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 ACCESS  Year: | Score | Level | KELPA/Alt ACCESS  Year: | 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) & English  Level 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(A-E)/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)