

***CBLA Data Collection
Individualized Learning Plans (ILPs)***

Detailed Guidelines for Completing an ILP

PAGE 1

Student Information	<p>Complete the top of page 1 with information specific to the date the ILP was written, including student’s legal name, DPS student number, date of birth (DOB), grade, school, contact teacher (i.e., teacher initiating the ILP), and date ILP was written.</p> <p>Check any special program the student is enrolled in (ELL, SpEd/504, or GT).</p>
Area of Focus	<p>Check area(s) of primary focus. The choices listed include the five reading components, along with English language development. Write in any other area of focus not listed.</p> <p>Attach assessment data to the ILP form. Either of the following two methods provide the data needed.</p> <ul style="list-style-type: none"> • Enter data on an ILP Assessment Summary form (sample form is on the last page of this document.) • Print an individual student report from OASIS, adding additional data if needed. <p>Develop a well-written goal that addresses the focus of the student’s literacy plan. The goal must be specific, measurable, achievable, relevant, and timely—the five components of a SMART goal.</p>
Student will	<p>Identify strategies for which the student will be responsible. Four common strategies are listed, which may or may not be appropriate to the student’s needs. The three blank lines are to include student-specific goals. If the teacher, parent(s) or guardian(s), and student identify strategies that are more relevant to the student, write them clearly in the blanks.</p>
Parents/Guardians will	<p>Identify strategies for which parent(s) or guardian(s) will be responsible. Several common strategies are listed, which may or may not be appropriate to the student’s needs. The blank line is to include student-specific goals. If the teacher, parent(s) or guardian(s), and student identify strategies that are more relevant to the student, write them clearly in the blank\.</p> <p>The parent(s) or guardian(s) will sign the ILP in this area, which documents that the teacher and parent(s) or guardian(s) have discussed the student’s needs and are acknowledging the interventions and/or strategies that will be implemented.</p> <p>For grades 6–12, the student will also sign the ILP in this area.</p> <p>Be sure to give parent(s)/guardian(s) a photocopy of the signed ILP.</p>
Teachers will	<p>Options provided are in the areas of resources, targeted instruction, and progress monitoring. Check all boxes specific to the individual student’s literacy plan.</p>
Interventions	<p>Interventions must be documented on page 2 of the ILP. On page 1, several common interventions are listed, with space to add additional interventions. Be as specific as possible when naming additional interventions.</p>

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PAGE 1 (continued)

<p>Reading-Related Assessment Accommodations</p>	<p>Because of a student’s literacy needs, the student may need additional assistance in accessing assessments. For CSAP and CELA, accommodations must be documented. The new ILP form provides an area to document accommodations a student may use on assessments because of his or her literacy needs.</p> <p>Place an X in areas in which the student will receive an accommodation on an assessment, such as CSAP and CELA. Place an X for the accommodation(s) and the content area(s) for which the accommodation will apply.</p> <p>Remember the following when determining if a student will receive an assessment accommodation based on literacy needs.</p> <ul style="list-style-type: none"> • Accommodations are determined for each individual in each content area. Accommodations are content-area specific. • Accommodations must have been used in classroom assessments for at least three months before the test to ensure the student can knowingly use the accommodation and the teacher is familiar on how to utilize it. <p>Completing the Accommodations section on the ILP will satisfy the state requirement that assessment accommodations must be documented.</p> <p>Because the ILP focuses only on reading, this form documents accommodations due to reading needs. For other accommodations used for reasons other than reading, please complete the Assessment Accommodation Plan provided by the Department of Assessment and Research. For example, documentation for a student who reads at or above grade level but needs who needs scribing as an assessment accommodation would not be on an ILP, but rather on the Assessment Accommodation Plan.</p>
<p>Signatures</p>	<p>Both the contact teacher and an administrator should sign and date the ILP form.</p>
<p>Discontinue ILP</p>	<p>Check the box at the bottom of the first page of the ILP if the student is being removed from the ILP. Enter the date the decision was made. This decision is made when the student is reading at or above grade level, based on information in the student’s Body of Evidence. The decision must be shared with the student and parent(s) or guardian(s).</p> <p>If a student is removed from an ILP, indicate that decision on a Spring CBLA Data Collection scan sheet. It is the only way that information becomes a part of the student’s official district record.</p>

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PAGE 2—Body of Evidence Response to Instruction (RtI)

Page 2 of the ILP provides space to plan and document interventions and progress monitoring for students. It is designed to collect information about what was tried and what was learned to support growth in meeting the child’s ILP goal. For schools that have implemented the RtI model, this page provides a structure for the Body of Evidence to be gathered before a SIT consultation. For schools that have yet to implement the RtI model, this page may be helpful in planning specific targeted instructional strategies and interventions to address the students’ goals.

Strengths, Concerns, Causes	Indicate briefly the student’s literacy strengths, needs, and possible causes for the area(s) of concern.
Intervention (1 or 2) What did you try?	Describe the intervention plan that addresses a student’s literacy needs. This plan should include: <ul style="list-style-type: none"> • Who will implement the plan? Include names and/or titles of persons involved. Reminder! All persons named must be a part of the planning. • What is the plan? Briefly describe the plan itself. • When will the intervention be delivered or implemented? What is the frequency and duration of the plan? Is there a specific start and stop time? Will the plan be ongoing on a specific day of the week and time? • Where: Will the student receive the intervention in his or her own classroom or in another location?
Intervention (1 or 2) What did you find out?	Include in this area all progress-monitoring data. <ul style="list-style-type: none"> • What was the goal for this intervention? • What data did you collect to assess the student’s growth on the goal? • What assessments were administered and on what dates? If there is inadequate room to enter all progress-monitoring data, attached a separate sheet.
Intervention RtI Re-Evaluation or Reflection Comments	Reflect on questions such as the following: Did the intervention work? To what extent? Is there a need to modify or change the intervention?
Intervention “Next Steps”	Determine what the next step for the intervention is. Note that these “Next Steps” are for specific interventions, not for the entire ILP. <ul style="list-style-type: none"> • Discontinued: Student is making adequate progress. This particular intervention may be discontinued. • Continue intervention: The intervention appears to be working. It should be continued in the same form and monitored appropriately. • Revise intervention: The intervention is somewhat working, but revisions must be made. • Begin the SIT process: Refer the student to the Student Intervention Team (SIT).

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ILP Assessment Summary

Student Name _____
Student ID Number _____
School _____
Date _____

Complete with most current assessment data for all applicable assessments.

Literacy Assessments

DRA2 Text Level _____
Date Given _____
EDL2 Text Level _____
Date Given _____

CSAP Reading

Date Given _____
Scale Score _____
Proficiency Level _____

CELA

Date Given _____
Overall Scale Score _____
Overall Proficiency Level _____

Benchmark Tests

Administration Date	Performance Band
_____	_____
_____	_____
_____	_____

Other Assessment Information (Please list assessment name and pertinent data.)