

Title I, Part A – Improving the Academic Achievement of the Disadvantaged (TIPA)

PK Yonge Developmental Research School will continue to focus our Title 1 program on strengthening foundational skills in reading and mathematics in grades K-3. Foundational skills students acquire in grades K-3 are essential to strong achievement and learning progress in later years, eventually leading to successful pathways for college and career readiness. One population of students that data have shown to be in need of improvement are students with disabilities (SWD). We recognize this is an area in need of improvement and will continue to focus efforts to raise achievement for students with disabilities on the FSA ELA and math assessments. Continued improvement in foundational K-2nd ELA and math programs will serve the purpose of providing a stronger foundation for students, including SWD, as they matriculate to higher grades and begin taking assessments reflective of progress on state benchmarks (i.e., FSA, EOCs).

PK Yonge will provide intensive, systematic, and targeted Tier 3 instructional support to students with disabilities identified as low achieving. Areas of focus will include phonemic awareness for students in grades K-2, decoding and/or reading fluency support for students in grades 1-3, and explicit comprehension support for 3rd-5th grade students. In addition, mathematics support will target students based on internal data reports that focus on specific areas of need tailored to each student. Areas may include number sense and/or algebraic thinking, and computational fluency. Beginning the second week of the school year, students in need of support will be provided intensive, academic instruction four days per week for approximately 30 minutes in their specific area(s) of academic need. Students will continue to receive support until their need is extinguished or until the end of the school year. Students receiving Tier 3 services will be progress monitored every four weeks. These data will be used to evaluate the effectiveness of instructional services.