

Individual Learning Plan Self-Implementation Rubric



Kentucky Department of  
**E D U C A T I O N**

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**The Kentucky Department of Education (KDE) supports the autonomy of districts and schools in the creation of an Individual Learning Plan Program (ILP) that best suits the needs of their students. This framework will be used to ensure that all ILP programs created by districts and schools in Kentucky balance autonomy with the state regulations that require specific criteria. Beginning in the 2019-2020 school year, the following framework will be used by the KDE to ensure that each school and district is meeting the regulations found within [704 KAR 3:305](#). Districts and schools can use the following framework to self-score during the 2018-2019 school year in order to create, reflect on and evolve their ILP programs.**

### **District Requirements**

*All requirements can be found within [704 KAR 3:305](#).*

- **A district is required to:**
  - implement an advising and guidance process from grades six (6) through twelve (12) to provide support for the development and implementation of an individual learning plan for each student
    - Examples of Supporting Evidence:
      - Board of education policies and guidance
      - District ILP team meeting agendas
      - Student ILPs
      - SBDM policies
      - Student handbook
      - Vertical team meeting minutes
      - PLC meeting notes
      - School webpages about ILP
      - Parent letters with information about the ILP
  - develop a method to evaluate the effectiveness and results of the individual learning plan process that includes:
    - indicators related to the status of the student in the twelve (12) months following the date of graduation
    - input from students, parents/guardians and school staff
      - Examples of Supporting Evidence:
        - Board of education policies and guidance
        - District ILP meeting agendas
        - Student ILPs

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- SBDM policies
- Student handbook
- Advisory group plans and student work samples
- Stakeholder meeting minutes
- Transition survey procedures
- Transition survey data
- Student, parent, staff surveys for continuous improvement of ILP and advisory classes/groups

Performance Ratings

4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p>The local board of education adopts guiding policies requiring schools to fully implement an advising system to guide students along career and academic pathways that incorporate individual learning plans (ILPs) for every student in grades six (6) through twelve (12).</p> <p>The district provides resources (e.g. stipends, substitutes, professional learning opportunities, materials) for ILP planning and vertical communication and transition planning (including ATC or CTC programs if available). These resources will allow elementary, middle and high</p>	<p>The local board of education adopts policies and guidance requiring schools to implement an advising system to incorporate individual learning plans (ILPs) for all students in grades six (6) through twelve (12).</p> <p>The district facilitates collaboration between schools and other educational centers to ensure student career exploration and planning is an ongoing process.</p>	<p>The local board of education adopts policies and guidance requiring schools to implement individual learning plans (ILPs) for all students in grades six (6) through twelve (12).</p> <p>The district provides limited connections between schools and other educational centers to ensure student career planning is an ongoing process.</p>	<p>The local board of education has no policy or provides little to no guidance for schools to implement individual learning plans (ILPs) for all students in grades six (6) through twelve (12).</p> <p>The district does not provide connections between schools and educational centers or encourage student career planning.</p>

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<p>schools to focus on career exploration and movement throughout a career pathway at the middle and secondary level.</p> <p>Student performance is enhanced through the advisory program and the ILP, which is evident, observed and clearly communicated in all aspects of the school settings and reflected in teacher lesson plans.</p> <p>The district ensures that students, teachers, parents/guardians and advisers review and revise ILPs on an ongoing basis throughout the year to inform instruction. Teachers/advisers revise curriculum and pedagogy to obtain information on student progress and collaborate across all content areas.</p> <p>The ILP and advising process are used to design a comprehensive plan for each student. The planning process includes parents/guardians and community members to closely align the plan and educational</p>	<p>Student performance is improved through the advisory program and the ILP is evident in classrooms and observable in student work.</p> <p>The district ensures that students, teachers, parents/guardians and advisers review and revise ILPs on an ongoing basis throughout the year to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.</p> <p>ILPs provide a way for families to become active partners in the educational process, using identified procedures for involving parents/guardians in planning, updating and reviewing ILPs on an ongoing</p>	<p>Student performance is not consistently connected to the ILP process nor is a connection evident in the classrooms or observed in student work.</p> <p>The ILP is reviewed and revised only with one or two of the following: student, teacher, parent/guardian or adviser.</p> <p>Parents/guardians are informed of the ILP process and their child's plan is shared with them.</p>	<p>There is no clear connection to student performance communicated through the ILP or evident in classrooms or student work.</p> <p>The ILP review and revision process does not include students, teachers, parents/guardians and advisers.</p> <p>Parents/guardians are not included in the ILP development or advising process.</p>

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<p>experiences to the student’s transition goals.</p> <p>Representatives of all stakeholder groups (including local and regional businesses and ATC/CTC programs) establish a communications team to ensure the community understands the importance of the ILP.</p> <p>Procedures are in place for tracking the status of students for up to twelve (12) months after graduation to ascertain transition goals and offer continued support and transition advising.</p>	<p>basis to extend learning beyond the classroom.</p> <p>District leadership ensures that ILPs are developed collaboratively by students, parents/guardians and a counselor or adviser.</p> <p>Procedures are in place for tracking the status of students for up to twelve (12) months after graduation to ascertain transition goals.</p>	<p>District leadership distributes the advisory program curriculum to the staff and communicates that it should be implemented by the staff.</p> <p>District personnel are aware of the need to track the status of students for up to twelve (12) months after graduation and have plans to do so.</p>	<p>District leadership does not communicate that an advisory program should be implemented by the staff.</p> <p>District personnel are aware of the need to track the status of students for up to twelve (12) months after graduation but have no plans to do so.</p>

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**School Requirements**

- **A school is required to:**
  - work cooperatively with feeder schools to ensure that each student and parent/guardian receives information and advising regarding the relationship between education and career opportunities
  - maintain each student’s individual learning plan (paper format or electronic format)
  - use information from the individual learning plans about student needs for academic and career technical education (CTE) and elective courses to plan academic, CTE and elective offerings

**Performance Ratings**

4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<p>School leadership has developed and sustained a shared vision of the ILP and advising process. A system regarding the ILP process is developed in conjunction with the district and the other schools of the district to ensure a process that is seamless and includes involvement from all stakeholders (including local and regional businesses and ATC/CTC programs).</p> <p>School leadership and other stakeholders collaborate to implement procedures to minimize disruptions during the advisory program activities, learning experiences and implementation of the ILP process to ensure student success.</p>	<p>School leadership involves community members in a process to develop and sustain an effective advisory program, which is communicated to all stakeholders and describes their role in the ILP and advisory program process.</p> <p>The school council establishes policy and school leadership fully implements procedures to minimize disruptions to the advisory program activities and ensures there is an advisory program in place for development and update of an individual graduation planning</p>	<p>School leadership receives input from some school staff members to develop an ILP and advisory program.</p> <p>The school council establishes policy and school leadership develops procedures to minimize disruptions of the advisory program activities and implementation of the ILP process, but the policies and/or procedures are not fully implemented.</p>	<p>School leadership does not involve staff in developing an ILP and advisory program.</p> <p>There are no policies or procedures to protect time to provide implementation of an advisory program to impact student ILPs</p>

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<p>School leadership uses a system to provide ongoing monitoring of the ILP advisory process that includes debriefing with students, staff and parents/guardians to ensure an effective advisory program.</p> <p>ILPs are used for analyzing programming offered to students (including extra-curricular and curricular offerings that are designed around the needs and interests of students from all backgrounds). ILPs also provide an additional means for the school/district to provide support for all students in regard to intellectual equity and diversity.</p>	<p>process with all students and parents/guardians.</p> <p>School leadership regularly monitors implementation of the ILP and advisory process.</p> <p>Leadership provides a variety of curricular and extracurricular activities that engage student interests and are related to their ILP.</p>	<p>School leadership provides limited monitoring of the implementation of the ILP process.</p> <p>ILPs are consulted and often considered, but findings are not used in designing the instructional program or extracurricular activities for individual students</p>	<p>School leadership does not monitor implementation of the ILP process.</p> <p>A traditional schedule of classes is offered, with no consideration given to the individual or collective needs of the student body.</p>

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• **An individual learning plan must:**

- include career development and awareness and specifically address the content as provided in the Kentucky academic standards for career studies established in [704 KAR 3:303](#) and 704 KAR Chapter 8.
- be readily available to the student and parent/guardian and reviewed and approved at least annually by the student, parents/guardians and school officials
- set learning goals for the student based on academic and career interests (beginning with the student’s 8th-grade year)
- identify required academic courses, electives and extracurricular opportunities aligned to the student’s postsecondary goals
- begin by the end of the 6th-grade year
- focus on career exploration and related postsecondary education and training needs
- include information about financial planning for postsecondary education

**Performance Ratings**

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<p>All students and teachers (including CTE educators) within the building providing services to students are involved in the ILP process advisory program for academic and career development. They meet in groups, a maximum of 22 students with one adviser per group, and meet on a regular basis to assist students in developing and implementing their ILP.</p> <p>The ILP and advisory process included providing students with specific links and opportunities to continuing education, life and career options by working with</p>	<p>Student populations are divided into advisory groups, a maximum of 22 students with one adviser per group, which meet on a regularly scheduled basis to assist students in developing and implementing their ILP.</p> <p>The ILP and advisory process reflects the inclusion of career planning content at all grade levels (e.g. awareness in elementary, exploratory in middle school and preparatory</p>	<p>Advisory groups are identified but meet infrequently, in very large groups (more than 22) or are not active at all.</p> <p>The ILP and advisory process does not consistently provide career planning at some of the grade levels and provides a few links to continuing education, life and career options.</p>	<p>Advisory groups are not identified.</p> <p>The ILP and advisory process does not provide inclusion of career planning at any grade level and does not link to continuing education, life or career options.</p>



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<p>elementary, middle, secondary, post-secondary schools and school-to-work programs. The process also provides students with relevant opportunities and experiences (e.g. advising program, career planning fair, resume writing, job shadowing, guest speakers, college fairs and career majors).</p> <p>The ILP and advisory process ensures that all students are engaged in their career path and makes connections to the principles from math, science, art, humanities, social studies, practical living and career studies to what they will encounter throughout their lives.</p> <p>Students articulate the connections between the academic core knowledge gained in the classroom and their chosen career path, as well as other academic disciplines, through discussions and activities during the ILP and advising process</p>	<p>in high school) and links to continuing education, life and career options to ensure student success beyond high school.</p> <p>The ILP and advisory process ensures exploration/ preparation in career paths and provides access to the academic curriculum.</p> <p>Students can make vague connections between the academic curriculum knowledge gained in the classroom and their chosen career path through discussions and activities during the ILP and advising process.</p>	<p>The ILP and advisory process does not consistently engage students in their chosen career path and occasionally provides access to the academic curriculum.</p> <p>Students do not consistently make connections between learning and their chosen career path, or the connections they do make are irrelevant to the process.</p>	<p>The ILP and advisory process does not encourage all students to engage in their chosen career path.</p> <p>Students do not make connections between learning and their chosen career path.</p>

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<p>Students, advisers and parents/guardians receive regular, meaningful feedback from multiple assessments (e.g. diagnostic assessment results, skills standards survey, interest inventories, career interest profiles) and activities during the ILP and advising process.</p> <p>Teachers, students and other instructional staff members effectively use a variety of technology (Google classroom, online surveys, career search databases, interest inventory and/or career matchmaker surveys, etc.) to assist students in ILP planning to achieve their academic and career goals.</p>	<p>A variety of formal and informal assessments (e.g. student surveys, diagnostic assessments, skills standards surveys, interest inventory) are used by students, advisers, counselors and parents/guardians in the career planning process to develop and implement the ILP.</p> <p>Technology is used as a tool in the classroom to assist students in achieving their academic career goals.</p>	<p>Some assessments are used over a period of time by students, advisers or parents/guardians in the career planning process.</p> <p>Technology is not consistently used in the classroom to assist students in achieving their academic and career goals.</p>	<p>Assessments are not used to identify curriculum gaps in the ILP.</p> <p>Technology is not used in the classroom to assist students in their academic and career goals.</p>

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