



English Learner Individual Learning Plan Procedures

The purpose of this document is to provide procedural information regarding the drafting of Individual Learning Plans (ILP) for English learner (EL) students. Additionally, this document outlines monitoring procedures for State Board of Education (State Board) staff. These procedures cover:

- [Overview](#)
- [School Responsibilities](#)
 - [Student Identification](#)
 - [Implementation](#)
 - [Timeline](#)
 - [Creation of ILP](#)
 - [Accommodations](#)
 - [Growth Trajectories](#)
 - [Fidelity](#)
 - [Records](#)
- [LEA Responsibilities](#)
 - [Monitoring](#)
- [Forms and Appendices](#)

Overview

An ILP is a document that describes the academic needs, language needs, and goals for an EL student. An ILP shall detail the strategies, accommodations, and goals to be implemented in the classroom in order to help ELs be successful.

ILPs are designed to ensure that all ELs are served appropriately and are on track to meet the linguistic and academic expectations each year. The development and implementation of ILPs provide key supports, such as:

- supporting language acquisition across the instructional day;
- providing meaningful participation in core instruction;
- enabling students to reach grade-level targets in their academic subjects; and
- coordinating instructional approaches, including collaboration, among all educators.

All schools and districts must implement ILPs. New guidelines and accountability for EL subgroups in Tennessee's ESSA state plan require district and school leaders to review and make data-driven decisions for all students, especially for historically underserved student groups. ILPs are an important tool in ensuring access to grade-level content area instruction through the development of the English language.

School Responsibilities

Student Identification. Pursuant to [State Board Policy 3.207](#) section (5)(j), all ELs shall have an ILP beginning in the 2018-19 school year. The following students shall receive an ILP:

- Students identified as EL who are receiving English as a second language (ESL) services; and
- ELs whose parents have waived direct ESL services.

The Tennessee Department of Education's Education Information System (EIS) will be the source of identification for students with individual learning plans. Any student marked as "L" or "W" in EIS shall receive an ILP.

Implementation. ILPs are to be incorporated into classroom instruction by all educators serving EL students. An ILP should be based on the WIDA Standards and WIDA Can Do Descriptors. The following elements shall be included:

- General demographic information about the student (name, age, grade, school year);
- WIDA assessment placement proficiency level;
- WIDA ACCESS proficiency level (Listening, Speaking, Reading, Writing, and Composite);
- State and local assessment information;
- Strategies and accommodations for the student to be implemented in all classes;
- Strategies and accommodations for state assessments;
- Description and schedule of ESL services provided to student;
- Goals for the student; and
- Parent, teacher, and student input (if student is at a level to provide meaningful information).

Schools retain the responsibility to create an ILP based on their students' needs. Schools may utilize the [State Board's ILP template](#). If a school chooses to use their own template, the elements listed above shall be included in the ILP.

Timeline. For newly identified students, or for students new to the school, an ILP shall be created within thirty days of receiving the student's scores from the WIDA Screener or WIDA ACCESS. For returning students, an ILP shall be developed within thirty (30) calendar days of the start of the school year.

An ILP shall be updated at least once per academic year, and as needed, such as when goals are met. ILPs are intended to be living documents that reflect a student's current progress, goals, and needs. General education teacher input should be gathered regularly. Every 4.5 weeks, an ILP shall be reviewed to determine student progress towards ILP goals based on formal and informal student benchmarks. If student learning goals are met, the goals should be adjusted and updated. If student accommodations change, these should be adjusted as well. The comments section shall be updated with new comments from teachers, parents, and students (if appropriate) every nine (9) weeks.

Creation of ILP. Generally, ILPs will be developed by ESL teachers in collaboration with other content area and general education teachers, school leaders, counselors, parents, and/or the student. The lead developer does not have to be an ESL teacher.

Parents or guardians shall be included in the ILP process. The ILP team shall meet with parents/guardians once per school year to review the ILP.

If the student is at a level to provide meaningful information to the process, the ILP should be shared with the EL to ensure that the student understands his or her goals and growth targets. Student feedback on accommodations, goals, and growth should be collected as needed throughout the academic year.

Accommodations. Accommodations are based on individual student needs and may not be necessary for every student. This means that there are no required accommodations that must be included for all students on an ILP. The purpose of accommodations is to provide access to instruction and assessment. Accommodations may be required for some students and can be revisited when needed to ensure the support is working. Some students may require specific language supports or accommodations for longer periods of time in comparison to students that may only require accommodations for a short period of time. Therefore, accommodations should be revised regularly.

ILP accommodations shall only address a student's language needs. If an EL student also has an Individualized Education Program (IEP) as a result of a disability as categorized under the Individuals with Disabilities Education Act (IDEA), the student's needs from that disability shall be met through accommodations on the IEP.

Permissible accommodations for TNReady/End-of-Course (EOC) exams are as follows:

- Extended time
- Word-to-Word Dictionary
- Rest/Breaks
- Human Reader/Human Signer for Science

Permissible accommodations for the WIDA ACCESS for ELs 2.0 are as follows:

- Extended time
- Rest/Breaks

Growth Trajectories. A growth trajectory is a growth model based on previous student data in comparison to proficiency at a later point in time. Growth trajectories use a projection model to predict student performance based on a student's data, including age, grade, years in school, proficiency level at the time of entry, and previous performance.

Growth trajectories are required to be part of a student's ILP. This will help ensure students are on the most appropriate path for progress and success. If the student is not growing in skills and proficiency at

the expected rate, teachers should adjust the ILP to include a different approach to learning and skill development in English language development.

Fidelity. To ensure accommodations are being utilized appropriately, schools must have a plan to ensure fidelity. Fidelity can take place in various forms, such as classroom observations, lesson planning, scheduling support for teachers that are new to using specific accommodations, teacher modeling of best practice during staff professional development opportunities, and ongoing check-ins. Accommodations and language supports that are used for assessments should be used in the classroom setting throughout the year.

Records. The school shall maintain at least one (1) hard copy and one (1) electronic copy of each ILP. The hard copy shall be placed in each EL student's cumulative record and the electronic copy shall be uploaded as an attachment to the student's record in the State Board's student information system.

LEA Responsibilities

Monitoring. The State Board shall monitor compliance annually through an audit of randomly selected student files to ensure schools maintain the proper documentation. ILPs will be checked in the State Board's student information system on the thirty-first school day of every school year, or the first day of the second grading period of every year. Additionally, the State Board will monitor at least two (2) randomly selected student EL files during an annual on-site visit. If proper documentation is not maintained, the State Board shall notify the appropriate parties utilizing the [Missing ILP Documentation Memo](#).

The State Board shall maintain documentation of ILP monitoring, including the date the monitoring occurred, the number of files monitored, and whether a missing documentation memo was sent to the school ESL coordinator as a result of the monitoring.



Forms and Appendices

The following forms and appendices are included to supplement these procedures:

- [ILP Template](#) – *recommended*
- [Missing ILP Documentation Memo](#) – *required, if applicable*



Individual Learning Plan Template

Individual Learning Plan

Student Name				TN ID			
Student Birthdate				Age		Gender	
Birth Country				Home Language			
School						Grade	
District				Date 1st US School			
Parent waived services? (Y/N)		Waived services form signed? (Y/N/NA)		HLS Completed? (Y/N)			

WIDA Assessments

Test	Year	Performance Level							
		Listening	Speaking	Reading	Writing	Oral	Literacy	Comprehension	Composite

Student Growth Trajectory

Accountability

2016-17 WIDA Composite Score	Growth Standard	Expected Current Year Score to Meet One Year Growth Standard	Expected Current Year Score to Meet Two Year Growth Standard

Check here if:	<input type="checkbox"/> Recently Arrived English Learner
	<input type="checkbox"/> Long-Term English Learner
	<input type="checkbox"/> Special Education

Can Do Descriptors

Please note the Can Do Descriptor for each level and domain.

At this level, you can expect the student will be able to...	
Listening	
Speaking	
Reading	
Writing	

Learning Improvement Goals

When developing goals, consider the Can Do Descriptors for the subsequent level in each domain.

Listening	
Speaking	
Reading	
Writing	

Observed Learning Outcomes

Please provide specific observed outcomes using quantifiable information where possible.

Listening	
Speaking	
Reading	
Writing	

Accommodations

Check the box for each accommodation used/needed.

Instruction	
	Visuals (pictures, charts, graphs, etc.)
	Word-to-word dictionaries
	Bilingual dictionaries
	Graphic organizers
	Colored screens, changing font, changing text size, etc.
	Read aloud (assignments)
	Extended time
	Rewording/simplification of instructions
	Frequent and multiple checks for understanding
	Other:

Environment & Setting	
	Cooperative learning groups
	Proximity to teacher, white/interactive board, charts, posters, etc.
	Same language peers (if available), peer pairing, cooperative learning arrangement
	Other:

Formative Assessments	
	Read aloud items and choices (not ELA/social studies)
	Extended time
	Word-to-word dictionary
	Alternate format (visual cues, oral Q&A, etc.)
	Colored screens, changing font, changing text size, etc.
	Other:

Summative Assessments	
	Read aloud science, math, and social studies items and choices*
	Extended time
	Word-to-word dictionary*
	Rest breaks
	Unique Accommodation Request

* not allowed on WIDA ACCESS

Weekly English Language Services

Type of Service	Number of Days	Time Per Day

Comments

While there is no specific requirement, please provide comments at least once per grading period.

Teacher Comments			
1st Quarter	2nd Quarter	3rd Quarter	4th Quarter

Parent Comments			
1st Quarter	2nd Quarter	3rd Quarter	4th Quarter

Student Comments			
1st Quarter	2nd Quarter	3rd Quarter	4th Quarter



Missing ILP Documentation Memo

To:

From:

Date:

Re: ILP Monitoring – Missing Documentation

Missing ILP Documentation

This memo is to make notice of missing documents in (student name) 's cumulative file. The State Board completed compliance monitoring of these files on (date) and found that the following files are missing: Individualized Learning Plan (ILP).

Please add these documents to the student's file by (date) .

If you have questions, please contact the State Board.