

# *CBLA Data Collection*

## *Individualized Learning Plans (ILPs)*

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### *Frequently Asked Questions about ILPs and CBLA*

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#### ***What is CBLA?***

The Colorado Basic Literacy Act (CBLA), passed by the Colorado Legislature in 1997, provides that a Colorado public school student must be reading at grade level by the end of grade 3.

#### ***What are ILPs?***

ILPs are Individual Literacy Plans that teachers develop for their students who are reading below grade level. The goal of the plans is to provide students with extra support both at school and at home, so students are able to accelerate their reading growth.

#### ***When are ILPs developed?***

An ILP is developed when it is determined that a student is reading below grade level, regardless of the time of year or testing schedule.

#### ***Who needs to be on an ILP?***

According to the state, all students reading below grade level in kindergarten–grade 3 should have an ILP. In addition, all students previously identified in grade 3 as reading below grade level remain in a cohort group and should have ILPs until they learn to read at grade level. However, in DPS, teachers are encouraged to have ILPs for all their students who are reading below grade level to ensure that students are receiving individualized attention and support. For information on students with disabilities, please read below.

#### ***How do I determine if a student is reading below grade level?***

This determination is based on an evaluation of a student's Body of Evidence in Reading. For examples of assessment data that can be used to determine if a student is reading at grade level, see *Guidelines for Monitoring Progress in Reading* on the CBLA Web site at <http://testing.dpsk12.org/resources/cbla.htm>. Examples of these data may include DRA2/EDL2, CSAP, CELA, and Reading Benchmark results, running records, Word Analysis Tasks, conferring notes in reading assessment notebooks, *Avenues* assessments, Benchmark Bookroom assessments, writing samples, and teacher observations or assessments.

#### ***Who should develop the ILP?***

A student's primary contact teacher is responsible for developing the ILP and for communicating with parents. Other educators involved in the student's literacy education should also be involved with the ILP's development. Parents are an integral part of the process, as well. One provision of the Colorado Basic Literacy Act is that there must be "an agreement by the pupil's parents or legal guardian to implement a home reading program to support and coordinate with the school..."

#### ***Who should meet with parents concerning the ILP?***

Any school personnel who will be directly involved with delivery of literacy education and/or interventions should be involved in a conference with parents.

#### ***How frequently should I update the ILP?***

By law, students on ILPs must be assessed each semester. The Bodies of Evidence for students should be examined at least once a semester, specifically within page 2 of the ILP. Teachers should update the Intervention Plan, Progress Monitoring Plan, and Progress Monitoring Data as needed, to track student responses to interventions. Parents should be kept informed of significant revisions to the ILP.

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*ILP forms are available for the 2009–2010 school year.  
They are available in English and Spanish for kindergarten, grades 1–2, 3–5, and 6–12.  
ILPs can be created online, via OASIS  
or Word and PDF versions can be downloaded from  
[http://curriculum.dpsk12.org/elp\\_assessments.htm](http://curriculum.dpsk12.org/elp_assessments.htm) (elementary) or  
[http://curriculum.dpsk12.org/slp\\_sec\\_lit\\_prog.htm](http://curriculum.dpsk12.org/slp_sec_lit_prog.htm) (secondary).  
Please see below for guidance on which formats to use, as well as available resources.*

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### *Some of my students with disabilities have IEPs with reading goals. Do they need an ILP too?*

Yes. All students who read below grade level in kindergarten–grade 3, including students with disabilities, are required to have ILPs, with the exception of CSAPA-eligible students. It is recommended that teachers align the ILP with the IEP; however, the content in these two documents should not be identical. It is important to note that the ILP can be changed more easily than the IEP.

### *Who is responsible for writing an ILP for a student with disabilities?*

If reading is a goal area on a student's IEP, then the special education teacher and the classroom teacher should collaborate in writing the ILP, so IEP goals and ILP goals are aligned. Classroom teachers should write the ILP for a student with a disability if reading is **not** a goal area in a student's IEP (i.e., a student with a speech/language disability). However, collaboration with the special education teacher is recommended because assessment accommodations or modifications may be required.

### *How do ILPs cross school years?*

If a student is on an ILP, his or her literacy development should be constantly monitored. Because expectations change every year, teachers should consider developing a new ILP each year.

### *Where should ILPs be stored?*

The original ILP is stored in the student's cumulative report. A photocopy is provided to the parent, and another should be stored in the teacher's active literacy file. As our district moves toward the online ILP format via OASIS, schools may rely on this application to store their ILPs electronically.

### *How do I decide which format to use in writing an ILP?*

As noted at the top of this page, three different formats are available for writing ILPs: Microsoft Word, Adobe PDF, and online via OASIS. For the 2009–2010 school year, if a student does not have an ILP from a previous year, teachers should use the new online format found in OASIS, <https://secure2.dpsk12.org/oasis/default.asp>. If a student has an ILP that needs to modifications or changes, teachers may choose to use the online tool or continue to use the Word and PDF versions found at [http://curriculum.dpsk12.org/elp\\_assessments.htm](http://curriculum.dpsk12.org/elp_assessments.htm) (elementary) or [http://curriculum.dpsk12.org/slp\\_assessment.htm](http://curriculum.dpsk12.org/slp_assessment.htm) (secondary).

### *Who can help me with my ILPs?*

Your school's humanities facilitator, site assessment leader (SAL), and/or student intervention team (SIT) can support you with developing ILPs. The humanities facilitator and SAL can also contact the network assessment instructional specialist or humanities instructional specialist. For assistance using the online ILP format, see the CBLA Website at <http://testing.dpsk12.org/resources/cbla.htm> and look under **Online ILP Resources** for a training manual and an instructional video.