Getting to Know You

Please take a moment before today’s presentation to provide us with more specific information about you and your SLIFE needs.

- Take a sticky note from your table, write your name and district, and place it on the chart paper that represents your top priority for today.
- The categories are:
  - Initial identification of SLIFE students
  - How to advocate for and start a program at the district level
  - Guidance and compliance-ILPs, SLIFE Team, Transitioning students
  - Curriculum design and planning at the student and classroom level
Ready, Set, SLIFE
Where do Administrators and Teachers Begin?

Presented by:
Jennifer LaBollita and Rebecca Daigle
Framingham Public Schools
Objectives

Participants will:

● Examine various models of program & curriculum design used in Framingham Public Schools
● Identify your district/classroom SLIFE needs and priorities
● Develop an individualized action plan to address these needs
Agenda

As you enter, place a post-it in the category you are most interested in learning about today

2:30-2:50 Introductions, SLIFE program planning/design at the district level

2:50-3:10 Curriculum planning and development, SLIFE Coordinator role

3:10-3:15 Questions (of general interest to all)

3:15-4:00 Action plan work groups
Norms

1. Ask general questions at anytime; reserve uniquely relevant questions for the action plan work group time at the end
2. Technology: Please set cell phones to vibrate; laptops will be used later
3. No need to take photos or notes; we will send this presentation/accompanying documents to anyone who would like it
4. Know that we do not have all the answers or a perfectly functioning program, but we will be open and share our steps (and missteps!)
Framingham Public Schools demographics

8,468 active K-12 students in 9 elementary schools, 3 middle schools, 1 high school

They speak 69 different languages and come from 67 different countries. 44.4% FLNE

1,774 ELs (20.9% of district)

1,255 are in K-5 (27.4% of K-5 enrollment)

527 FELs in monitor status (6.2% of district)

*As of 5/10/17. From FPS X2. Excludes therapy only, outplaced, preschool
Enrollment trends 2014–2017

- English Learners
- Former English Learners
Bilingual Department Programs

- Two Way Immersion- Spanish K-12
- Transitional Bilingual Education (TBE)- Spanish K-12
- Transitional Bilingual Education (TBE)- Portuguese K-12
- SEI (WIDA 3.5+ and low-incidence languages) K-12
- DREAM Program (SLIFE):
  - Elementary (Placed in appropriate TBE/SEI program with support from ELD coach)
  - Fuller Middle School program (6th-8th grade)
  - Framingham High School program (9th grade+)
Differentiated

Rigorous

English &

Academic Achievement

Modules
SLIFE demographics

51 current SLIFE students (2.8% of ELs)
-4 Elementary
-17 Middle School
-30 High School

9 different countries of origin including 5 Spanish speaking countries

40 current students identified May-June 2016

37 new enrollees throughout 2016-2017
(20 transferred, 6 dropped out)

*As of 5/10/17. From FPS X2.
SLIFE history in FPS

2014-2015 school year:
- SLIFE PD workshop - January
- Initial task force - May-June
- Summer work groups - July-August
- 16 teachers participated in MATSOL SLIFE I institute
- Summer School SLIFE program
- SLIFE ELD units written - Fuller MS
- BPS - presentation of HILT program

2015-2016 school year:
- New DESE guidance - December
- SLIFE district leadership meeting - December
- Unsung Hero initiative - January
- SLIFE PD workshop - January
- SLIFE Working group - February-May
- 7 teachers participated in MATSOL SLIFE II institute - May
- Identification of 40 current students - May-June
- Summer School SLIFE program

2016-2017 school year:
- First year of SLIFE programs at Fuller Middle School and Framingham HS
Upon reviewing the DESE Guidance, it was clear we had a lot to do! We established a working group composed of principals/VPs, department heads, and teachers K-12 with the following goals:

1. Review new DESE SLIFE guidance document and create a corresponding FPS document
2. Create FPS policies, procedures, and forms for: testing, identification, progress monitoring, exiting, and post-SLIFE program monitoring
3. Create programs for SY2016 at Fuller and FHS: “nuts and bolts”-teachers, classrooms, scheduling, curriculum (instructional methodologies and resources)
4. Create SLIFE teams at Fuller and FHS who oversee: initial identification of current SLIFE, monitoring, development of ILPs, exiting, and post-exit monitoring
5. Create a parent communication and community outreach plan
6. Create a training/PD plan for administration, PIC staff, teachers, students
7. Possibly create some tentative plans for a future elementary program grades 3-5 (still need to work with elem. teachers on curriculum and careful placement in the meantime)
SLIFE Working Group Meeting Topics

Met 5 times; often with some “homework” or readings in between

- Set norms/introductions/purpose of group
- SLIFE student funds of knowledge activity
- Reviewed the DESE Guidance Document
- Reviewed/Finalized Draft versions of FPS documents- Guidance, pre-screener, interview, ILP
- Started school based SLIFE teams to review/identify current students as SLIFE
- Researched numeracy and literacy assessments
- Reviewed/finalized SLIFE Coordinator job description
- School brainstorming/planning times
Starting a program-administrative tasks

- Gather and organize data on possible/identified SLIFE in your district
- Meet with Superintendent/Senior Leadership to present DESE Guidance and your implementation plan (spreadsheets are your friend!)
- Advocate for SLIFE Coordinator/additional ESL teacher positions or convert FTE
- Revise/adapt/reformat DESE sample docs with your district letterhead/specifics
- Create new job descriptions and approve with HR/Union
- Post job and interview/hire new staff
- Work with Office of Technology to add SLIFE info to your SIS
- Assemble a working group to help with tasks, research, review documents, write curriculum, etc.
- Coordinate school teams and oversee SLIFE identification process
Administrative tasks continued....

- Update all your forms/brochures used at registration-program options, school selection forms, etc.
- Train PIC and Language Assessment Office staff on new forms and procedures-who are SLIFE, what are differences in assessment process, who places students in schools, who is responsible for clicking the checkbox for DESE, etc.
- Since initial SLIFE designation is a placeholder until school based assessments are completed, what is your procedure for confirming SLIFE status? FPS made a new form-SLIFE identification form.
- Meet with principals to explain new program and their role in supporting its development and success at the school level
- Meet on a consistent basis with SCs to problem solve and adapt program
Aspen X2-SIS Identification

We added SLIFE entrance and exit boxes in addition to the DESE checkbox so that once a student exits the SLIFE program the information is not lost once the box is unchecked.
SLIFE Coordinator performance responsibilities

A. Oversee all compliance/day-to-day aspects of the SLIFE program which includes, but is not limited to:
   ● Identification of current and incoming students; Completing extended surveys and additional assessments; Teaching classes as assigned; Organizing and facilitating SLIFE team meetings as needed to create Individualized Learning Plans (ILPs), monitor progress, and exit students; Create and revise district protocols, forms, and procedures to meet DESE requirements; Outreach to appropriate community agencies for student and family support, funding, field trips, etc.

B. To provide professional development for administration and teachers

C. To conduct curriculum study, implementation and or revision in ESL and the specific curriculum areas as they relate to SLIFE/ELL education.

D. Be available, adaptable, and communicative in dealing with teachers, administrators, parents, and children.

E. Collaborate with school administration and staff to accomplish the assessment needs set by DESE.

F. Acquire and share knowledge of current research methodology and practice, SEI effective strategies and techniques, current educational technology trends, texts and materials.

G. Perform additional responsibilities as deemed appropriate by school and district supervisors.
SLIFE identification form—FPS created

Top part of the form has student demographic information

Chart has all 6 SLIFE elements to qualify for SLIFE.

(Pre-screener only has first 4)

Coach/SC sends to Bilingual Office to confirm SLIFE placement

<table>
<thead>
<tr>
<th></th>
<th>Criterion</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English language learner as defined at §2(d) of chapter 71A of the General Laws.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Aged 8 to 21 years</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ELL entered a school in the U.S. after grade 2 OR Exited the United States for six months or more.</td>
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</tr>
<tr>
<td>4</td>
<td>Extent of prior exposure to formal schooling is characterized by</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. no formal schooling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. interruptions in formal schooling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. consistent, but limited formal schooling</td>
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</tr>
<tr>
<td>5</td>
<td>Native language literacy assessment scores indicate 2+ years below grade level.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Numeracy assessment scores indicate 2+ years below grade level.</td>
<td></td>
</tr>
</tbody>
</table>

☐ After completing the above assessments, the student WILL continue in the SLIFE program.

☐ After completing the above assessments, the student is not SLIFE and WILL NOT continue in the SLIFE program. *Please complete and attach Transition Form.
Identifying current students May-June 2016

Once the district procedures and forms were ready, it was time to identify current students so that we knew how many sections of classes would be needed.

- Elementary-Bilingual Dept. communicated with ELD coaches who went through their recent arrivals and identified a small number of qualifying students.
- Fuller MS and Framingham HS held SLIFE team meetings with members of District/School Admin, Guidance staff, department heads, English/Math/ELD coaches, and members of the SLIFE working group to identify students who were not doing well socially and/or academically in their current program (mostly TBE).
- Teams looked at grades, recent work samples, discussed student progress and histories, etc.
- Longer lists were reduced down to those who would benefit from SLIFE program.
Imagine a 13 year old student named Marcos has just arrived from El Salvador and is enrolling in FPS for the first time. He had attended school more regularly when he was younger, but repeated 4th grade and for the last few years has not been in school much.

- Based on the HLS and conversations with Marcos and his family, a language assessor questions if he is SLIFE. Assessor administers pre-screener checklist and confirms that all initial qualifications are met.
- He scores level-1 on the W-APT for English and scores a level-2-limited Spanish reader/writer on the LAS-Spanish assessment. These also suggest SLIFE placement.
- Language assessor confirms age/grade/initial SLIFE placement with Bilingual Dept.
- Bilingual Dept. contacts SLIFE Coordinator/guidance/school admin to let them know to coordinate the intake process so the SC can be involved to learn more about Marcos’ needs. He is registered and enrolled as an 8th grade SLIFE student at Fuller MS until/unless it is confirmed that he is NOT a SLIFE student.
Identifying new students—a sample case at FMS

- Guidance/Nurse/SC arrange appointment with family at school prior to start date
- SC (and Spanish Translator, if necessary) conducts SLIFE Interview to obtain more specific information regarding Marcos’ educational history such as length of school day/year in El Salvador, methods/tools used during math instruction
- SLIFE Math teacher administers math literacy pre-assessment to Marcos
- If math literacy pre-assessment indicates a comparable 2+ year math gap (language and content) to Massachusetts’ standards, along with information obtained from SLIFE Interview indicating limited Math instruction, Marcos is identified and assigned to SLIFE program of instruction on Dream Team
- SC completes SLIFE identification form and sends to Bilingual Dept.
**SLIFE Interview**

**Directions:** The following interview is to be conducted when developing the student’s individual learning plan. It should be completed with the student and, if applicable, parent(s). It should not be conducted during instructional time. The interviewer should be a qualified professional who is proficient in English and in the student’s home language, or the school should arrange for an interpreter to be present. Please contact the Translations Coordinator for assistance.

<table>
<thead>
<tr>
<th><strong>Personal Information</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who raised you? Until what age?</td>
</tr>
<tr>
<td>Who do you live with now?</td>
</tr>
<tr>
<td>Who came with you to the U.S.?</td>
</tr>
<tr>
<td>Describe your country/home.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Prior School Practices</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>How old were you when you started school?</td>
</tr>
<tr>
<td>How many years did you attend school? (suggestion - list each year of schooling) How many hours each day?</td>
</tr>
<tr>
<td>Question</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Where did you go to school?</td>
</tr>
<tr>
<td>What was your favorite subject?</td>
</tr>
<tr>
<td>Did you always attend school? Are there times you did not attend school? Why?</td>
</tr>
<tr>
<td>When did you stop going to school? Date? Year?</td>
</tr>
</tbody>
</table>

**Language Literacy/Numeracy/Technology Practices**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you have books at school? What kind of books?</td>
<td></td>
</tr>
<tr>
<td>Do you like to read/draw/write?</td>
<td></td>
</tr>
<tr>
<td>What is your favorite book/magazine/website?</td>
<td></td>
</tr>
<tr>
<td>What do you use math for in your daily life? Do you like Math?</td>
<td></td>
</tr>
</tbody>
</table>
### SLIFE Interview

The following will help educators place students in electives and programs:

<table>
<thead>
<tr>
<th>Outside interests/Future plans</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What do you like to do outside of school? E.g., sports, music, crafts, art, work, cook, babysit?</strong></td>
</tr>
<tr>
<td><strong>What are your goals as a student?</strong></td>
</tr>
<tr>
<td><strong>What would you like to do after high school? Go to college? Work?</strong></td>
</tr>
<tr>
<td><strong>Are you interested in attending clubs and/or playing a school sport after school?</strong></td>
</tr>
</tbody>
</table>
DREAM Team Collaborators include...

- School administrator
- Bilingual Department (district) representative
- Guidance Department (school) representative
- SLIFE Coordinator
- HILT Educators
- Department Heads (ELA, Math, and Science)
Marcos is assigned to DREAM Team at Fuller in multi-grade level homeroom and classes. His journey towards school acculturation, language and literacy development, and closure of gaps in education begins.

- Fuller SLIFE Team meets to review Marcos’ literacy and math needs
- Individualized academic and social goals are established by SLIFE team
- SC completes a SLIFE Individualized Learning Plan (ILP) which contains information collected from intake (initial assessments/prior assessments) and student goals
- SC communicates and shares ILP with administration, content, ESL, and Specialists on Marcos’ schedule
- Fuller SLIFE Team meets regularly to review Marcos’ progress towards SLIFE ILP goals, and updates his family
- SLIFE Team determines and monitors transitions into TBE or ESL, per designated interval checkpoints during school year
### SLIFE Individualized Learning Plan continued

**Name:**

**Birth date:** / / 

**LASID:**

**School:**

**Grade:**

**Country of Origin:**

**Language(s):** oral: written: 

#### Type of ELD program:

- __ periods of ESL
- ESL class
- TBE
- Two-Way Bilingual
- Newcomer
- SLIFE
- SEI
- Other ____________

#### Type of support:

- para in-class support
- Title I
- Title III
- Tutoring
- Literacy Support
- Math
- Other ____________

#### Language Accommodations (MCAS/PARCC):

**IEP Goals:**

**IEP Accommodations:**

**Educator overseeing plan:**

**ILP Team Members:**

### ACCESS 20

<table>
<thead>
<tr>
<th>W-APT Date</th>
<th>Score</th>
<th>ACCESS 20</th>
<th>Score</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td>Reading</td>
<td>Social/Instructional Language</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td>Writing</td>
<td>Language of Science</td>
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<tr>
<td>Listening</td>
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<td>Listening</td>
<td>Language of Soc. Studies</td>
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<tr>
<td>Speaking</td>
<td></td>
<td>Speaking</td>
<td>Language of ELA</td>
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<tr>
<td>Composite</td>
<td></td>
<td>Composite</td>
<td>Language of Math</td>
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</tbody>
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<tr>
<th>ACCESS 20</th>
<th>Score</th>
<th>Score</th>
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<th>Score</th>
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<td>Social/Instructional Language</td>
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<td>Language of Science</td>
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<td>Language of Soc. Studies</td>
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<td>Language of ELA</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Composite</td>
<td></td>
<td>Language of Math</td>
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</tr>
</tbody>
</table>
### SLIFE Individualized Learning Plan continued

<table>
<thead>
<tr>
<th>Test</th>
<th>Date</th>
<th>Score</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC/MCAS Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARCC/MCAS ELA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCAS Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Math</td>
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<td></td>
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<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
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</tbody>
</table>

**Notes:** What do we need to know about this student? What are her/his funds of knowledge, What are current learning goals, How is s/he adjusting to school, what interests or motivates her/him, what is her/his family situation, etc.?
School Interventions: Interventions for ELLs include tiered systems of support - small group instruction, literacy instruction, etc. ESL is not an intervention.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Specific Goals</th>
<th>Intervention/Strategies</th>
<th>Intervention Monitoring Date</th>
<th>Sufficient Progress</th>
<th>Monitoring Status</th>
</tr>
</thead>
</table>

- □ Student is not progressing in a timely manner.  
  Intervention/strategies to be revised: ____________________________ Date: ______

- □ Student is making some progress.  
  Continue with ____________________________ intervention/strategies. Date: ______

- □ Student has mastered and completed interventions.  
  Student will no longer receive interventions/strategies. Date: ____________
Family Strategies: (Steps/strategies that the student’s family may take to help the student improve his/her skills)

Parent signature: ___________________________ Date: ____________________

Outcomes: What goals/standards, etc. will the student work on? What do we want the student to accomplish? Based on the student’s scores on eligibility assessment, what standards/linguistic skills does the student need to focus on? Based on other assessments, what standards/content area knowledge or skills does the student need to achieve in order to master what is measured on those assessments?
HILT program of studies

Students with Limited or Interrupted Formal Education at Fuller Middle School ~ Purple Team Grades 6 - 8

- English as a Second Language
- Literacy
- Social Studies
- Science
- Math & Numeracy
HILT descriptions

As SLIFE, they are part of the district-wide DREAM Team and the Fuller Middle School Purple Team.

- **HILT ESL** – Direct language instruction personalized for individual SLIFE needs.
- **HILT Literacy** - Specially designed literacy and language arts instruction that promotes rapid development of knowledge of American school culture, expectations, and vocabulary. Students are regularly assessed on their literacy growth in English and in the native language if possible.
- **HILT Social Studies** - Direct language instruction based on Social Studies themes and American history and culture personalized for individual SLIFE needs.
- **HILT Science** – Specially designed STEM instruction that promotes rapid development of key concepts of science, technology, engineering, and math as well as social and academic language in the content areas through a Project-Based Learning design.
- **HILT Math & Numeracy** – Specially designed numeracy instruction that promotes rapid development of foundational math skills through authentic application and immediate relevancy to the students.
HILT Instructional Strategies

HILT program of studies support ILPs through language-enriched, immediately relevant thematic explicit instruction to include:

- Lessons that take the learner from the familiar to unfamiliar of key concepts and major language features
- Backwards planning and instruction practices
- Center-based, differentiated learning opportunities
- Flexible grouping (partner, small group)
- Interactive technology (Lexia, www.learningchocolate.com, SmartBoard, tablets)
- Modelling of performance expectations for lessons and units
- Use of manipulatives
- Audio/Visual prompts of big ideas and key lesson/unit concepts
- Limited teacher talk, increased student talk
- Opportunities to engage in academic conversations supported by sentence frames
- Physical, emotional, and cognitive exercises which promote full potential of learner’s brain and social competency (examples include Power Brain Education, Brain Gym)
# HILT Grading

**Fuller S.L.I.F.E.**  
**H.I.L.T. Grading Policy**  
(ESL, Literacy, Math, and Science)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>Participation/Classwork</td>
</tr>
<tr>
<td></td>
<td>(Prepared, Practice, Produce)</td>
</tr>
<tr>
<td>30%</td>
<td>Projects or Tests (unit)</td>
</tr>
<tr>
<td>10%</td>
<td>Quizzes or Exit Slips (lesson)</td>
</tr>
<tr>
<td>10%</td>
<td>Homework</td>
</tr>
</tbody>
</table>

- **Trimester 1:** 2 times/6-day rotation
- **Trimester 2:** 2-3 times/6-day rotation
- **Trimester 3:** 3-4 times/6-day rotation
<table>
<thead>
<tr>
<th>Unit Length</th>
<th>HILT ESL &amp; Literacy Unit Themes</th>
<th>HILT Social Studies Unit Themes</th>
<th>HILT Math &amp; Numeracy Themes</th>
<th>HILT STEM Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 weeks</td>
<td>My School</td>
<td>Community</td>
<td>Numeracy</td>
<td>School Community Garden</td>
</tr>
<tr>
<td>3 weeks</td>
<td>Where do I come from?</td>
<td>Maps/Globes</td>
<td>Value Comparisons</td>
<td>Water, Water Everywhere</td>
</tr>
<tr>
<td>3 weeks</td>
<td>Where am I?</td>
<td>Maps/Globes</td>
<td>Operations</td>
<td>Earth &amp; Land</td>
</tr>
<tr>
<td>6 weeks</td>
<td>Journeys</td>
<td>U.S. Regions &amp; States</td>
<td>Operations</td>
<td>Physical Science</td>
</tr>
<tr>
<td>3 weeks</td>
<td>Customs &amp; Traditions</td>
<td>U.S. Regions &amp; States</td>
<td>Charts &amp; Graphs</td>
<td>Life Science</td>
</tr>
<tr>
<td>7 weeks</td>
<td>Friends &amp; Family</td>
<td>Early United States</td>
<td>Units of Measurement</td>
<td>Life Science</td>
</tr>
<tr>
<td>7 weeks</td>
<td>Feelings &amp; Hobbies</td>
<td>A New Nation</td>
<td>Financial Literacy</td>
<td>Save Our Planet</td>
</tr>
</tbody>
</table>
HILT Trimester 3 (Teacher)

Trimester 3/End of Year - HILT Participation (Teacher copy)

It is Trimester 3 and the last few weeks of school. There have been two trimesters to practice what is expected of a Fuller Middle School student. Participation in HILT classes (ESL, Literacy, Math & Numeracy, Science) is 50% of the total grade. The following rubric will be used to calculate student participation grades for the remainder of Trimester 3 to reflect school readiness for upcoming school year and transitions (a significant component of S.L.I.F.E. program).

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>agenda</td>
<td>On-task</td>
<td>On-time to class</td>
<td>Polite</td>
<td>___ points/week</td>
</tr>
<tr>
<td></td>
<td>pencil/pen</td>
<td>Focused on lesson</td>
<td>Complete assigned &amp; missed</td>
<td>Respectful</td>
<td></td>
</tr>
<tr>
<td></td>
<td>notebook</td>
<td>Seated</td>
<td>classwork</td>
<td></td>
<td></td>
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Low-incidence SLIFE recommendations

1. Form a small SLIFE identification committee/group
2. Arrange extended interview with student and family
3. Advocate and arrange for Native Language tutor (if TBE unavailable in district)
4. Assess native literacy and numeracy, and school familiarity
5. Establish individualized SLIFE goals (literacy -NL/TL, math, social) in consultation with guidance, EL/ESL/SEI/TBE coach/coord/m, and teacher
6. Create a schedule to include native literacy (L1) if possible, ESL, and numeracy

**Example A:**
A. Writer’s Workshop/SEI
B. Reader’s Workshop/SEI
C. NL or Literacy (w/ NL Instructor/Tutor) pull-out/push-in models
D. Science/SEI (thematic)
E. Numeracy & Financial Literacy

**Example B:**
A. NL Language Arts & Literacy (w/ NL Instructor/Tutor) pull-out or push-in models
B. ESL-1 (literacy/language arts; thematic)
C. ESL-1 (Social Studies)
D. ESL-1 (Science)
E. TBE Math & Numeracy (NL Tutor support)
International Ecoteam Project 2017
SLIFE need...

Culturally responsive staff members who recognize, acknowledge, and empathize with the challenges they may have faced so far in life

- **Trust and empathy** from all community members who are willing to recognize cultural misunderstandings and patiently work with them to adapt to a new context
- **Time** to learn what it means to be a student in the American school system
- **Language and literacy** in both English and their first language
- **Numeracy and foundational skills**
- **Multiple opportunities** to engage in cross-curricular, immediately relevant thematic topics
SLIFE Resources (student based)

Books
- *Enrique’s Journey* by Sonia Nazario
- *A Long Way Gone - Memoirs of a Boy Soldier* by Ishmael Beah (Sierra Leone)
- *A Long Walk to Water* by Linda Sue Park

Documentaries/Videos
- *Sugar* - Dominican Republic
- *Sin Nombre* - gangs in El Salvador
- *Vice TV Show - Season 3 Episode 24 - Coming to America* (HBO website)
- *Which Way Home* a documentary series by HBO Films
DESE Guidance Document:
- Massachusetts Students with Limited or Interrupted Formal Education (SLIFE) Definition and Guidance

Organizations:
- Bridging Refugee Youth & Children's Services (BRYCS)
- MATSOL SLIFE Special Interest Group

Articles regarding establishing SLIFE programs/Case studies:
- Schools to Learn From: How Six High Schools Graduate English Language Learners College and Career Ready
- Establishing an Effective Newcomers Program

Research articles about SLIFE students:
- WIDA Focus Bulletin: SLIFE: Students with Limited or Interrupted Formal Education
Thoughts? Comments? Questions?
Guidelines for writing an action plan

1. Focus on the ‘can’: there are many factors out of our control. What can you do now in your locus of control.
2. Focus on immediate impact (short vs. long term goals).
3. Don’t forget to be SMART!
   - S-Specific
   - M-measurable
   - A-achievable
   - R-relevant, realistic
   - T-time-sensitive

From: https://www.mindtools.com/pages/article/smart-goals.htm
Guiding Questions - SLIFE Action Plan

★ When/how will SLIFE learners be identified at my school or district?
★ Who should be part of the SLIFE Team for my school or district?
★ Who are SLIFE stakeholders?
★ How do we/Who will support our SLIFE socio-emotionally?
★ How will SLIFE learners be initially assessed for math and native language literacy?
★ What will the schedule of a SLIFE learner in my district/school consist of?
★ What documents do I need to track a SLIFE learner?
★ How/when/by whom will SLIFE ILP goals be monitored?
★ Does the curriculum in place currently have a newcomer or thematic supplement(s)?
★ What will an ILP for SLIFE learners in my district be composed of?
★ Do we have the numbers to create a separate program or are SLIFE integrated into the current ELE program?
Feedback

We’d love to hear your thoughts and comments! Please complete the brief google survey on your table or at:

https://goo.gl/forms/LfYZMNZUds6myhdB2
Contact us!

We’re more than happy to share these slides and any of Framingham’s sample documents if you would like.

Email us at:

Jennifer LaBollita  
jlabollita@framingham.k12.ma.us

Rebecca Daigle  
scorpiobeck1025@gmail.com
SLIFE Educator resources


Deutscher, G. (2010). Through the looking glass: Why the world looks different in other languages. New York: Metropolitan. Argues that one’s language cognitively shapes one’s thinking and how one experiences the world. Draws from a wealth of research, both old and recent.

- Focuses on struggling L2 learners and examines how understanding the learning paradigm of these learners, rooted deeply in their past experiences and cultural orientations, provides a key to the solution to their lack of progress in school.