

## **IDEA, Part B, K-12, Students with Disabilities Ages 3 through 21**

This project will incorporate goals focused on performance and growth of student achievement in reading and math. As an original Florida Reading Initiative School, P.K. Yonge has been focused on strengthening foundation skills in reading since 2001. P.K. Yonge also teaches with inquiry-based math programs funded by the National Science Foundation (NSF), Investigations, and CMP3, which allow students to become mathematical thinkers that reason and make connections in both conceptual understanding and skill building.

Our goal is to increase the percent of students with individualized education plans (IEPs) in grades three through ten that demonstrate proficiency in reading and math. In 2017- 2018, 27% of students with IEPs in grades three through ten demonstrated proficiency in reading while in 2018-2019, 28.6% of students with IEPs demonstrated proficiency in reading. Similarly, in 2017-2018, 38.1% of students with IEPs demonstrated proficiency in math, while in 2018-2019, 43.6% of students with IEPs demonstrated proficiency in math. While there was an increase in proficiency in both reading and math for students with disabilities, as a school, we would like to continue to make growth in proficiency for all students, but especially student with IEPs. One way we plan to work towards this goal is by adopting a new master schedule for 6th-12th grade. In this new 4x4 schedule, students will take four courses during semester one and four different courses during semester two. In our current master schedule, students take six courses for the year that meet every other day. In our new schedule, students will take eight courses in a year and meet five days a week. This means that students will be able double the math instruction they receive because they will take a whole course in the fall and then another whole course in the spring. Being able to have access to more math instruction will help increase our proficiency in math for students with IEPs. P.K. Yonge will ensure that equitable access to and participation in the program will be provided free of barriers including gender, race, national origin, color, disability, or age for all students, teachers, and other program beneficiaries. Access to resources, technology, and instructional supports for students and teachers with special needs will be provided through the identification of needs during our monthly student success team meetings, weekly student and family services meetings, parent conferences, ESE meetings, and/or group/individual conferences.