

# SLIFE District Self-Assessment

June 2025

Contents

Page

[Overview 1](#_Toc201663241)

[Purpose 1](#_Toc201663242)

[Components 1](#_Toc201663243)

[How to Use the SLIFE District Self-Assessment 2](#_Toc201663244)

[First Three Steps 1](#_Toc201663245)

[Step 1. Administer the Pre-Screener 1](#_Toc201663246)

[Step 2. Conduct the SLIFE Interview 3](#_Toc201663247)

[Step 3. Administer Academic Background Screener(s) 5](#_Toc201663248)

[Step 4 and Four Focal Points 8](#_Toc201663249)

[Step 4. Develop a SLIFE Services and Support Plan 8](#_Toc201663250)

[Self-Check 17](#_Toc201663251)

[Reflection 17](#_Toc201663252)

[Action Plan 18](#_Toc201663253)

[Next Steps 18](#_Toc201663254)

## Overview

Each year, Massachusetts schools have enrolled an increasing and diverse number of English learners (ELs) with limited or interrupted formal education. Some of these students may be refugee children fleeing civil unrest or war, while others may have had inconsistent access to formal education in their home countries before coming to the United States. Although students with limited or interrupted formal education (SLIFE) are diverse, with interruptions in schooling often due to factors like conflict, migration, economic hardship, or limited access to education in their home countries, the guidance and resources that follow are intended to help districts identify the additional supports that these students may need beyond standard EL education services. The Department of Elementary and Secondary Education (DESE) is committed to supporting school districts and educators in their efforts to improve educational opportunities for all students, including students identified as SLIFE, in alignment with the agency’s [Educational Vision](https://www.doe.mass.edu/commissioner/vision/).

DESE’s Office of Language Acquisition has taken a three-pronged approach to supporting schools and districts with identifying and meeting the needs of SLIFE: (1) research, (2) a community of practice, and (3) guidance and tool development. This SLIFE District Self-Assessment is part of a [robust ecosystem of resources](https://www.doe.mass.edu/ele/slife/default.html) designed to help schools and districts to plan effectively to meet the needs of SLIFE and their families.

## Purpose

The SLIFE District Self-Assessment will:

* Enable Massachusetts school districts to assess their services and programming for SLIFE to ensure that such services and programming align with the DESE Guidance for SLIFE Identification, Services, and Support (2024) (hereafter “guidance document”);
* Facilitate data-driven decision-making for program improvement and resource allocation;
* Support districts in better meeting the academic, linguistic, and social-emotional strengths and needs of SLIFE; and
* Provide a framework for developing a districtwide or schoolwide action plan.

## Components

The SLIFE District Self-Assessment is aligned with DESE’s [Guidance for SLIFE Identification, Services, and Support](https://www.doe.mass.edu/ele/slife/guidance.pdf). It allows teams to rate your district’s readiness for addressing the needs of SLIFE. The tool provides space for individuals or teams to reflect on their ratings for the SLIFE systems that are in place in the district and identify places where those systems can be improved or developed. The final part of the tool provides a structure that teams can use to develop a district action plan.

## How to Use the SLIFE District Self-Assessment

1. **Convene a SLIFE Planning Team.** Team composition may vary according to district size, staffing roles, and other characteristics. At the very least, the team should include staff with SLIFE expertise (or identify members to develop new SLIFE expertise) as well as administrators who can secure resources to implement changes to systems to meet the needs of SLIFE (e.g., placement, services, support, programming). Team composition could include key leads and various stakeholders—for example, central and building administrators, coaches, content and language teachers at different grade levels, special educators, specialists serving SLIFE, guidance and adjustment counselors, nurses, family liaisons, registration staff, intake personnel, families, and students. See [Guidance for SLIFE Identification, Services, and Support](https://www.doe.mass.edu/ele/slife/guidance.pdf) (p. 10). Additional support can be found in the [Massachusetts SLIFE Toolkit](https://www.doe.mass.edu/rlo/ele/slife-toolkit/index.html#/).

If the team prefers to use an interactive spreadsheet version of the SLIFE District Self-Assessment, please [click here](https://docs.google.com/spreadsheets/d/1X6eTAV4ec0FfxmTwBl7b5CI18rdL-ciS/copy) for more information.

1. **Assess.** Review the indicators for each step in the SLIFE Identification, Services, and Support four-step process and rate each indicator. It may be helpful for teams to have DESE’s [Guidance for SLIFE Identification, Services, and Support](https://www.doe.mass.edu/ele/slife/guidance.pdf) close by so that they can refer to the steps in more detail as they complete the scoring process. Score each indicator using the following conventions:

**1 = Not in place.** We do not have any parts of this element in place.

**2 = Partially in place.** We are working toward having this element in place but are just at the beginning stages.

**3 = Mostly in place.** We have many parts of this element in place but not all of them are planned for or implemented yet.

**4 = Fully in place.** All components of this element are in place in terms of planning and implementation.

1. **Self-Check and Reflect.** After reviewing and scoring all indicators, reflect on the results. Identify the strengths or strongest indicators toward full systematic and comprehensive implementation as well as those indicators that may need to be further developed. Identify one to two areas that the team will prioritize as action items.
2. **Develop an Action Plan.** After reflection and prioritization, create an action plan that includes measurable goals and actions to be taken that focus on those areas for growth. Include a time-bound, realistic progression.

## First Three Steps

The first three steps of the four-step process are designed to work together as interconnected activities. Their purpose is not only to determine whether a student qualifies for SLIFE status but also to create a holistic, asset-based understanding of the student’s interests, goals, strengths, and needs. The intake process integrates various types of data to build a comprehensive picture of a student’s educational background and to assess their eligibility for SLIFE services. The initial three steps focus on gathering diverse and detailed information to support Step 4, where an individualized plan is developed to guide placement, services, and progress monitoring.

### Step 1. Administer the Pre-Screener

**In Step 1**, a brief Pre-Screener is administered during enrollment to identify potential gaps in formal education and decide whether further screening is necessary.

| **Indicator** | **1Not in place** | **2Partially in place** | **3Mostly in place** | **4Fully in place** | **Notes** |
| --- | --- | --- | --- | --- | --- |
| Pre-Screener:We have a Pre-Screener in place that is a consistent part of the registration process for all newly arrived ELs who are 8 years of age and older.  | ☐ | ☐ | ☐ | ☐ |  |
| Trained Staff: We systematically and comprehensively train appropriate staff to administer the SLIFE Pre-Screener with fidelity. Staff has been trained on the following topics:* The purpose of the SLIFE Pre-Screener
* The components of the SLIFE Pre-Screener
* How to administer each component of the SLIFE Pre-Screener in a consistent manner
 | ☐ | ☐ | ☐ | ☐ |  |
| Necessary Materials:We ensure that the staff administering the SLIFE Pre-Screener have gathered all the necessary materials to administer the Pre-Screener:* Information from registration/intake
* Answer to the question - Is this a newly enrolled EL, 8 years of age or older?
* Record review
* SLIFE Pre-Screener document
 | ☐ | ☐ | ☐ | ☐ |  |
| Administration Plan:We have developed a clear, systematic, and comprehensive plan for administering the SLIFE Pre-Screener that includes the following: * Scheduling
* Logistics
* Procedures for accommodating students as needed
* Practice sessions where staff members can role-play administering the SLIFE Pre-Screener
 | ☐ | ☐ | ☐ | ☐ |  |
| Sustained Quality of Administration:We continuously sustain the quality of the administration of the SLIFE Pre-Screener by: * Systematically and comprehensively evaluating the SLIFE Pre-Screener administration process
* Identifying areas for improvement
* Making necessary adjustments for future administration
* Maintaining support for the systems in place
* Ensuring that new staff are familiar with the process
 | ☐ | ☐ | ☐ | ☐ |  |
| Total Scores Per Column  |  |  |  |  | Average Score: |

**Notes:**

### Step 2. Conduct the SLIFE Interview

**Step 2** focuses on gathering deeper context about the student through interviews. Educators collect information about the student’s personal interests, educational history, goals, living situation, and preferences for classroom integration. These interviews help build a fuller picture of the student’s unique background and support needs and can contribute to decisions about SLIFE classification.

| Indicator | 1Not in place | 2Partially in place | 3Mostly in place | 4Fully in place | Notes |
| --- | --- | --- | --- | --- | --- |
| Interview Protocol:We have an interview protocol in place that is a consistent part of the enrollment and identification process. | ☐ | ☐ | ☐ | ☐ |  |
| Approach to Interview:Our staff consistently and effectively conduct the SLIFE Interviews by engaging with students and caregivers with:* Warmth,
* A welcoming demeanor, and
* A [culturally and linguistically responsive manner](https://www.doe.mass.edu/instruction/culturally-sustaining/default.html)
 | ☐ | ☐ | ☐ | ☐ |  |
| Trained Staff:We systematically and comprehensively train appropriate staff to administer the SLIFE Interview with fidelity. Staff has been trained on the following topics:* How to conduct the interview in a consistent and welcoming manner
* The purpose of the chosen approach to the SLIFE Interview
* The components of the SLIFE Interview
* How to set up an interview environment so that it is supportive and welcoming to help students and families/caregivers to feel comfortable
* How to use [culturally and linguistically responsive](https://www.doe.mass.edu/instruction/culturally-sustaining/default.html), [trauma-informed](https://www.doe.mass.edu/sfs/tss.html), and [asset-based](https://www.doe.mass.edu/ele/blueprint/pillar1/p1b3-district.html) approaches
* How to build knowledge about academic, extracurricular, and community resources that can be offered to students and families/caregivers
 | ☐ | ☐ | ☐ | ☐ |  |
| Necessary Materials: We ensure that the staff administering the SLIFE Interview have gathered and reviewed all the necessary materials to administer the interview, including:* Instructions from the [guidance document](https://www.doe.mass.edu/ele/slife/guidance.pdf)
* Information from registration/intake
* Record review
* Pre-Screener responses
* [Guidance document](https://www.doe.mass.edu/ele/slife/guidance.pdf) Appendix A: Sample SLIFE Portfolio, for interview questions and to strategically select the appropriate questions to avoid fatiguing the student with unnecessary questions (See a [sample interview form in Appendix A](https://www.doe.mass.edu/ele/slife/guidance.pdf) that school districts may use as a resource.)
 | ☐ | ☐ | ☐ | ☐ |  |
| Administration Plan:We have developed a clear, systematic, and comprehensive plan for administering the SLIFE Interview including procedures for:* Scheduling
* Managing logistics
* Accommodating students as needed
* Arranging for the use of interpreters
* Providing practice sessions
 | ☐ | ☐ | ☐ | ☐ |  |
| Sustained Quality of Administration:We continuously sustain the quality of the administration of the SLIFE Interview by: * Systematically and comprehensively evaluating the SLIFE Interview administration process
* Identifying areas for improvement
* Making necessary adjustments for future administration
* Maintaining support for the systems in place
* Ensuring that new staff are familiar with the process
 | ☐ | ☐ | ☐ | ☐ |  |
| Total Scores Per Column  |  |  |  |  | Average Score: |

**Notes:**

### Step 3. Administer Academic Background Screener(s)

**Step 3** involves using academic screeners to assess a student’s literacy and math skills, guide class placement, and support planning for instruction and services. These screeners help identify foundational strengths and needs rather than grade level, and should be done in the student’s primary language, when possible, to ensure accuracy.

| Indicator | 1Not in place | 2Partially in place | 3Mostly in place | 4Fully in place | Notes |
| --- | --- | --- | --- | --- | --- |
| Academic Background Screener:We have an Academic Background Screener in place that is a consistent part of the process. * In home language literacy (or first language of instruction, if different from home language)
* In math
* With access to variations in home languages
 | ☐ | ☐ | ☐ | ☐ |  |
| Trained Staff:We systematically and comprehensively train the appropriate staff to administer the Academic Background Screener(s). Staff has been trained on the following topics:* The purpose of the academic screening for SLIFE
* The district’s selected academic screeners
* The components of those selected academic screeners for SLIFE
* How to administer the academic screener(s) in a consistent manner
* How to set up the academic screening space
* How to store, manage, and share (as appropriate) the information collected
* How to create a supportive environment during the academic screening
* How to use [culturally and linguistically responsive](https://www.doe.mass.edu/instruction/culturally-sustaining/default.html), [trauma-informed](https://www.doe.mass.edu/sfs/tss.html), and [asset-based](https://www.doe.mass.edu/ele/blueprint/pillar1/p1b3-district.html) approaches
 | ☐ | ☐ | ☐ | ☐ |  |
| Necessary Materials:We ensure that the staff administering the Academic Background Screener(s) have reviewed and collected:* Instructions from the [guidance document](https://www.doe.mass.edu/ele/slife/guidance.pdf)
* Information from registration/intake
* Record review
* Pre-Screener and Interview responses
* [Guidance document](https://www.doe.mass.edu/ele/slife/guidance.pdf) [Appendix B:](https://www.doe.mass.edu/ele/slife/guidance.pdf) Additional Resources for Step 3, Academic Screening
* [Guidance document](https://www.doe.mass.edu/ele/slife/guidance.pdf) section on Tools: Sample List of Academic Screening Resources
* Determined and then collected screeners in the appropriate language for the student
 | ☐ | ☐ | ☐ | ☐ |  |
| Administration Plan:We have developed a clear, systematic, and comprehensive plan for administering the Academic Background Screener(s) including:* Who will administer the screener (district- or school-level staff?)
* When it will be administered
* Who will need to be trained for the administration of screeners
* The procedures for scheduling
* How to manage logistics
* How to accommodate students as needed
* How to arrange for the use of interpreters
* How to provide practice sessions
 | ☐ | ☐ | ☐ | ☐ |  |
| Sustained Quality of Administration:We continuously sustain the quality of the administration of the Academic Background Screener(s) by: * Systematically and comprehensively evaluating the Academic Background Screener(s) administration process
* Identifying areas for improvement
* Making necessary adjustments for future administration
* Maintaining support for the systems in place
* Ensuring that new staff are familiar with the process
 | ☐ | ☐ | ☐ | ☐ |  |
| Total Scores Per Column  |  |  |  |  | Average Score: |

**Notes:**

## Step 4 and Four Focal Points

### Step 4. Develop a SLIFE Services and Support Plan

The first three steps of the four-step process are crucial for gathering diverse and comprehensive data sets, which lay the foundation for Step 4, developing an individualized plan that informs placement, services, and progress monitoring. This approach ensures that educational programming for SLIFE is designed to meet the unique needs of SLIFE while facilitating their successful integration into broader educational settings.

Educational programming for SLIFE should be implemented in a way that minimizes segregation while still achieving educational goals. The primary objective is to accelerate learning while ensuring that SLIFE are fully integrated into the general educational program and have equal opportunities to interact with grade-level content alongside their peers.

It is important to ensure that SLIFE, like all English learners, are not kept in specialized programs longer than necessary to meet the program’s goals. The focus should be on providing targeted support while promoting timely integration into mainstream educational settings.

Given the diverse school contexts across the state and the varied backgrounds of SLIFE, the implementation of services may look different in each setting. These recommendations are intended to help school districts design approaches that suit their specific context while prioritizing the well-being and success of students.

**Step 4** focuses on creating an individualized support plan for SLIFE, based on the information gathered in earlier steps. This plan may include the following four focal points:

Focal Point 1: Academic and Linguistic Support

Focal Point 2: Social-Emotional Support

Focal Point 3: Family and Community Connections

Focal Point 4: Progress Monitoring and Exiting SLIFE Status

Directly following the indicators for Step 4 overall, there are four additional sections for each focal point. Score each focal point separately and then average those four scores with the average score for Step 4.

| Indicator | 1Not in place | 2Partially in place | 3Mostly in place | 4Fully in place | Notes |
| --- | --- | --- | --- | --- | --- |
| SLIFE Planning TeamThe district has developed a SLIFE Planning Team that:* Promotes shared responsibility for collaboration, coordination, and communication
* Includes staff with SLIFE experience as well as administrators who can secure resources
* Includes a variety of stakeholders such as:
	+ central district and building administrators,
	+ coaches,
	+ content and language teachers at all grade levels,
	+ special educators,
	+ specialists serving SLIFE,
	+ guidance and adjustment counselors,
	+ nurses,
	+ family liaisons,
	+ registration and intake staff,
	+ families, and
	+ students.
 | ☐ | ☐ | ☐ | ☐ |  |
| Trained Staff:We systematically and comprehensively train the appropriate staff to:* Recognize the unique characteristics and heterogeneity of SLIFE
* Provide a person-centered approach
* Develop [cultural competency](https://www.doe.mass.edu/instruction/culturally-sustaining/default.html), [trauma-informed practices](https://www.doe.mass.edu/sfs/tss.html), and [collaboration skills](https://www.doe.mass.edu/ele/blueprint/pillar1/p1b1-classroom.html)
* Promote an inclusive and supportive environment
* Provide teaching frameworks, strategies, and approaches designed specifically for SLIFE
 | ☐ | ☐ | ☐ | ☐ |  |
| SLIFE Resources:We have developed a clear, systematic, and comprehensive plan to provide staff with:* Dedicated common meeting times
* Dedicated professional learning opportunities for *all* staff to learn about district, community, state, and national resources related to:
	+ Academic and linguistic support
	+ Social-emotional support
	+ Family and community connections
* Resources for progress monitoring and exiting SLIFE status
 | ☐ | ☐ | ☐ | ☐ |  |
| Sustained Quality of Administration:We have developed a clear, systematic, and comprehensive system for developing a SLIFE Service Plan that includes:* Involving students and caregivers in crafting optional plans
* Identifying accommodations for students through the process
* Building communication with stakeholders
* Regular reviews, adjusting plans as needed
* Maintaining support for the systems in place
* Ensuring that new staff are oriented with the process
 | ☐ | ☐ | ☐ | ☐ |  |
| Total Scores Per Column  |  |  |  |  | Average Score: |

**Notes:**

#### Step 4, Focal Point 1: Academic and Linguistic Support

**Purpose:** Given their significant interruptions in formal schooling, SLIFE may need specialized, asset-based assistance to succeed in Massachusetts classrooms. The purpose of academic and linguistic support is to provide SLIFE with responsive and equitable access to high-quality language and content development so they can achieve their full potential in the educational setting.

| **Indicator** | **1Not in place** | **2Partially in place** | **3Mostly in place** | **4Fully in place** | **Notes** |
| --- | --- | --- | --- | --- | --- |
| Full Educational Experience Toward Equity:Our staff fosters authentic dialogue that allows SLIFE to be fully engaged in and integrated into educational experiences by:* Community building
* Honoring students’ funds of knowledge and assets
* Using [culturally and linguistically sustaining practices](https://www.doe.mass.edu/instruction/culturally-sustaining/default.html)
 | ☐ | ☐ | ☐ | ☐ |  |
| Explicit, Systematic, and Sustained Language Development: Our staff ensures that SLIFE receive high-quality language instruction that:* Is individualized to address the educational backgrounds of SLIFE
* Honors and develops the home language with bilingual support, where possible
* Builds academic content, vocabulary, discourse practices, and dimensions of language
* Provides multiple opportunities to practice speaking, listening, reading, and writing with peers
 | ☐ | ☐ | ☐ | ☐ |  |
| Develop Literacy and Numeracy: Our staff ensures that SLIFE are supported in developing their academic skills by:* Building foundational literacy skills that are scaffolded to meet individual student needs and use the home language, where possible
* Building foundational numeracy skills that are scaffolded to meet individual student needs and use the home language, where possible
 | ☐ | ☐ | ☐ | ☐ |  |
| Academic Content Development:Our staff delivers high-quality academic content development that:* Provides learning relevant to SLIFE and their unique experiences
* Accelerates access to grade-level curriculum
* Provides real-world, relevant, and interactive learning with discussion-rich opportunities
* Provides connections between new knowledge development and prior knowledge and experiences
* Provides scaffolds, differentiation, and universal design for learning (UDL) framework for access to general curriculum
 | ☐ | ☐ | ☐ | ☐ |  |
| Extend Learning Experiences with Individualized Pathways:Our staff enables SLIFE to plan their educational pathways by:* Preparing SLIFE for high school and postsecondary opportunities
* Preparing SLIFE for educational options (e.g., early college/dual enrollment, Saturday school, after-school programs, community college options, GED/HiSET, etc.)
* Identifying alternative pathways to graduation when appropriate
 | ☐ | ☐ | ☐ | ☐ |  |
| Total Scores Per Column  |  |  |  |  | Average Score: |

**Notes:**

#### Step 4, Focal Point 2: Social-Emotional Support

**Purpose:** To plan aspects of SLIFE services and support that foster a student’s sense of belonging, inclusivity, and well-being

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Indicator | 1Not in place | 2Partially in place | 3Mostlyin place | 4Fully in place | Notes |
| Trauma-Informed Instruction:Our staff can provide trauma-informed supports and instruction by:* Possessing the knowledge and skills needed to recognize and address SLIFE needs related to past traumatic experiences
 | ☐ | ☐ | ☐ | ☐ |  |
| Welcoming School Environment: Our staff provides SLIFE with a welcoming environment that values:* Belonging
* Inclusion
* Strengths-based student-centered instruction
* Developing relationships with students and their families
 | ☐ | ☐ | ☐ | ☐ |  |
| Establish Programs for Additional Support: Our staff provide SLIFE with additional social-emotional support by:* Establishing school and classroom norms for belonging
* Establishing programs such as peer ambassadors
* Developing community partnerships to assist SLIFE and their families
 | ☐ | ☐ | ☐ | ☐ |  |
| Total Scores Per Column  |  |  |  |  | Average Score: |

**Notes:**

#### Step 4, Focal Point 3: Family and Community Connections

**Purpose:** Establish strong family/caregiver and community partnerships that support SLIFE social-emotional well-being, academic success, and overall development

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Indicator | 1Not in place | 2Partially in place | 3Mostly in place | 4Fully in place | Notes |
| Honoring SLIFE’s Communities:Our staff honor SLIFE and their families by:* Continuing to learn about their cultures, languages, and experiences
* Engaging in effective communication
* Inviting families to participate in school events
* Providing welcoming environments for families
* Conducting home visits and community walks
 | ☐ | ☐ | ☐ | ☐ |  |
| Community Partnerships: Our staff has developed community partnerships that sustainably support SLIFE and their families with:* Translation and interpretation services
* The provision of basic needs
* Courses for family members on jobs skills, language, and access to resources
* Career guidance
* School-related orientations
 | ☐ | ☐ | ☐ | ☐ |  |
| Total Scores Per Column  |  |  |  |  | Average Score: |

**Notes:**

#### Step 4, Focal Point 4: Progress Monitoring and Exiting SLIFE Status

**Purpose:** The purpose of progress monitoring is to observe, document, interpret, and reflectively act to enhance the growth, achievement, and well-being of SLIFE. Progress monitoring also helps to determine the appropriate time to transition a student out of SLIFE status.

| Indicator | 1Not in place | 2Partially in place | 3Mostly in place | 4Fully in place | Notes |
| --- | --- | --- | --- | --- | --- |
| Structures and Systems:We have systems, processes, and structures in place for:* Progress monitoring SLIFE
* Determining criteria for exiting SLIFE status
 | ☐ | ☐ | ☐ | ☐ |  |
| Staff Knowledge and Skills: Our staff has the knowledge and skills to:* Access and use the English proficiency benchmarks
* Use a data-driven approach to determining pathways for SLIFE with the SLIFE planning team
* Collect and analyze data
* Set appropriate goals
* Use multiple data sources
 | ☐ | ☐ | ☐ | ☐ |  |
| Monitoring Progress: Our staff monitor progress:* On a regular basis
* In multiple areas including language, academics, social-emotional well-being, and cross-cultural understanding
 | ☐ | ☐ | ☐ | ☐ |  |
| Resources and Supports for Educators:Our staff can monitor students exiting SLIFE status due to:* Supports for educators such as professional development and access to resources
* Time dedicated to staff collaboration
* Data collection and review systems
 |  |  |  |  |  |
| Total Scores Per Column  |  |  |  |  | Average Score: |

**Notes:**

## Self-Check

Return to the average scores for each step and focal point in the assessment and add those scores below.

|  |  |
| --- | --- |
| Element | Average Scores |
| Step 1. Administer the Pre-Screener |  |
| Step 2. Conduct the SLIFE Interview |  |
| Step 3. Administer Academic Background Screener(s) |  |
| Step 4. Develop a SLIFE Services and Support Plan |  |
| * Step 4: Focal Point 1: Academic and Linguistic Support
 |  |
| * Step 4: Focal Point 2: Social-Emotional Support
 |  |
| * Step 4: Focal Point 3: Family and Community Connections
 |  |
| * Step 4: Focal Point 4: Progress Monitoring and Exiting SLIFE Status
 |  |
| Average Score for Step 4 and the Four Focal Points |  |

### Reflection

* **Which of the steps in the four-step process are your strongest?**
* **Which steps need to be developed further?**
* **Which step would you like to prioritize for improvement?**
	+ Select an area within your prioritized area(s) to serve as a goal for growth. This area reflects how you will focus on strengthening your priority area. Refer to the priority area where you scored in the lower range.
	+ Use the priorities that you have chosen to identify a problem of practice in your school or district. This problem of practice will help you develop the action plan.

## Action Plan

### Next Steps

Discuss the results of the self-assessment with the team. Allow the team enough time to contemplate what their priorities are for SLIFE services. Determine actions steps or goals for three phases: (1) Do Now, (2) Do Soon, and (3) Do Later.

The following are guiding questions to help the team determine its next steps.

#### Immediate Action/Goal: Do Now

1. Identify specific actions to implement over the next month to improve practice.
2. List potential actions such as workshops, coaching conversations, or resources.

|  |  |  |  |
| --- | --- | --- | --- |
| Action/Goal (Specific and Realistic) | Resources Needed (Specific) | By When? (Time Related) | Outcome (Measurable) |
| Example: Participate in professional learning opportunities, both asynchronous and synchronous, to enhance our understanding of SLIFE support needs | Example:Time and personnel; technology; DESE resources | Example: February/March 2026 | Example: We will build our ability to effectively support and involve educators in the educational process for SLIFE, ensuring that SLIFE receive the appropriate support and resources they need. As a result, educators will feel more included and engaged, leading to better educational outcomes for SLIFE. |
|  |  |  |  |

#### Near Future Action/Goal: Do Soon

1. Identify specific actions to implement over the next 6–12 months to improve practice.
2. List potential actions from workshops, coaching conversations, or resources.

|  |  |  |  |
| --- | --- | --- | --- |
| Action/Goal (Specific and Realistic) | Resources Needed (Specific) | By When? (Time Related) | Outcome (Measurable) |
| Example: Administer a survey to educators to identify common concerns regarding the provision of SLIFE services | Example:Time and personnel; survey and feedback tools; technology | Example: May 2026 | Example: By identifying common educator concerns regarding the provision of SLIFE services, we will be able to effectively address their concerns and improve communication and collaboration with staff. |
|  |  |  |  |

#### Long-Term Action/Goal: Do Later

1. Identify specific actions to implement over the next 12–18 months to improve practice.
2. List potential actions from workshops, coaching conversations, or resources.

|  |  |  |  |
| --- | --- | --- | --- |
| Action/Goal (Specific and Realistic) | Resources Needed (Specific) | By When? (Time Related) | Outcome (Measurable) |
| Example: Revise the training to address the knowledge and skill of educators and enhance educator engagement | Example:Time and personnel; clear guidelines and templates | Example: December 2026 | Example: We will create a more supportive environment, improve communication, increase educator involvement, and provide better educational outcomes for SLIFE by ensuring that educators feel more connected and informed. |
|  |  |  |  |

##### As the team reflects on developing goals for the district, consider what is FAIR:

* **F**easible: Are the goals appropriately ambitious? Can the goals realistically be achieved during the time frames chosen?
* **A**cceptable: Are the goals acceptable to all on the team?
* **I**mpactful: Will achieving the goals positively impact the SLIFE program and the students, their families, and personnel? Will achieving the goals positively impact SLIFE access and benefit from general education and other educational outcomes?
* **R**elevant: Will achieving the goals lead to meaningful outcomes for the district and the SLIFE they serve?