Last Name(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ First Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Birth \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ KIDS# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Types of Support:* Classroom Sheltered/Modified Instruction
* Classroom Dual Language/Bilingual
* Co-teaching
* Push-in
* ESOL Class
* Pull-out
 | ESOL/Bilingual instruction provided by: \_\_\_\_ minutes of ESOL/Bilingual instruction provided per week. Teacher(s) overseeing implementation: | Classroom Accommodations:Testing Accommodations: |

Assessments

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Kansas approved screener: | Proficient | Not Proficient | KELPA/Alt ACCESSYear:  | Score | Level | KELPA/Alt ACCESSYear:  | Score | Level | KELPA/Alt ACCESS Year: | Score | Level |
| PK: Pre-LAS or Pre-IPT |  |  | Reading |  |  | Reading |  |  | Reading |  |  |
| K-12: KELPA Screener |  |  | Writing |  |  | Writing |  |  | Writing |  |  |
|  | Listening |  |  | Listening |  |  | Listening |  |  |
| Date Administered:  | Speaking |  |  | Speaking |  |  | Speaking |  |  |
| Overall Proficiency  |  |  | Overall Proficiency |  |  | Overall Proficiency |  |  |

Student Language Portrait

|  |
| --- |
| Emerging bilingual in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(home language) & EnglishLevel of fluency in home language: (ability to speak)Level of literacy in home language: (ability to comprehend, read, write)Home language partners (older siblings, grandparents, relatives, friends, other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)Contact with country of origin: (daily, weekly, monthly, annually) by what means? (Visits, letter writing, telephone or Zoom, other social media)Participation in language community: (clubs, churches, celebrations, other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)Home language print available: (books, newspapers, magazines, calendars, brochures)Home language media available: (radio, TV, DVDs, online websites, computer games and programs)Music from home country: (family singing, playing instruments, dancing)Partners/mentors to prevent language loss: (provide significant exposure to language in meaningful, supportive, loving, and stimulating setting) |

ESOL Individual Learning Plan “Goals”, [2018 English Learner Standards](https://www.ksde.org/Portals/0/CSAS/Content%20Area%20%28A-E%29/English_Language_Proficiency/Standards/2018%20Kansas%20Standards%20for%20English%20Learners%20091118.pdf?ver=2018-09-26-112846-487)

|  | **Student:** | **By the end of each English language proficiency level, an EL can . . .(one level per year is an appropriate goal)** |
| --- | --- | --- |
|  |  | **1** | **2** | **3** | **4** | **5** |
|  | **An EL can . . .** |  |  |  |  |  |
|  | **An EL can . . .**  |  |  |  |  |  |
|  | **An EL can . . .** |  |  |  |  |  |

Strategies:
What strategies will be put in place to support the student in meeting his/her goal?

Evidence / Data:
What data will be collected to determine if appropriate progress is being made?

Signed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Classroom teacher); \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(ESOL Teacher);

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Building Principal) on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Date)