

# LANGUAGE IMPAIRMENT (LI)

ES=558    SS=242    All n=800  
 ISP (ES only)    ISP n=175

GOAL	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019
<p><b>Improve achievement of students identified with Language Impairment</b></p>	<p>Administer functional speaking and listening measures in Fall 2018 and Spring 2019 by LI- ISP teachers.</p> <p>Data will inform goal setting and capacity to refine the teaching/learning cycle and student achievement.</p> <p>Survey results will inform goal setting for 2019/2020.</p>	<ul style="list-style-type: none"> <li>• Pre- and post-measures were developed to track teachers’ perceptions of students’ progress in nine measures of oral language, as part of a three-year comprehensive survey beginning in 2017-2018.</li> <li>• Results for eighty students’ functional speaking and listening skills were analyzed in the pre- and post-survey.</li> <li>• Preliminary results indicate a increase in performance between September and June across all measures, but one.</li> <li>• Year two data September and June indicate that the proportion of students rated at rarely demonstrating positive oral language skills decreased significantly over time on the following:                         <ul style="list-style-type: none"> <li>- Use correct grammar and talk in complete sentences. (Reduced from <b>49.4%</b> of students to <b>32.9%</b>)</li> <li>- Engage others in conversation. (Reduced from <b>32.9%</b> to <b>22.5%</b>)</li> </ul> </li> <li>• Speech-language pathologists facilitated promotion of the board-wide Early Identification Strategy in support of PPM 11 by providing targeted consultation and resources to more than <b>90%</b> of kindergarten classrooms.</li> <li>• SLPs provided screening, assessment, consultation and/or intervention to more than 3,000 students across all panels to address specific communication needs of students.</li> <li>• All schools were provided access to four informational videos that highlight the link between communication, behaviour and mental health.</li> <li>• LI-ISP teachers were provided with professional development materials to address the oral language and literacy skills of individual students in the LI-ISP classroom.</li> </ul>
<p><b>Goal status and explanation if goal not met:</b> <span style="background-color: yellow; padding: 2px 5px;">Monitor</span></p> <ul style="list-style-type: none"> <li>• Evidence continues to be gathered during this three-year process timeline which includes: 2017-18, 2018-19, and 2019-20.</li> </ul>		
<p><b>NEXT STEPS or STRATEGIES TO SUPPORT GOALS:</b></p> <ul style="list-style-type: none"> <li>• Continue to collect data from LI-ISP teacher surveys and use the data to inform practice for all students with Language Impairment in all learning environments.</li> <li>• Develop evidence-based and evidence-informed resources and strategies to share with schools.</li> <li>• A comprehensive analysis of all data from three years of the survey administration will be completed by June 2020.</li> </ul>		