

REPORT BACK from 2018 - 2019

<p><b>MULTIPLE EXCEPTIONALITIES (ME) / DEVELOPMENTAL DISABILITY (DD)</b></p>		<p>ME ES=103 SS=64</p>	<p>DD ES=53 SS=70</p>	<p>All DD=123 ISP DD=110 ISP DD (ES/SS)</p>	<p>All ME=167 ISP ME =133 ISP ME (ES/SS)</p>
<p><b>GOAL</b></p>	<p><b>TARGETS IN 2018-2019</b></p>			<p><b>EVIDENCE 2018 - 2019</b></p>	
<p><b>Increased teacher understanding and use of EQUALS to address the numeracy program for elementary students with ME/DD</b></p>	<p>Make available to all elementary ME/DD ISP classes the EQUALS program to address the functional numeracy skills of their students and increase student engagement.</p>			<p>Responses from teachers:</p> <p><b>61%</b> reported that the use of the EQUALS program has had to a great extent and somewhat an impact on student engagement in numeracy.</p> <p><b>48%</b> indicated that the use of the EQUALS program has had to a great extent and somewhat an impact on student learning in numeracy.</p> <p>Almost <b>40%</b> reported that lack of staffing and <b>35%</b> reported time constraints as reasons for preventing teachers from using EQUALS to support student learning in the manner they would like.</p> <p><b>44%</b> also indicated that they were not able to use the EQUALS program yet and so did not see evidence of impact on student engagement or student learning.</p>	
<p><b>Goal status and explanation if goal not met:</b> <span style="background-color: yellow; padding: 2px;">Monitor</span></p> <ul style="list-style-type: none"> <li>Some teachers, were unable to attend the Professional Development workshop due to later hiring date. As a result, they were not able to implement the program and see evidence of impact</li> </ul>					
<p><b>NEXT STEPS or STRATEGIES TO SUPPORT GOALS:</b></p> <ul style="list-style-type: none"> <li>Schedule another professional learning opportunity to review the EQUALS program with staff.</li> <li>Invite staff that were unable to attend the Professional Learning opportunity in 2018-2019.</li> </ul>					