

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:

- [Overview](#)
- [School Responsibilities](#)
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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 ILPs. 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 communicate with parents/guardians at least 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; and/or
- Human Reader/Human Signer for Science.

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

- Extended time; and/or
- 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 maintained through the TN Pulse 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 up to 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 Oversight Plan](#)
- [ILP Monitoring Checklist](#) – *required*
- [Missing ILP Documentation Memo](#) – *required, if applicable*

ILP Oversight Plan

The purpose of this document is to outline district processes for the development, implementation, and monitoring of ILPs for EL students in accordance with State Board of Education rule 0520-01-19 and the Tennessee Investment in Student Achievement (TISA) guide. These processes are described in further detail in the Commission's [ILP Monitoring Procedures](#) and [English Learner Monitoring Procedures](#).

Sections:

1. [Development of ILPs for all English learners](#)
2. [Quarterly monitoring of ILPs](#)
3. [Provision of intensified support for ELs not meeting growth expectations](#)
4. [Annual review and revision of ILPs](#)
5. [Parental communication and involvement](#)
6. [Seamless coordination of services and supports for ELs with disabilities and/or Characteristics of Dyslexia](#)
7. [Required training for teachers providing Direct or Indirect ESL Services](#)
8. [Staffing requirements to support the development and implementation of ILPs](#)

Development of ILPs for all English learners. Generally, ILPs for active ELs, Waived students, and students in Transition year 1 and 2 will be developed by English as a second language (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. Charter school ESL Coordinators shall be responsible for oversight of ILP implementation with support from the Commission's Special Populations Coordinator.

Quarterly Monitoring of ILPs. 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 student learning goals are met. If student accommodations change, these should be adjusted as well. ILPs are intended to be living documents that reflect a student's current progress, goals, and needs. Charter School ESL Coordinators shall be responsible for oversight of ILP monitoring. Quarterly monitoring shall be completed within the TN Pulse platform. For active ELs and Waived students, quarterly monitoring must include observations from the ESL teacher and a minimum of one (1) general education teacher. For students in Transition year 1 or 2, quarterly monitoring must include a minimum of one (1) general education teacher and must include observations from content teachers of classes the student is not passing. Charter school ESL Coordinators are responsible for communication between content teachers and ESL teachers regarding ILP monitoring.

A school may request to use its own quarterly monitoring form if the option becomes available to upload a unique monitoring form in TN Pulse. Requests must be approved by the Commission Special Populations Coordinator by September 30 of each year. If a school opts to use its own form for quarterly monitoring of ILPs, it must upload the completed monitoring forms to TN Pulse within two (2) weeks of the end of the quarter. Failure to adhere to this timeline may result in a denial of subsequent requests to use a unique monitoring form.

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Provision of intensified support for ELs not meeting growth expectations. If a student is not on track to meet their ILP goals based on quarterly monitoring, the ILP team shall meet to determine what, if any, changes must be made to the interventions, wrap-around supports, goals, or other supports the student receives. Intensified support may include, but is not limited to:

- Additional direct service time;
- Adjustment to model of service provision;
- Adjustment to group size, teacher, or class;
- Adjustment of goal(s) by breaking goal into more incremental steps;
- Increased monitoring;
- Use of a specific, research-based intervention program;
- Referral for an s-team; or
- Other supports as decided by the ILP team.

A Transitional EL experiencing academic difficulties shall not be immediately reclassified as an EL. If, during the transitional period, there is evidence that a student is struggling in one or more content areas, the school shall ensure the student is first provided with any instructional supports available in the school and notify the RTI² team of the student's lack of academic progress and success. The RTI² team shall review the student's data and determine next steps, appropriate interventions, and any potential increased tier transition for RTI² purposes. After these interventions have been put in place and progress has been measured and documented over time, the RTI² team shall meet with an ESL certified teacher or the school ESL coordinator to determine whether a lack of English proficiency is impacting the student's success in school. Please see the section titled [Exiting and Reclassification](#) in the [LEA English Learners Monitoring Procedures](#) for more information.

With the exception of special education services, intensified supports for Waived and Transitional students must be provided by a general education teacher. With the exception of special education services or academic intervention or enrichment, intensified supports for Active ELs must be provided by an ESL teacher.

Annual Review and Revision of ILPs. For returning students, ILPs shall be reviewed and revised within thirty (30) calendar days of the start of the school year. The ILP team may meet either virtually or in person for the annual review and revision of ILPs. Newly identified EL students must have an ILP developed within thirty (30) calendar days of their enrollment in the school.

Parental Communication and Involvement. Parents or guardians shall be included in the ILP process. The ILP team shall communicate with parents/guardians either virtually or in-person once per school year to review the ILP. Parents shall be given an opportunity to ask questions or provide feedback on the student's ILP throughout the year. Documentation of this outreach must be included in the student's TN Pulse profile. Charter schools must provide translation and interpretation services for limited-English proficient parents or guardians through trained or native speaking multilingual school staff or the use of a contracted translation/interpretation service. Schools may refer to the Home Language Survey to determine parent communication preferences.

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Seamless coordination of services and supports for ELs with disabilities and/or Characteristics of Dyslexia. Charter schools shall follow all applicable LEA policies and procedures for identification and provision of wrap-around supports, including academic or behavior intervention, Dyslexia-specific intervention, or special education.

The ILP team shall include all relevant staff members for students receiving services according to an ILP-D, IEP, 504 plan, or academic or behavior intervention, including but not limited to special education teachers, RTI² teachers, etc. Relevant staff shall be included in the ILP team during the initial development of an ILP and during annual review and revision of an ILP. Additionally, if a student is not on track to meet their ILP goals based on quarterly ILP monitoring, these staff shall be included in the ILP team meeting to determine what, if any, intensified supports may be needed. School staff shall coordinate to ensure that each student's goals and supports should appropriately address the specific needs and skill deficits being targeted by each type of service.

Schools shall not overlap EL services and dyslexia specific interventions, special education, and/or RTI² interventions, and schools shall keep documentation of specific service times for each to demonstrate that EL services and other interventions do not conflict.

Required training for teachers providing Direct or Indirect ESL Services. Charter schools must provide annual training on ILP requirements, development, and implementation to all teachers providing direct or indirect ESL services within thirty (30) calendar days of the start of the school year or within thirty (30) calendar days of hiring for a teacher hired mid-year. Training may be provided by the school's ESL Coordinator, an ESL teacher, or a school leader.

Schools shall submit evidence of training, including presentation materials and participation log, to the Commission's Special Populations Coordinator within thirty (30) calendar days of the start of the school year annually. The Commission's Special Populations Coordinator shall document each school's completion of the training requirement through the quarter 1 monitoring process.

Staffing requirements to support the development and implementation of ILPs. The Commission's Special Populations Coordinator shall be responsible to ensure implementation of the ILP oversight plan; assigning permissions within the TN Pulse platform, the WIDA AMS portal, and the WIDA Secure Portal; and facilitating transfer of records within TN Pulse. The Commission's Special Populations Coordinator shall facilitate an annual user audit of the TN Pulse platform to ensure that appropriate staff has access to data and information systems needed for the development, implementation, and monitoring of ILPs.

The charter school ESL Coordinator shall communicate with the Commission's Special Populations Coordinator to request student transfers within the TN Pulse platform and staff support within the WIDA AMS and WIDA Secure Portals.

Each authorized charter school shall maintain a ratio of 1 full-time equivalent (FTE) ESL endorsed teacher to 35 EL students, including students who have waived direct ESL services and students who are in the first two (2) years of transition out of ESL services.

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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)			
ACCESS Proficiency Level (most recent ELPA)			
State/Local Assessment Info			
<ul style="list-style-type: none"> • Benchmark data • Universal reading screener data (grades K-8) • TCAP data (grades 4-8) • 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 serves 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.