Developing Individual Learning Plans

Academics and Federal Programs and Oversight
We will set all students on a path to success.

STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL
Agenda

- Individualized learning plans (ILPs) for English learners (ELs)
- ILP TN PULSE (Tennessee Plans for Learning Success and Excellence) preview
- ILP oversight plan
- Monitoring for student progress
Individualized Learning Plans (ILPs) for English Learners
Categories of English Learners

Entry as an English Learner

- TISA Tier I: Indirect Services Only
  - TISA Tier I: Long Term English Learner
  - TISA Tier II (WIDA above 3/≥3 years)
    - TISA Tier III (WIDA below 3/≤3 years)

- TISA Tier I: Transitional English Learner
# English Learner Alignment to ULN Tiers

<table>
<thead>
<tr>
<th>English Learner</th>
<th>Assessment Determination</th>
<th>Type of Plan</th>
</tr>
</thead>
</table>
| Initial EL Determination            | Step 1: Home language survey  
Step 2: WIDA Screening                                                                   | N/A                                 |
| TISA Tier I: Indirect Services      | WIDA (parents have waived ESL service)                                                     | ILP Grade K-3 or 4-12               |
| TISA Tier I: Long Term EL           | WIDA (over 6 years of non-proficiency)                                                     | ILP Grade K-3 or 4-12               |
| TISA Tier 1: Transitional Student   | WIDA Proficiency Met/Exited EL Student (Year I and Year 2 only)                           | ILP (T1-T2)                         |
| TISA Tier II                        | Score above 3 overall composite on WIDA ACCESS for ELLs  
OR score below 3 overall composite on WIDA ACCESS for ELLs for students who have received more than 3 years of ESL service | ILP Grade K-3 or 4-12               |
| TISA Tier III                       | Score of 3 or below overall composite on WIDA ACCESS for ELLs for students receiving 3 or less than 3 years of ESL service | ILP Grade K-3 or 4-12               |
Providing Statewide ILP System for English Learners (EL)

Why do we have common ILPs?

- Stakeholder feedback collected during the department’s 2022 EL listening tour indicated the need for a uniform system for the development of ILPs across the state.
- TN PULSE will be the state’s system of record (SOR) for ILPs required for EL students generating ULN funding.

- There are three ILPs
  - Grade K - 3
  - Grade 4 - 12
  - Transitional Year 1 and Year 2 (T1-T2)
ILP TN PULSE
Preview
Why isn't there an ILP type for every category?

- Within TISA, there are three Tiers of support for English learners. In State Board of Education Chapter 0520-01-19 for English as a Second Language (ESL), there are three ILPs required to meet the needs of grade K - 3, grade 4 - 12, and Transitional EL exited students.

What are the focal points for an ILP?

- Specific language focused supports for English Learners providing access to classroom instruction for grade K - 12.
- For grade 4 - 12, the focus of academic and career-readiness supports.
- Classroom supports for transitional English Learners who have met the exit criteria for the ESL program in accordance with State Board of Education Chapter 0520-01-19.
Focus Question

- Please raise your hand if you have had an opportunity to work through components of an Individual Learning Plan (ILP) in TN PULSE?
TN PULSE ILP Landing Page
## TN PULSE ILP Screenshot

**Assessments**

### Other Assessments

<table>
<thead>
<tr>
<th>Date Administered</th>
<th>Instrument</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral Language Composite</th>
<th>Literacy</th>
<th>Comprehension</th>
<th>Overall Composite</th>
<th>Percentage</th>
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</table>

### WIDA

<table>
<thead>
<tr>
<th>Date Administered</th>
<th>Instrument</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral Language Composite</th>
<th>Literacy</th>
<th>Comprehension</th>
<th>Overall Composite</th>
</tr>
</thead>
</table>

### Growth Standard

- 2 Years Composite (2020): Target based on -2 Years  
- Prior Year Composite (2021): Target based on Prior Year  
- Most Recent Composite (2022): Met the Growth Standard

No
Instructional Scaffolds

In this section, the educator will check the box for each scaffold provided during classroom instruction and assignments for the student to equitably access academic content and ESL content. Please note this is not an exhaustive list and additional information can be found in the ILP Instructional Decision-Making Guide and evidence of research-based practices one-pager.

- Listening and Speaking

<table>
<thead>
<tr>
<th>Scaffolds</th>
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</thead>
<tbody>
<tr>
<td>Oral sentence frames/stems</td>
</tr>
<tr>
<td>Repeat/rephrase key information</td>
</tr>
<tr>
<td>Preview Vocabulary</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

ESL Services

<table>
<thead>
<tr>
<th>Position</th>
<th>ESL Service Type</th>
<th>Service Model</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Location</th>
<th>Days</th>
<th>Start - End Times Per Day</th>
<th>Edit</th>
<th>Delete</th>
<th>SAVE</th>
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</thead>
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ILP Oversight Plan

Adopt and implement an oversight plan that outlines the development, implementation, and monitoring of ILPs for EL students in accordance with this Chapter and the Tennessee Investment in Student Achievement (TISA) guide. At a minimum, ILP oversight plans shall include procedures regarding:

1. The development of ILPs for all ELs within the LEA or public charter school;
2. The monitoring of ILPs quarterly;
3. The provision of intensified support for ELs not meeting growth expectations identified in the ILP;
4. Annual review and revision of ILPs by the ILP Team;
5. Parental communication and involvement in the ILP process;
6. The seamless coordination of services and supports for ELs with disabilities and/or characteristics of dyslexia;
7. Training for teachers providing Direct or Indirect ESL Services regarding ILP requirements, development, and implementation; and
8. The sufficient staffing and resources required to support the development and implementation of all ILPs across the LEA or public charter school.
Screenshot of Annotated ILP Oversight Plan

Annotated Individual Learning Plan (ILP) Oversight Plan

Purpose:
The following annotated sections from the Tennessee State Board of Education English as a Second Language (ESL) Rule, Chapter 0520-01-19, are to support Local Education Agencies (LEAs) in developing the required district oversight plan for Individual Learning Plans (ILPs).

In TSB 0520-01-19-.03 (4)(d)1-8, the following is required:

(d) Adopt and implement an oversight plan that outlines the development, implementation, and monitoring of ILPs for English Learner (EL) students in accordance with this Chapter and the Tennessee Investment in Student Achievement (TISA) guide. At a minimum, ILP oversight plans shall include procedures regarding:

1. The development of ILPs for all ELs within the LEA or public charter school (Note: the rule says that the ILP team must create the ILP)]
   • Who is responsible for developing ILPs for ELs?
   • Who is responsible for developing ILPs for Waived students (Ws)?
   • Who is responsible for developing ILPs for Transition students’ year 1 and year 2 (T1-T2)?
   • Who will be responsible for oversight of ILP implementation?

2. The monitoring of ILPs quarterly:
   • Who will be involved in monitoring of ILPs?
   • Will monitoring be put into TN Pulse or another platform?
   • Who will monitor ILPs for transition students?
Monitoring for Student Progress
Monitoring Student Progress in TN Pulse

- **State Board of Education Rule, Chapter 0520-01-19** requires quarterly monitoring of ILPs.
- The use of the quarterly monitoring tab in TN PULSE is optional. Districts can continue to use internal procedures.
Supporting Student Progress

- **Strong learning environments**
  - Shared vision between leadership and classroom educators
  - Access to classroom content and instruction
  - ILPs accessible and understood by all educators

- **Teacher Training**
  - Agreed commitment to use of TN English Language Development (ELD) and academic standards
  - Understanding of how language develops
  - Use of scaffolds in all instruction
  - Opportunities to collaboration
Successful Learning Environments for ELs

Classroom Content
- Evidence of discourse
- TN ELD Standards and Academic Standards application

Access to Instruction
- Instructional scaffolding
- Language acquisition knowledge and support

Successful ILPs
- Collaboration between all teachers
- Monitoring of progress
Teacher Training Required by SBE Rule, Chapter 0520-01-19

LEAs shall ensure that all teachers who provide Direct or Indirect ESL Services are annually trained on delivering ESL instruction. At a minimum, this training shall include, but not be limited to:

- The Tennessee English language development (ELD) standards.
- Appropriate ESL instructional methods to use with grade-level academic content standards in English language arts, mathematics, science and social studies.
- English language acquisition training for general education teachers to understand the process of acquiring a second or subsequent language.
- Strategies for collaboration between teachers serving EL students so that ILPs are developed and implemented by all educators.
- The requirements regarding ILP development and implementation.
Helpful Resources

- English as a Second Language (ESL) Rule, [Chapter 0520-01-19](#)
- Individual Learning Plan (ILP) Instructional Decision-Making Guide
- English as a Second Language Manual
- Tennessee English Language Development Self-Assessment (TELDSA) Level Data Collection Instrument 2022-03
Questions
Thank You!

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Tuesday-Thursday

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