

Individual Learning Plan Requirements for English Learners

[Tennessee State Board Rule 0520-01-19.03](#) establishes the components required in each English learner's (EL) Individual Learning Plan (ILP).¹

ILPs for Direct and Indirect ESL Service

ILPs for Direct and Indirect Service ESL students must include:

- Assessment data from the department-adopted English language proficiency assessment (ELPA). This includes screener data, the most recent ELPA data, and historical ELPA data as applicable for each domain.
- Relevant demographic data including but not limited to years of ESL service, Long Term English Learner (LTEL) status, Recently Arrived English Learner (RAEL) status, Student with Limited or Interrupted Formal Education (SLIFE) status, and additional services the student receives such as special education, Response to Instruction and Intervention (RTI²), ILP-D for Characteristics of Dyslexia, and 504 plans. Student birthdate, birth country, age, native language, grade, and the date the student first entered a U.S. school are also included in relevant demographic data.
- Data from other assessments may be included as available. This includes data from achievement assessments, relevant benchmark data, universal screener data, and Tennessee Comprehensive Assessment Program (TCAP) data. Relevant additional data would be any data that helps inform the instructional planning, scaffolds, or goals for the student.
- Language-focused supports that provide access to classroom instruction aligned to grade-level academic standards for ELs in grades Kindergarten through three (K-3).
- Language, academic, and career readiness supports that provide access to classroom instruction aligned to grade-level academic standards for EL students in grade four through twelve (4-12).
- Strategies, scaffolds, and accommodations used in the delivery of Indirect ESL Services in the general education classroom in order to provide access to instruction. These are decided by the student's ILP Team and should never be determined by one individual.
- Short-term language goals that support the student in proceeding to the next proficiency level in the four domains of language (listening, speaking, reading, and writing).
- Growth trajectories for English language proficiency based on individual student data.

ILPs for Transitional ELs

ILPs for transitional year 1 and transitional year 2 EL students must include:

- Relevant demographic data including but not limited to years of ESL service, Long Term English Learner (LTEL) status, Recently Arrived English Learner (RAEL) status, Student with Limited or Interrupted Formal Education (SLIFE) status, and additional services the student receives such as special education, Response to Instruction and Intervention (RTI²), ILP-D for Characteristics of Dyslexia, and 504 plans. Student birthdate, birth country, age, native language, grade, and the date the student first entered a U.S. school are also included in relevant demographic data.

- Data from other assessments may be included as available. This includes data from achievement assessments, relevant benchmark data, universal screener data, and Tennessee Comprehensive Assessment Program (TCAP) data. Relevant additional data would be any data that helps inform the instructional planning, scaffolds, or goals for the student.
- Short-term academic goals, career readiness for grades 4-12, and scaffolds for access to instruction for grades K-12.

ⁱ Tenn. R. & Regs. 0520-01-19-.03(4)