




SLIFE Scheduling Planning Document

Directions:

1. Read the areas for consideration. Fill out your responses as well as notes or considerations.
2. Respond to the reflection questions.

Areas for Consideration	Reponses to Areas for Consideration	Notes and/or Recommendations
 SLIFE Demographics		
1. How many SLIFE are you currently serving?		
2. Where are they from and what home languages do they speak?		
3. What types of strengths do they bring with them?		
4. What are some specific challenges that they have (e.g., home literacy skills)?		
 Program Model		
5. What type of program model are you currently using with SLIFE?		
6. Are you providing focused academic support (e.g., stand-alone classes, tutoring, after-school class)? If so, how?		
7. Are you providing the socio-emotional supports that SLIFE may need? If so, how?		

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8. What opportunities do your ESL teachers and content teachers have to collaborate and/or co-teach? What opportunities do they have for co-planning?		
9. Is your program schedule flexible so as to meet the varied needs of SLIFE students (including students who may have other responsibilities)?		
10. Does your schedule allow for opportunities for community collaboration?		
11. How are you evaluating whether or not the program model is working for the SLIFE that you serve?		
 Staff		
12. How many ESL and/or bilingual teachers are working with your SLIFE population?		
13. What opportunities do your ESL and/or bilingual teachers have to share strategies for working with SLIFE with content teachers?		

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Reflection Questions:

1. Based on your responses to this reflection tool, what kind of changes would you like to make to your current schedule?
2. What additional resources will you need?