



**Bradford Special School District
School Year 2025-2026
Annotated Individual Learning Plan (ILP) Oversight Plan**

Purpose:

The following annotated sections from [Tennessee State Board of Education English as a Second Language \(ESL\) Rule, Chapter 0520-01-19](#), are to references used in the development of Bradford Special School District's required district oversight plan for Individual Learning Plans (ILPs).

In State Board Rule 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 () students in accordance with this Chapter and the Tennessee Investment in Student Achievement (TISA) guide.

1. The development of ILPs for all s within Bradford Special School District (Note: The rule states that the ILP team must create the ILP):

- The ESL teacher is responsible for developing ILPS.
- The ESL teacher is responsible for developing ILPs for Waived (W) students.
- The ESL teacher is responsible for developing ILPs for Transition students' in year 1 and year 2 (T1-T2).
- The Title III Director will be responsible for oversight of ILP implementation.

2. The quarterly monitoring of ILPs:

- The ESL teacher will monitor ILPs.
- ILP monitoring is done through consultation report with content teachers of ESL students every three weeks. Teachers have the option of returning reports in hard-copy or electronically.
- The ESL teacher will monitor ILPs for transition students.

3. The provision of intensified support for ELs not meeting growth expectations identified in the ILP:

- BSSD will provide intensified support for students not showing growth based on ILP goals.
 - a. Tiered Intervention
 - b. Wrap-around support
 - c. Revisions to goals and expectations
 - d. Other supports as decided by the ILP team
- General education teachers, ESL teacher, RTI staff, and special education staff will provide these intensified supports as indicated through data analysis.

4. Annual review and revision of ILPs by the ILP Team:

- The ILP team will meet annually to review and revise ILPs within 30 days of the start of a new school year. Once the student is identified as a potential *new* ESL student within the school district, an ILP will be constructed within 30 calendar days following the return of the students' ELPA screener data qualifying them to receive ESL services
- The ILP team will meet virtually, in person, or a combination of in person and virtual as the ILP team decides.

5. Parental communication and involvement in the ILP process:

- Parents will be invited to participate in the ILP process. Parental contact will be through text, email, phone, or ParentSquare App.
- Bradford Special School District has an on-site Spanish Translator; additionally, BSSD contracts with LTC Solutions (<https://ltclanguagesolutions.com/>) for remote translation services for a wide variety of languages. Bradford's dedicated number to call is (731) 595-9456. Client ID is 54234. Parental preference will determine which resource is used for translation, if the on-site translator is available at school on the day of request.

6. The seamless coordination of services and supports for ELs with disabilities and/or Characteristics of Dyslexia:

- If a student needs wrap-around supports, the supports will be coordinated through the ESL Teacher.
- BSSD will include special education teachers, RTI2 teachers, etc. in ILP development and implementation through collaboration.
- ILP goals will align with Individualized Education Plan (IEP) goals and Individualized Learning Plan - Dyslexia (ILP-D) goals through collaboration. With the flexibility of a small school, and the common usage of TNPulse for ILP, ILP-D, and IEP - there is the ability to ensure that plans are laid out to be supportive of different areas of need, as well as relative personnel.

7. Training for teachers providing Direct or Indirect ESL Services regarding ILP requirements, development, and implementation:

- Yearly training will occur during in-service for all teachers, as well as online opportunities through sites such as <https://www.colorincolorado.org/> . Professional development opportunities targeted to ESL teachers will be made available in-person and through online education.
- Bradford Special School District will re-deliver training to new hires within 30 days of hire date.
- The ESL Teacher and/or the Title III Director will provide training to teachers.
- BSSD will document training participation through sign-in sheet, QR code, or Email verification, as well as certificates for any modules.

8. The sufficient staffing and resources required to support the development and implementation of all ILPs across the LEA or public charter school:

- The Title III Director will ensure the oversight plan is followed.
- The TNPulse Coordinator will be responsible for assigning permissions in the TN PULSE platform. Notification from the Title III Director to the TNPulse Coordinator upon the hiring of a new ESL teacher will occur within the first week of hire.
- The TNPulse Coordinator will be responsible for record transfers and receiving Records in accordance with the 5 day TDOE rule governing TNPulse transfers.
- The TNPulse Coordinator and Title III Director will coordinate to communicate with educators regarding the transfer of students?
- At BSSD the Title III Director will ensure that appropriate staff has access to data and information systems needed for the development, implementation, and monitoring of the ILP. Additionally, the Title III Director will notify the TNPulse Coordinator of the need to end access to TNPulse.