Sample 3: SLIFE Sample Student Success Plan

**Directions:** Schools or districts may adapt this sample SLIFE Success Plan (DESE, 2015) or use their existing systems or forms as they deem appropriate. The use of this plan is not required, but schools or districts may find it helpful.

**SLIFE Student Success Plan 20XX–20XX**

**XXX Public Schools XXX Elementary/Middle/High School**

Last name: First name:

Birth date: SASID: Grade:

Country of origin:

Language(s): Oral: Written: Student is SLIFE: Yes / No

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| **Type of English Learner Education program:** | □ SEI Content areas: | **Type of support:** □ para in-class support (circle: SPED, language, content)   * Title I Reading * Title I Math * Literacy Support * Tutoring □ Math * Title III * Student has IEP or 504 plan * Other: |
| * SEI □ TBE |  |
| * TWI □ Newcomer |  |
| * ESL class |  |
| * Pull-out □ Push-in |  |
| * periods of ESL1 |  |
| * Other |  |

Educator overseeing this plan: SSP team members:

Attachments: □ Intake assessments □ Home language surveys □ IEP or 504 plans (if applicable)

□ MCAS □ ACCESS/Alt ACCESS

□ Local assessments □ Teacher input □ Other

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| *Student created self-description and goals:* |
| ***Notes:*** *What do we need to know about this student? What are the student’s funds of knowledge, current learning goals? How is the student adjusting to school, what interests or motivates the student, etc.?* |
| **ELP Benchmarks:** Prior ACCESS/Alt ACCESS\* level and year Difficulty Index (ACCESS only) ACCESS/Alt ACCESS\* target (ACCESS only)  \*Alt ACCESS takers will have demonstrated progress if they increase proficiency level in one or more subdomains of the Alt ACCESS. They will not receive a Difficulty Index or ACCESS target, as both are calculated only for ACCESS. |
| **Quick peek:**  MCAS Math score and year administered MCAS ELA score and year administered  MCAS Science score and year administered |
| **Local assessments/measures and when given:** |
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| **School Interventions:** Interventions for ELs may include tiered systems of support—small group instruction, literacy instruction, etc. ESL is *not* an intervention. Some ELs may also have IEP or Section 504 plans that must be implemented by the school or district, and this document is not intended and does not replace them. | | | | | |
| **Subject** | **Specific Goals** | **Intervention/ Strategies** | **Intervention Monitoring Date** | **Monitoring Status** | |
| **Sufficient Progress** | **Comments** |
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| **Intervention Status** |  **Student is not progressing in a timely manner.**  Intervention/strategies to be revised:  **Date:** |
|  **Student is making some progress with:**  **intervention**/strategies.   **Continue** with plan. **Date:** |
|  **Student has mastered and completed interventions.**  Student will no longer receive interventions/strategies. **Date:** |

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| ***Parent Strategies:*** *(Steps/strategies that the student’s parents or guardians may take to help the student improve his/her skills)* | |
| **Parent Information** | Parent has been informed of the content of the Student Success Plan after each monitoring update visit in a language they can understand via:   E-mail  Mail  Conference **Date:**   E-mail  Mail  Conference **Date:**   E-mail  Mail  Conference **Date:** |