

TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION

English Learner Individual Learning Plan Procedures

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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 Tennessee Public Charter School Commission (Commission) staff. These procedures cover:

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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 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. The following students shall receive an ILP:

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

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- Former ELs in their first two (2) years of transitioning from EL 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 with an English language background of "L", "W", "1", or "2" 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);
- Assessment data from the English language proficiency assessment, achievement assessments, relevant benchmark data, universal reading screener data for EL students in Kindergarten through eight (K-8), Tennessee comprehensive assessment program (TCAP) data for EL students in grades four through eight (4-8), and career-readiness data for EL students in grades nine through twelve (9-12);
- Strategies, accommodations, and scaffolding used in the delivery of indirect ESL services;
- Strategies and accommodations for state assessments;
- Description and schedule of direct ESL services and supports provided to student, including career-readiness supports for students in grades 4-12;
- Short-term goals that help the student proceed to the next proficiency level in the four (4) domains of language: reading, writing, speaking, and listening;
- Growth trajectories for English language proficiency based on individual student data; and
- Parent, teacher, and student input (if student is at a level to provide meaningful information).

Beginning in the 2023-24 school year, schools must develop ILPs in compliance with State Board Rule 0520-01-19 utilizing the TN PULSE platform.

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

An ILP shall be monitored quarterly to review the student's progress toward their English language proficiency goals and adjust the ILP as needed. ILPs must be updated at least annually, 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. If student learning goals are met, the goals should be adjusted and updated. If student accommodations change, these should be adjusted as well.

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.

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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 student 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. 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,

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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 Commission’s student information system or maintained through the Ellevation platform.

LEA Responsibilities

Monitoring. The Commission shall monitor compliance annually through an audit of randomly selected student files to ensure schools maintain the proper documentation. Commission staff shall conduct quarterly desktop monitoring of randomly selected student files in TN PULSE using the [ILP Monitoring Checklist](#). The Commission will additionally monitor at least two (2) randomly selected student EL files during an annual on-site visit. If proper documentation is not maintained, the Commission shall notify the appropriate parties utilizing the [Missing ILP Documentation Memo](#).

The Commission 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.

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Forms and Appendices

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

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

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Individualized Learning Plan (ILP) Monitoring Checklist

Student:	ELB:	Date:	Monitor Initials:
Required ILP Components			Check if fulfilled
Demographic Information			
Placement Proficiency Level (initial screener)			

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ACCESS Proficiency Level (most recent ELPA)	
State/Local Assessment Info	
<ul style="list-style-type: none"> • Benchmark data 	
<ul style="list-style-type: none"> • Universal reading screener data (grades K-8) 	
<ul style="list-style-type: none"> • TCAP data (grades 4-8) 	
<ul style="list-style-type: none"> • Career Readiness data (grades 9-12) 	
Strategies, Accommodations, and Scaffolding (Indirect ESL Services)	
Assessment Accommodations (<i>L and W only</i>)	
Direct ELL Services (<i>L only</i>)	
ELL Teacher (<i>L only</i>)	
Goals	
Growth Trajectory (<i>L and W only</i>)	
Parent/Teacher/Student Input	
Quarterly Progress Monitoring	

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Missing ILP Documentation Memo

To:

From:

Date:

Re: ILP Monitoring – Missing Documentation

Missing ILP Documentation

This memo is to serve notice of missing documents in (student name) 's cumulative file. The Commission 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 Tennessee Public Charter School Commission.