Lewis Anna Woodbury Elementary School

2018-19 Schoolwide Improvement Plan

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Lewis Anna Woodbury Elementary School

610 CHARLESTON AVE S, Fort Meade, FL 33841

http://www.lawallstarlions.com/

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	64%

School Grades History

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

School Board Approval

This plan is pending approval by the Polk 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.

One Focus... Success for All

Provide the school's vision statement.

Lewis Anna Woodbury Elementary prepares students with the academic skills, and character traits necessary to perform on or above grade level and be prepared for success in college, career, and as productive citizens.

School Leadership Team

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

Name	Title
Wise, Alex	Principal
Macon, Louria	Instructional Technology
Belcher, Leslie	School Counselor
Barber, Crystal	Teacher, K-12
Jones, Sheila	Psychologist
Gargus, Amy	Teacher, ESE
Villarreal, Mary	Teacher, ESE
Wellden, Ginger	Instructional Coach
Wilkin, Beth	Assistant Principal
Thomas, Julie	Assistant Principal

Duties

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

Principal: The principal provides a common vision for the use of data-based decision –making and models the Problem Solving Process, supervises the development of a strong infrastructure for implementation of MTSS and ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures and participates in adequate professional learning to support MTSS implementation, develops a culture of expectation with the school staff for the implementation of MTSS school wide, ensures resources are assigned to those areas in most need, and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal: Our assistant principal assists principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS, further assists the principal in the assessment of MTSS skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS plans and activities.

Reading/Math Coaches: Our curriculum coaches develop, lead, and evaluate school core content standards/programs, identify and analyze existing literature on scientifically based curriculum assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies, assists with whole school screening programs that provide early intervention services for children to be considered "at risk", assist in the design and implementation for progress monitoring, data collection, and data analysis, participate in the design and delivery of professional development, and provides support for assessment and implementation monitoring.

Guidance Counselor: Provides quality service and expertise on issues ranging from program design to assessment and intervention with individual students. Facilitate regularly scheduled MTSS meetings with academic teachers for the purpose of ongoing progress monitoring, facilitate documentation and tracking of tier 2/3 academic and behavioral interventions, communicate with child-serving community agencies and district level support to support the students' academic, emotional, behavioral, and social success.

Behavioral Interventionist: Serves as the PBIS coach and provides quality service and expertise on behavioral issues for teachers and students alike. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies, assists with whole school screening programs that provide early intervention services for children to be considered "at risk", assist in the design and implementation for progress monitoring, data collection, and data analysis, participate in the design and delivery of professional development, and provides support for assessment and implementation monitoring.

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	13	11	11	15	12	12	0	0	0	0	0	0	0	74
One or more suspensions	0	5	2	17	12	12	0	0	0	0	0	0	0	48
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	39	41	51	0	0	0	0	0	0	0	131

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	0	2	4	13	9	0	0	0	0	0	0	0	28

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	1	7	5	15	0	0	0	0	0	0	0	0	0	28
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Wednesday 7/25/2018

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	12	15	9	6	10	11	0	0	0	0	0	0	0	63
One or more suspensions	0	2	3	1	3	9	0	0	0	0	0	0	0	18
Course failure in ELA or Math	6	9	9	16	7	6	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	34	54	50	0	0	0	0	0	0	0	138

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	0	3	14	8	5	0	0	0	0	0	0	0	30

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	12	15	9	6	10	11	0	0	0	0	0	0	0	63
One or more suspensions	0	2	3	1	3	9	0	0	0	0	0	0	0	18
Course failure in ELA or Math	6	9	9	16	7	6	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	34	54	50	0	0	0	0	0	0	0	138

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	0	3	14	8	5	0	0	0	0	0	0	0	30

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?

Lowest Quartile, Math. The lowest quartile is the sub group of students that struggle to make learning gains.

Which data component showed the greatest decline from prior year?

Mathematics proficiency

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

Mathematics proficiency

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

3rd Grade ELA Reading showed the most improvement. No this does not appear to be a trend.

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

Recitative practice in the area of assessment strategies and comprehension led to the improvement in the area.

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	38%	50%	56%	39%	48%	52%
ELA Learning Gains	39%	51%	55%	42%	49%	52%
ELA Lowest 25th Percentile	37%	45%	48%	48%	42%	46%
Math Achievement	42%	58%	62%	47%	54%	58%
Math Learning Gains	45%	56%	59%	41%	52%	58%
Math Lowest 25th Percentile	39%	44%	47%	40%	41%	46%
Science Achievement	42%	53%	55%	34%	46%	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	13 (12)	11 (15)	11 (9)	15 (6)	12 (10)	12 (11)	74 (63)
One or more suspensions	0 (0)	5 (2)	2 (3)	17 (1)	12 (3)	12 (9)	48 (18)
Course failure in ELA or Math	0 (6)	0 (9)	0 (9)	0 (16)	0 (7)	0 (6)	0 (53)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	39 (34)	41 (54)	51 (50)	131 (138)

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	42%	51%	-9%	57%	-15%
	2017	38%	53%	-15%	58%	-20%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	36%	48%	-12%	56%	-20%
	2017	39%	51%	-12%	56%	-17%
Same Grade Comparison		-3%				
Cohort Comparison		-2%				
05	2018	33%	50%	-17%	55%	-22%
	2017	31%	44%	-13%	53%	-22%
Same Grade Comparison		2%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	45%	56%	-11%	62%	-17%
	2017	50%	58%	-8%	62%	-12%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	43%	57%	-14%	62%	-19%
	2017	46%	60%	-14%	64%	-18%
Same Grade Comparison		-3%				
Cohort Comparison		-7%				
05	2018	40%	56%	-16%	61%	-21%
	2017	45%	47%	-2%	57%	-12%
Same Grade Comparison		-5%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	40%	51%	-11%	55%	-15%
	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	8	20	29	9	28	20	18				
ELL	24	53	52	26	49	47	23				
BLK	23	21		35	38	46	7				
HSP	37	49	48	38	52	46	40				
WHT	45	32	21	50	41	20	56				
FRL	35	39	38	38	43	38	38				

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	37	33	20	41	43	29				
ELL	17	35	41	36	48	56	27				
BLK	41	52		43	50		10				
HSP	29	43	44	44	49	53	43				
WHT	50	48	29	57	36	19	50				
FRL	30	40	40	43	45	47	38				

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	Reading K-5
Rationale	Due to a drop in proficiency and learning gains targets in 2018 ELA FSA assessments, ELA will be an area of focus.
Intended Outcome	All subgroups will increase in proficiency and make learning gains to meet or exceed the targets in 2019 ELA FSA Assessments.
Point Person	Alex Wise (alex.wise@polk-fl.net)

Action Step	
Description	1. Utilize technology for data collection and analysis (i.e. STAR, iStation, RW Weekly Assessments, etc.) to assist and guide instructional planning (whole group, small group, intervention, acceleration, etc.) Purchase three document cameras and three SmartBoards to enhance technology usage and sharing of data collection and analysis.

2. Use standards targets to implement learning goals and scales, and monitor progress of strategies used in classrooms. Administration and Coaches will attend the Learning Sciences Institute Conference to increase knowledge of standards based learning strategies so that they can in-turn share these strategies with teachers and support teachers as these strategies are implemented.

3. Webb's DOK and collaborative structures will be used in all classrooms, supported by instructional coaches during collaborative planning to ensure rigor and student engagement is evident. A Literacy Coach will be purchased to assist with this expenditure.

4. Use research content resources approved by administration for scaffolding and reteaching. Social Studies Leveled Readers will be purchased to fill this need (McGraw Hill Social Studies Leveled Readers Grades 2-5). Additionally, McGraw Hill Reading Wonders ELL materials will be purchased for Tier Support.

5. Effective use of collaborative planning and grade level PLC's to analyze data and plan appropriate interventions. Additional Curriculum Planning opportunities will be provided to teachers after school hours and on the weekends during the first semester of the school year. This extra planning time will include special activity pay.

6. Provide after school tutoring and enrichment opportunities for students identified as needing supplemental supports via the purchase of Ready FL for 2nd thru 5th grade students. Students will also attend Teen Trendsetters as an enhancement to enrichment.

7. Provide supplemental supports in classrooms during Power Hour (i.e. para push-in, mall group skill based instruction, iStation, AR, accelerated assignments for student who are scored FSA level 4 or 5.) An additional four classroom paras will be purchased for this purpose, as well as one interventionist substitute.

8. A Reading focused Parent Night will be held in the first semester to increase family engagement and knowledge of ELA proficiency requirements and strategies that can be used at home to enhance reading proficiency. The purchase of supplies, print materials and classroom libraries will required. Agendas will also be purchased for each student to increase parent communication. A scanner will also be purchased to document Parent Involvement activities. A Kindergarten Round Up will be held in the Spring of 2019 to |

provide parents and opportunity to visit and become familiar with our school. A backpack full of readiness materials will be purchased for each entering kindergartner.

Person Responsible   Alex Wise (alex.wise@polk-fl.net)

Plan to Monitor Effectiveness

Administration and Coaches will guide and support teachers during collaborative planning and PLCs using data analysis to ensure collaborative structures are embedded withing instruction.

Description   Administration and Coaches will conduce weekly classroom walkthroughs to monitor progress and provide feedback.

Administration and Coaches will meet with teachers monthly to discuss student progress and analyze data from STAR, RW Weekly Assessments, iStation, etc.

Person Responsible   Alex Wise (alex.wise@polk-fl.net)

Activity #2	
Title	Math K-5
Rationale	Due to a drop in proficiency and learning gains to meet targets in 2018 Math FSA Assessments math will be a focus area for improvement.
Intended Outcome	All subgroups will increase in proficiency and make learning gains in 2019 Math FSA Assessments.
Point Person	Alex Wise (alex.wise@polk-fl.net)
Action Step	
Description	1. Utilize technology for data collection and analysis (i.e. STAR MAth, iStation, etc.) to assist and guide instructional planning (whole group, small group, intervention, acceleration, etc.) Purchase three document cameras and three SmartBoards to enhance technology usage and sharing of data collection and analysis. 2. Use standards targets to implement learning goals and scales, and monitor progress of strategies used in classrooms. Administration and Coaches will attend the Learning Sciences Institute Conference to increase knowledge of standards based learning strategies so that they can in-turn share these strategies with teachers and support teachers as these strategies are implemented. 3. Webb's DOK and collaborative structures will be used in all classrooms, supported by instructional coaches during collaborative planning to ensure rigor and student engagement is evident. A Math/Science Coach will be purchased to assist with this expenditure. 4. Use research content resources approved by administration for scaffolding and reteaching. Six teachers will be trained in BBY by Libby Pollet. Materials will need to be purchased for this expenditure. 5. Effective use of collaborative planning and grade level PLC's to analyze data and plan appropriate interventions. Additional Curriculum Planning opportunities will be provided to teachers after school hours and on the weekends during the first semester of the school year. This extra planning time will include special activity pay. 6. Provide after school tutoring and enrichment opportunities for students identified as needing supplemental supports. 7. A Math focused Parent Night will be held in the first semester to increase family engagement and knowledge of Math proficiency requirements and strategies that can be used at home to enhance reading proficiency. The purchase of supplies, print materials and classroom libraries will required. Agendas will also be purchased for each student to increase parent communication. A scanner will be purchased to document Parent Involvement activities. A Kindergarten Round Up will be held in the Spring of 2019 to provide parents and opportunity to visit and become familiar with our school. A backpack full of readiness materials will be purchased for each entering kindergartner.
Person Responsible	Alex Wise (alex.wise@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Administration and Coaches will guide and support teachers during collaborative planning and PLCs using data analysis to ensure collaborative structures are embedded within

instruction.

Administration and Coaches will conduct weekly classroom walkthroughs to monitor progress and provide feedback.

Administration and Coaches will meet with teachers monthly to discuss student progress and analyze data from STAR Math, RW Weekly Assessments, iStation, etc.

Person Responsible   Alex Wise (alex.wise@polk-fl.net)

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.

The school plant to build positive relationship with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students thru the daily use of student agendas, monthly SAC committee meeting, semester parent nights, open house and invitations to student award presentations.

Question 4
Title I, Part D:
Provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

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.

Social Skills groups are provided as needed to address student issues such as divorce, social difficulties, defiant behaviors, etc. Grief counseling is outsourced through Hospice. Our guidance counselor, school psychologist and other staff members are available to assist students as needed. When there is a significant need, the district crisis team is available to provided services. In addition, mentoring is provided through our Reading Pals, Teen Trendsetters, and Americorps programs, as well as through varied community outreach efforts for our students such as individualized after school Homework Help partnerships.

Q4
Title III:
Provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff. Our ESOL teacher provides direct

instruction in reading to struggling ELL 2nd grade students. She and the two ESOL paraprofessionals provide small group assistance to ELL students during their daily instruction. Title III also provides funding for after school tutoring for ELL students.

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

Lewis Anna Woodbury has two Head Start classes. Pre-K teachers are invited to all professional development and training offered by the school. Local Pre-K programs are invited to observe classrooms and come for orientation walk-throughs with their students each spring. Our Pre-K teachers and our neighboring teachers at the Child Development Center and East Area Migrant Center coordinate with our kindergarten teachers to facilitate a smooth transition from Pre-K to Kindergarten. In Pre-K, students are taught appropriate academics in the area of language arts and math. Pre-K students are also taught school-wide procedures for managing student behavior. This combination of academic and school-wide procedures prepares our students for a smooth transition to Kindergarten.

Pre-School parents have the opportunity to attend all school-wide functions. Daily communication is conducted between teacher and parent through a daily letter home. Monthly newsletters are sent to parents reviewing the past month's activities and informing parents of the upcoming month.

New Kindergarten students can enroll beginning in March and all summer long, and the school secretary sets up several night enrollment dates in the spring to accommodate working parents. Kindergarten students are assessed at the beginning of each school year using the FLKRS assessment tool. The disaggregated data from the FLKRS assessment helps the kindergarten teachers determine students' acquisition of specific skills and knowledge. The quality and effectiveness of the programs are evaluated as data from the FLKRS becomes available.

Question 4
Title II:
PD resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. All of the classrooms at LAW have been provided with Smart Boards, Smart Response, Smart Slate, Document Cameras, Projectors, and relevant software.

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 Based Leadership Team (SBLT) and the Academic Leadership Team (ALT) each meet twice a month to review student data and plan for learning. Students who are not showing progress are referred to the MTSS team. The team studies data to identify students who are meeting/exceeding benchmarks or at moderate risk or high risk for not meeting benchmarks. MTSS team members meet weekly with selected classroom teachers and family members through Response to Intervention (RtI) meetings to provide Tier 2 and Tier 3 assistance with struggling students.

The MTSS and SBLT Teams help to write, monitor and revise the SIP throughout the school year based on data collection.

Title I, Part A:
Funds school-wide services for LAW Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support

provides before and after-school instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.
Title I, Part C- Migrant:
Migrant students enrolled in LAW Elementary are assisted by the school and by the District Migrant Education Program (MEP). Two migrant paraprofessionals, housed on each campus, provide small group assistance to migrant students during their daily instruction. Funding is provided for after school tutoring, including Pre-K migrant students not enrolled in a Pre-K program. Students are prioritized by the MEP for supplemental services based on need and migrant status. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

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

In order to advance college and career awareness we will post a graduation date for each grade level outside of their classroom, participate in the Great American Teach-In, hold a College and Career Day, and the Polk State College Scholarship Program
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Q4
Nutrition Programs:
Lewis Anna Woodbury Elementary is a school with Community Eligibility Option Free Meals to all Students. It is also frequently a location for a summer feeding program for the community.
Head Start:
Two Head Start classes are located on our campus. Resources are provided to the program to assist in the transition of students from Pre-K to Kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and the children benefit from weekly story time in the Media Center. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

Title IX- Homeless:
The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.
Violence Prevention Programs:
Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Part V: Budget	
Total:	$312,265.00