

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

As a single-school public school district, PK Yonge Developmental Research School (PK Yonge) is committed to systems design and implementation that supports the academic needs of all students. Particular to our use of Title 1 Part A funds to support students, PK Yonge assigns these funds to support programs in mathematics learning in the 4th-7th grades. With a focus on all students reaching and demonstrating proficiency in Algebra 1 by high school and having the opportunity to select multiple pathways of study upon entering high school. Through program design and targeted services, PK Yonge aims to remove barriers to mathematical learning and meeting Florida's academic standards for all students. Since 2015 and up through 2019, PK Yonge students have achieved on par with or above Florida Standards Assessment scores from neighboring districts and/or the State of Florida in mathematics. PK Yonge recognizes a need to continue challenging faculty and students to seek even stronger gains through well-rounded instruction that meets student academic needs. PK Yonge's well-rounded program of instruction includes not only careful selection of mathematical core curricular materials, but also developing a robust, multi-tiered intervention system.

In an effort toward continuous improvement, PK Yonge has transitioned to a standards or mastery-based grading and reporting system in each mathematics classroom, which has provided for a more targeted, systematic approach to review student data for subsequent intervention planning to support students. The targeted transition aides teachers, students, and families to better understand areas of growth or mastery, while also providing an increasingly connected means to bring services to students who need them more efficiently. Through the continued collaboration of administration and teaching faculty, PK Yonge uses a multi-layered system to identify students who may be at risk for academic failure. At a core level for all students, the implementation of a standards/mastery-based grading and reporting systems allows all relevant stakeholders to readily monitor student academic progress. Any students who are in of additional academic support are discussed at least once each quarter and decisions are made as to the student's level of need/services.

Through a Multi-tiered System of Support, students may initially receive tier two services in the classroom setting. As any gaps in learning continue to be identified, students may also receive Tier 3 services (more frequent, longer duration, and/or more intensive). Title 1 part A funds are used to support Tier 3 services for students in mathematics. In addition to at minimum quarterly student data meetings, teachers meet regularly to review and discuss monitored student progress. PK Yonge continues to fine-tune and determine methods for providing additional educational assistance to individual students to meet Florida's academic standards. As Title 1 Part A funds are used to provide this support in 4th-8th grade mathematics, provisions for supporting students at these grade levels include the following examples of such strategies: (a) A What I Need (WIN) Wednesday system in middle grades where students, in consultation with teachers, select appropriate areas for their own academic assistance; (b) Flexible opportunities both within class and added assistance to students during agreed-upon times; (c) Digital software to support student academic needs in mathematics; (d) Three full-time faculty members from 4th-8th grades who provide direct and/or indirect services to students in need for mathematics; (e) A summer math camp for students in 4th-8th grades in need of additional academic support in mathematics.