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SLIFE Program Review Planning Tool

Description: SLIFE Program Review Planning Tool provides a process to annually review SLIFE programs for alignment with current research-based practices. This review protocol can serve as a tool to review and record the current implementation status of best practices each year and can also serve as an action plan for next steps for full implementation of these research-based best practices.

Directions:

1. Review each criterion that refers to current research-based best practices in providing services for SLIFE.
2. For each criterion decide whether the criterion is being fully implemented (check yes or no).
3. In the Action Steps for Implementation column delineate next steps needed for full implementation. The final column (Timeline/Staff Responsible) can be used to document the dates and staff responsible for completing those actions.

Criterion	Yes	No	Action Steps for Implementation	Timeline/Staff Responsible
SLIFE Program Components				
1. Administer a SLIFE screener to registering students to determine SLIFE status and designate students with SLIFE status in Student Information System.				
2. Ensure students with SLIFE status are scheduled appropriately to receive required amount of ESL and set academic and social goals for students identified as SLIFE.				

[1] Adapted from SupportEd's Syracuse City School District (SCSD) Newcomer Program for Students with Interrupted Formal Education (SIFE) Review Protocol

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Criterion	Yes	No	Action Steps for Implementation	Timeline/Staff Responsible
3. Implement a targeted literacy course for pre-literate students.				
4. Provide extra learning time through after school, summer school, Saturday school, and/or vacation institutes.				
5. Engage parents by teaching them about schooling in the U.S. and showing them U.S. expectations for involvement in their children's education while valuing their home cultures and educational systems.				
6. Recruit and retain teachers who are specifically trained to teach SLIFE and provide professional development for teachers working with SLIFE and those who teach students after they exit SLIFE status.				

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Criterion	Yes	No	Action Steps for Implementation	Timeline/Staff Responsible
SLIFE Instruction				
7. Provide instruction that includes content-based literacy instruction, and that focuses on academic language development, explicit comprehension instruction, and writing for academic purposes.				
8. Use technology to fullest potential to benefit SLIFE (e.g., translation, visual scaffolds, student motivation, tracking of student progress).				
9. Promote development of students' home language skills and incorporate home language instruction into the curriculum when possible.				
10. Collect student data on a regular basis to monitor progress and make instructional modifications as necessary.				

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Criterion	Yes	No	Action Steps for Implementation	Timeline/Staff Responsible
SLIFE Exit Criteria and Goal Setting				
11. Define and implement exit criteria for SLIFE programming.				
12. Provide a smooth transition process for students exiting SLIFE status (e.g., classroom and school visits, field trips, student mentors, auditing a course, cross-program teacher meetings).				
13. Identify postsecondary options for SLIFE (e.g., community colleges and trade schools, scholarship options, career education).				

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Goal Setting Questions

1. What are your top three priorities based on this checklist?

2. What resources will you need to implement these criteria?

3. What questions do you have?

References:

Francis, J., Rivera, M., Lesaux, N., Keiffer, M., & Rivera, H. (2006). *Research-Based Recommendations for Serving Adolescent Newcomers.* Houston, TX: Texas Institute for Measurement, Evaluation and Statistics, University of Houston, Center on Instruction. Retrieved from https://www2.ed.gov/about/inits/ed/lep-partnership/newcomers.pdf

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