), parent information is made available to familiarize parents of incoming kindergarten students with the expectations for learning. Information and strategies for preparing their child for the upcoming school year are provided, along with a packet of activities they can do with their child over the summer.

In addition, area preschools are invited to bring their students to on a field trip to see what a day in Kindergarten is like at Longleaf.

Prior to the beginning of the school year (August, 2018), kindergarten teachers assessed each of their students to determine where to begin instruction. The results of these assessments along with expectations for each nine week grading period will be shared with parents during a parent conference (September, 2018).

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The School Leadership Team meets regularly to review current data, including student achievement, STAR 360, iReady, Schoolnet, attendance, and discipline data. The team uses the results of this data analysis to determine the effectiveness of programs and resources being used in the classroom. Weekly PLCs are held to support teachers and instruction. A problem solving process is used to identify what additional professional development, personnel, or resources may be needed to meet the needs of the students and staff. Dwayne Goss, our Technician IV, maintains an inventory of technology resources and ensures they are equitably available to all students and staff. Mr. Goss

Title I, Part A

Longleaf receives support through federal, state, and local programs. Title I funds of \$248,400.00 are used to provide additional personnel at the school level to support the classrooms. This year funds are being used to purchase a Curriculum Coordinator, technology coordinator, an additional teacher assistant, Funds are being used to purchase resources and materials that supplement classroom instruction, increase parent involvement, and provide staff development for teachers.

Longleaf has received \$300,081.25 of UniSig funding for the 2018-2019 school year. These funds will be spent on student resources, teacher resources, teacher professional development, and substitutes for teacher to receive professional development. This detailed budget of UniSig in the the "Planning for Improvement" section.

Title I, Part C Migrant

All migrant students will be provided support services by the district Title I office. Our local student information system (FOCUS) is used to track student data and is used to indicate the specific Title I services each migrant student will be provided (attendance, guidance, psychology services, dental and health services, nutrition assistance, outreach, advocacy, social services, transportation, and/or needs assessment services). The district Migrant Coordinator will monitor services and student needs.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs as needed. These services are overseen by the Alternative Education Department and focus on offering programs to students who are most at-risk of leaving school prior to graduation.

Title II

Professional learning opportunities are offered both at the school level and district level. See each individual goal area for specific professional learning opportunities (in-service education).

Title III - ELL

Services for English Language Learners (ELL) are provided as required by law. ESOL centers are provided at key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services.

Title X - Homeless

The school works with the district's Homeless Coordinator to provide transportation and resources (clothing, school supplies, and social services referrals) for students identified as Homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the Title I office.

Supplemental Academic Instruction (SAI)

Longleaf Elementary received approximately \$21,989 in funding for SAI. The funding will be used to purchase technology and other resources to support the implementation of Florida Standards in classrooms.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

This is not applicable

Part V: Budget

Total:	\$300,081.25
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