

Individual Learning Plan (ILP) Framework

Revised July 2017

Purpose

The Individual Learning Plan (ILP) is a student directed planning and monitoring tool that customizes learning opportunities throughout their secondary school experience, broadens their perspectives and supports attainment of goals. The ILP documents students' interests, needs, supports, course selections (including access to college level programming), transition placements and other learning experiences both in and out of school. This information produces a thoughtful program of study leading to proficiency for graduation and postsecondary experiences.

The ILP, which supports personalization and proficiency in a culturally and linguistically responsive manner, is a vital component of the Council on Elementary and Secondary Education's Secondary Regulations (RIDE, 2016). As a working document, the ILP is at the center of a flexible educational program. The ILP is more than a repository of information about a student; it is a dynamic tool that maps academic plans, and reflects each student's unique set of interests, needs, learning goals and graduation requirements.

Throughout the ILP process, students have an active role in the mapping, assessment, and reflection required to develop and realize current and future academic, career, and personal/social goals. Students' involvement in concrete activities (interest inventories, individual learning style assessments, goal setting, and internships) helps to demystify the process so that success is no longer viewed as something bestowed upon individuals by outside forces. The ILP includes the planning, documentation and reflection of these activities. As students' skills surrounding individual planning improve, the likelihood that students will not only accept but embrace the responsibility of impacting their current and future plans increases.

As a central repository of student goals and supports, the ILP supports changes in instructional placements and key transitions including middle level to high school, high school to postsecondary placement, and transfer across schools and districts. The ILP process engages all students in a way that advances goal setting, decision-making, and self-advocacy skills that support their lifelong learning. This process promotes student responsibility and accountability for their learning by adopting attitudes and learning behaviors that contribute to their success.

Roles and Responsibilities

The ILP process is a collaborative effort shared by the student, the student's family and involved educators throughout the school and community. This table is organized into the different functions within a successfully implemented ILP program. It is recommended that a lead individual, or individuals, be identified within each function area.

Stakeholder Roles		
<i>Role</i>	<i>Description</i>	<i>Potential Job titles</i>
Student	<p>The ILP belongs to the student and ultimately develops based on the student's path, interests and needs.</p> <p>Student responsibilities include:</p> <ul style="list-style-type: none"> regularly using the ILP system to plan, document and reflect on curriculum/experiences and goals sharing the ILP with relevant adults and mentors for feedback and support 	
Family	<p>Families should be</p> <ul style="list-style-type: none"> Must know how to access Assist students in developing ILP content through reflection activities Receive regular updates on progress 	
Systems Level	<ul style="list-style-type: none"> It is the responsibility of the individual or individuals at the coordination level to Create or choose a plan to implement (or delegate this to schools) oversee implementation collect data/feedback on implementation provide resources to support including time lead/support communication of purpose to students, families and staff Integrate ILP into broader personalization strategy 	<ul style="list-style-type: none"> District Staff Principals School Leadership
Coordination Level	<p>It is the responsibility of the individual or individuals at the coordination level to ensure school-wide understanding of the importance of the ILP through training and resource-allocation. Responsibilities include:</p> <ul style="list-style-type: none"> Supervise the implementation and ensure integration Sets priorities and commitment at school level, aligned with LEA. Ensures schedule time and role of ILP 	<ul style="list-style-type: none"> District Staff Principal School Leadership
Integration Level	<p>It is the responsibility of the individual or individuals at the integration level to ensure the ILP is a common thread throughout classroom and academic support experiences. Responsibilities include:</p> <ul style="list-style-type: none"> knowing how to access Integrate as possible into classroom lessons/curriculum Supports ILP activities/reflection Supports link between other plans and ILP 	<ul style="list-style-type: none"> School or District Curriculum Directors Classroom Teachers Special Education Directors and staff English Language Learner Directors and staff School Psychologists School Social Workers

		<ul style="list-style-type: none"> • School Based Coordinators
Implementation Level	<p>It is the responsibility of the individual or individuals at the implementation level to translate student goals as described in the ILP into a set of recommendations/advice about how to meet these goals through coursework, internships, career exploration, etc. Responsibilities include:</p> <ul style="list-style-type: none"> • Responsible for day to day workings of ILPs and provide space and opportunity for students to work on their ILPs • Liaison for student and student's ILP team, "gatekeeper" • Provides link to guidance curriculum / ASCA standards • Supervises their students development, continued updates and use of the ILP 	<ul style="list-style-type: none"> • School Counselors • Advisors • Proficiency Based Graduation Requirement Coordinators
Partners	<p>It is the responsibility of individuals in a partner capacity to support students in accessing experiences that support student goals and reflect on skill development. Responsibilities include:</p> <ul style="list-style-type: none"> • Support ILP curriculum activities and provide feedback/reflection on student progress towards goals. • Provide additional perspective of student progress towards goal or skill development 	<ul style="list-style-type: none"> • Community Based Organizations • Workforce Partners

Protocol and Logistics

An ILP program consists of two components: the ILP curriculum and the ILP process, by which the curriculum is documented, reviewed and managed. Each student, beginning no later than entry into sixth grade, will have an ILP. The ILP document reflects the developmental stage of the student and is consistent with regards to content and process within a district and, at a minimum, reflects the requirements set within this framework. The ILP process documents students' progression and growth through middle level, high school and into post secondary while meeting their academic, career and personal/social goals. Ultimately, this process communicates whether or not students are meeting their goals and are successfully progressing toward promotion or graduation. Involved school personnel and family members help facilitate this process.

System

LEAs are responsible for adopting and/or developing an iterative and interactive ILP process that provides regular and multiple opportunities for students to revise their ILP. LEAs may choose to adopt a system from a menu of options provided by the Rhode Island Department of Education or develop a district-specific system. Districts will need to indicate to RIDE whether they are using a pre-developed model or a custom model. In the case of a custom model, the district will need to provide key information about the ILP process through a RIDE-developed information collection. The district may also choose to provide additional information about their system for review and adoption by other districts. Districts will need to notify RIDE if their ILP system is updated or replaced in a way that affects the ILP system adherence to requirements.

Curriculum

LEAs are responsible for adopting and/or developing an iterative and interactive ILP curriculum that provides regular and multiple opportunities for students to learn about and practice goal setting, planning and achievement in academic, career and social/personal domains. LEAs may choose to adopt a system from a menu of options provided by the Rhode Island Department of Education or develop a district-specific system. Districts will need to indicate to RIDE whether they are using a pre-developed model or a custom model. In the case of a custom model, the district will need to provide key information about the ILP curriculum through a RIDE-developed information collection. The district may also choose to provide additional information about their curriculum for review and adoption by other districts. Districts will need to notify RIDE if their ILP system is updated or replaced in a way that affects the ILP system adherence to requirements.

Frequency of ILP Review

Minimally, the frequency of review occurs prior to the start of each semester of each academic year. Students review their ILP by reflecting on past goals, revising and/or setting goals, and developing plans to meet these goals.

Privacy

The ILP is a confidential document; levels of access to the ILP are based on the role and responsibilities of those accessing the document (some sections of the ILP can be shared, such as in advisory groups, while respecting privacy as requested). Access to some sections of the ILP may be limited to the student, the family, and involved educators (those providing direct educational and support services to students). LEAs are advised to follow all Family Educational Rights and Privacy Act (FERPA) and related privacy policies in the implementation of ILPs.

Coordination with Other Plans

The ILP must also coordinate with Individualized Education Plans (IEP), 504s, Personalized Literacy Plans (PLP), and English Language Learner (ELL) programs.

Family Engagement

Families are best positioned to help their children in school and prepare them for the future. Families must be able to access their student's ILP by request and must be notified of how they would request or gain access at least once a year at the beginning of the school year.

Transferability

The ILP must be a transferable document and must follow students when they move from grade to grade, school to school, district to district; additionally, the ILP must be given to students as they transition to postsecondary placements.

Evaluation of Individualized Learning Plan Program

LEAs monitor the effectiveness of the ILP process by using student data. Data used in evaluation may include: attendance data, promotion and graduation rates, transition/post-school outcome data, the effectiveness of targeted supports connected to student needs and goals, student questionnaires that ask students to reflect on the value of the ILP process, and educator and parental questionnaires that garner ideas for improving the process. Districts should

Domains

The ILP should guide individual students' development towards meeting the American School Counselor Association standards found in the Rhode Island Framework for Comprehensive K-12 School Counseling Programs, culminating in students' achieving goals in three domains: academic, career, and personal/social. Further, the ILP includes sufficient space for students to document their goals, plans, activities towards achieving their goals and reflections. The following components should be present in all Individual Learning Plans.

Relevant Standards

The three domains identified to be included in the ILP come from the identification of the essential skills and experiences aligned to the domains in the American School Counselor's Association standards. According to ASCA, mastery of standards in each domain addresses the variety of skills and experiences that:

- support and maximize a student's ability to learn;
- provide a foundation for personal and social growth as students progress through school and into adulthood; and,
- provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

Domain	ASCA Description	ASCA Standards (2004)
Academic	ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.	"All students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across their lifespan. They will complete school with the academic preparation essential to choose from a range of post-secondary options, including work and post-secondary education; they will understand the relationship of academics to the world of work and to life at home and in the community."
Career	ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.	"All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. They will employ strategies to achieve future career goals with success and satisfaction and they will understand the relationship between personal qualities, education, training and the world of work."
Social	ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.	"All students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. They will make informed decisions, set goals and take necessary action to achieve their goals."

Key Components and Benchmark Activities

The following components of an ILP should be present in every ILP regardless of the system or curriculum used by a school or district. Within each component, there are opportunities for goals aligned to each of the three domains and ASCA standards.

Each component and activity may be present in various ways depending on the tools used by each district. Additionally, these benchmarks are broad enough to be applied at age-level appropriate ways for each grade level, 6-12.

Key Components	Benchmark Activities
<i>Secondary Coursework</i>	<ul style="list-style-type: none"> • Setting learning goals for the student based on academic and career interests and identifying required skills needed, as well as the student's program of study aligned to the student's secondary and postsecondary goals • The list of courses and learning activities student will engage in while working toward meeting local graduation requirements. • Analyze assessment results to determine progress and identify needs for intervention and advisement • Document academic achievement • Student plan for and documentation of earning postsecondary credentials while in high school through: AP courses; Dual credit courses; CTE courses; Pre-apprenticeship programs. • Career Pathway (endorsement) identification and progress towards attainment
<i>Post-secondary and Career Planning</i>	<ul style="list-style-type: none"> • identifying career plans, options, interests and skills; exploring entry level opportunities; and evaluating educational requirements • Resume Building and updating • Workforce readiness exam results • Postsecondary education and/or training Search, Identification and Admission Requirements review • Creating financial assistance plans for postsecondary education and/or training • College and/or training program applications or job or military application • Career Goals that include • Work experience reflections
<i>Career Exploration</i>	<ul style="list-style-type: none"> • Documentation of the student's efforts in exploring careers, including: a written postsecondary and workforce goal for the student; yearly benchmarks for reaching that goal; and interest surveys the student completes • Identification and documentation of progress with coursework necessary to pursue career options
<i>Self-Awareness</i>	<ul style="list-style-type: none"> • Interests and Skills Assessment • Extracurricular Activity Goals that include documenting participation in clubs, organizations, athletics, fine arts, community service, recreational activities, volunteer activities, work-related activities, leadership opportunities, and other activities. • The student's plans for and experiences in contextual and service learning
<i>Applied Learning Skill Development</i>	<ul style="list-style-type: none"> • Progress towards and reflection on the cross-curricular, skill-based standards students are expected to learn and acquire over the course of their K–12 education, including communication, problem-solving, critical thinking, research, reflection and evaluation, and collaboration.

Transition Planning

The ILP process shall ensure that all students are provided with opportunities to develop and revise transition goals that include successfully moving from middle level to high school, from school to school and from high school to postsecondary opportunities. Involved educators, students and their families will agree to and document the necessary supports, programs, resources and placement to help students progress through grade levels. At the appropriate time, the ILP process will provide meaningful opportunities to develop informed postsecondary goals by reviewing assessments and activities in which students have participated in over the years.

The transition planning component of the ILP minimally documents: educational, career goals and interests, the existence of specific supports or programs provided to the student (i.e. IEP, 504, ELL, PLP or others), scheduling considerations or other pertinent information necessary to assist students in successful transitions. Post-secondary transition plans document students' next placement and how it relates to their career pathway (work, apprenticeships, technical schools, college, and military service) and necessary supports.

Summary of Requirements (Checklist)

This list is still being developed.

Roles and Responsibilities

- Defined expectations for students and adult stakeholders.
- Established system that allows for stakeholders to engage as expected.

Protocols and Logistics

General

- Ensure all students beginning in 6th grade have an individualized learning plan.
- Ensure students have access to reviewing and interacting with their ILP at least twice a year at the beginning of the semester.

System

- Identify and implement an ILP system for each district/school. This may be from the RIDE provided menu or school or district developed.
- If school or district developed, provide key information to RIDE regarding the ILP program through the RIDE-developed process.

Curriculum

- Identify and implement an ILP curriculum for each district/school. This may be from the RIDE provided menu or school or district developed.
- If school or district developed, provide key information to RIDE regarding the ILP program through the RIDE-developed process.

Coordination with other Plans

- Establish policies and procedures that support coordination between ILP and other student plans.
- Establish policies and procedures that address student information security.

Family Engagement

- Establish process for family to access and review student's ILP
- Establish process for family to be notified annually of how to access ILP

Transferability

- Establish policies and procedures that support intradistrict (including middle to high school) transferability of ILP.

Evaluation

- Establish process for review and determining successes, challenges and growth opportunities for ILP program.
- Establish process for documenting ILP program and results of evaluation.

Domains

- Ensure the ILP system and curriculum aligns with the American School Counselors Association's student standards.
- Establish process, procedure and curriculum for students to address academic goal setting, planning and achievement in each grade level between grade 6 and grade 12.
- Established process and procedure for students to address career goal setting, planning and achievement in each grade level between grade 6 and grade 12.

- ❑ Established process and procedure for students to address personal/social goal setting, planning and achievement in each grade level between grade 6 and grade 12.
- ❑ Established process and procedure for students to address relevant transition planning, as appropriate, in each grade level between grade 6 and grade 12.

References

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