FLORIDA INSTRUCTIONAL CONTINUITY PLAN (ICP)

2021-2022

Local Educational Agency School District of Osceola County

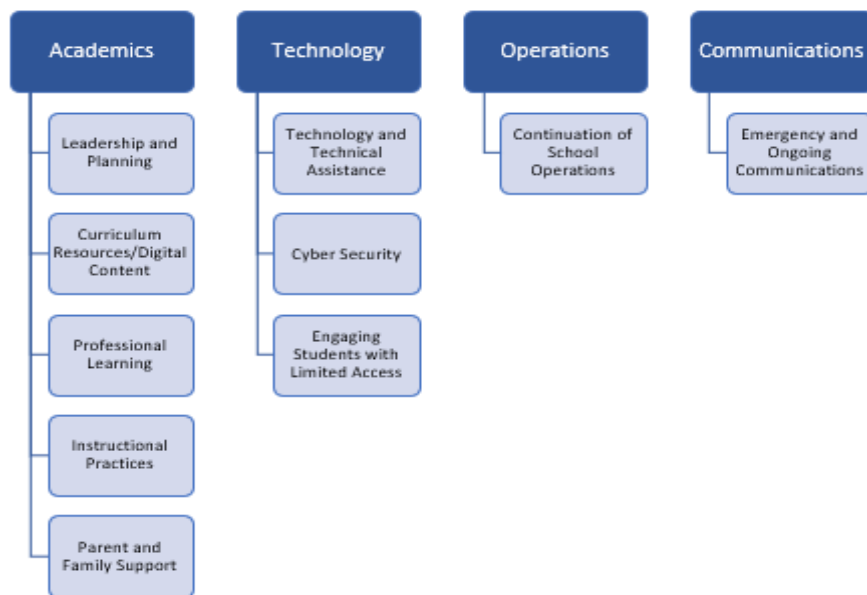**Charter School** Creative Inspiration Journey School

Submitted by Michele Quinn

The Florida Department of Education (FDOE) developed an Instructional Continuity Framework that consists of ten components outlined below, each of which has a series of development activities. These components will serve as guidance resources for each Florida Local Educational Agency (LEA) to develop and refine their own Instructional Continuity Plan (ICP). LEAs and charter schools are encouraged to review the content in this portal and use it to support their ICP development. For questions about this information or the process of developing your ICP, please reach out to instructionalcontinuityplan@fldoe.org.

ICP Framework Components

The graphic below illustrates ten ICP components, each of which falls under one of the four broader categories at the top of the graphic: Academics, Technology, Operations and Communications.

Academics	Technology	Operations	Communications
Leadership and Planning	Technology and Technical Assistance	Continuation of School Operations	Emergency and Ongoing Communications
Curriculum Resources/Digital Content	Cyber Security		
Professional Learning	Engaging Students with Limited Access		
Instructional Practices			
Parent and Family Support			

The ICP Guidance document provides an accompanying general description of each component and a checklist of items that should be represented in the ICP. This tool is provided to LEAs and charter schools to assist in designing and refining ICPs across the state of Florida.

For each component, LEAs and charter schools will create and insert their plan in the designated fields for the corresponding ICP components. LEAs and charter schools may also include supporting documents for each component if necessary.

LEAs and charter schools will use this document to create their plans and, upon completion, transfer the information to the ICP Portal between 9/24/21 and 9/30/21.

Charter School organizations who are not considered one of Florida's LEAs will use this ICP template to create and submit their plans to their LEA.

ACADEMICS

Component 1: Leadership and Planning

The language in the ICP should: Specify LEA or charter school personnel who will serve on a cross-functional planning team; Identify desired outcomes or goals of the ICP; Define the critical success factors (CSFs) that determine achievement of the ICP desired outcomes or goals; Develop the action plans needed to address the CSFs, including the protocols and execution steps for the ICP; Develop a process for evaluating the effectiveness of the ICP.

1. Specify LEA or charter school personnel who will serve on a cross-functional planning team.
The SDOC is LEA for CIJS. Planning team: school principal, IPS, school curriculum specialists, school counselor, Director of Psychology, school nurse, school office administrators, CFO, bookkeeper
2. Identify desired outcomes or goals of the ICP continue/provide:
    *full array of services that are required by law including ESE, ESOL and 504 services.
    *robust progress monitoring & requisite interventions to all students, with tiered support.
    *monthly progress monitoring reports to families for students identified as performing below grade level and/or demonstrating a decline on the school's progress monitoring system.
    *Identify and differentiate between effective/ineffective intervention strategies provided to students not making adequate progress based on progress monitoring data.
    *supplemental services (afterschool, weekend, summer) for any student who, based upon progress monitoring or other data, has not achieved grade level mastery or who is not on track to achieve a minimum of one year of academic growth during the current school year.
    *enhanced outreach to parents/guardians to ensure maximum enrollment and participation.
    *professional development to teachers and leaders to become proficient in the delivery of grade-level standards within all learning modalities, as well as the utilization of progress monitoring for remediation and intervention.
    *support to both students and staff from a mental health standpoint and ensure continued social-emotional learning (SEL).
3. Define the critical success factors (CSFs) that determine achievement of the ICP desired outcomes or goals.
    *Closing achievement gaps, especially those students that have declined during the pandemic.
    *Targeted outreach for students who are demonstrating a decline on the school's progress monitoring system for reading and math, by grade level.
    *Additional interventions and supports provided to students while in the innovative learning modality.
Develop the action plans needed to address the CSFs, including the protocols and execution steps for the ICP.
    *Closing achievement gaps-CIJS will provide innovative afterschool tutoring four days a week in the areas of both math and reading. While all students are able to participate, attention will be given to our ESE, ELL and Tier 3 students. We will offer online tutoring with a teacher four days a week. Academic resources: prodigy, dreamscapes, and reflex
    *Targeted Outreach-Our regular assessment schedule will be followed and data will be analyzed, and interventions will proceed as indicated. Parents will be notified in writing of attendance/academic issues . Teachers will communicate weekly with parents through Reggio-inspired newsletters that explain and document what each child is learning through innovative learning. Parent conferences will continue to be held virtually a minimum of twice per trimester, again to aid in parents understanding where their child is at educationally.
    *Additional interventions and supports-Students will be monitored through the MTSS tiered system. Progress monitoring data will drive small group instruction and after school virtual tutoring instruction. Academic resources: prodigy, dreamscapes, and reflex
Develop a process for evaluating the effectiveness of the ICP.
    *The team will meet with teachers weekly to discuss student progress, analyze data, move students through the MTSS tiered system and execute a plan to increase student achievement and close achievement gaps both in reading and math.

Component 2: Curriculum Resources/Digital Content

The language in the ICP should: Reaffirm desired outcomes, goals, and instructional strategies of the remote learning program; Confirm LMS providers and if selecting a new provider, schedule product demonstrations; Delegate a cross-functional team to monitor the performance of the LMS and make recommendations for improvements or modifications; Provide ongoing training and professional learning ensuring new hires are included; Allow planning time (two to three months) for teachers and instructional staff to become familiar with digital content to be used within the LMS, including appropriate instructional supports, e.g., coaching.

Reaffirm desired outcomes, goals, and instructional strategies of the remote learning program.
    *Innovative learning students will receive equivalent instruction, through live synchronous and asynchronous instruction carried out with the same curriculum as brick and mortar. There will be opportunities for innovative learning students to meet with their peers in both whole class and small group instruction. Individualized Education Plans will be followed for students just as they are in person based on the students' individual needs. They will meet witht he ESE teacher based on the protocol as students who were on campus. In addition, Tier two and three interventions will also follow the same protocol as if the student were on campus. English Speakers of Other Languages (ESOL) students will also be served in both formats.

Confirm LMS providers and if selecting a new provider, schedule product demonstrations.
    *Students and teachers will continue to utilize the Google Classroom Learning Management System (LMS). Training will continue to be provided training on how to both manage Google Classroom and instructional strategies to enhance the platform. Teachers and students will also be provided Zoom and Google Meets for whole class instruction, small group instruction, individual meetings and interventions.

Delegate a cross-functional team to monitor the performance of the LMS and make recommendations for improvements or modifications.
    *The curriculum team including administration, ESE and ESOL teachers will continue to monitor the LMS and make recommendations to management and/or individual teachers as appropriate. Members of the curriculum team will be added to each Google Classroom so that instruction and effectiveness of the LMS may continually be monitored.

Provide ongoing training and professional learning ensuring new hires are included.
    *In addition, to providing all staff (new or veteran) with LMS training. CIJS curriculum team will survey and observe staff to determine learning needs. Trainings will be provided via moodle and zoom. Such training will be continuous and address specific needs.

Allow planning time (two to three months) for teachers and instructional staff to become familiar with digital content to be used within the LMS, including appropriate instructional supports, e.g., coaching.
    *Training will be continuous and address the LMS and specific needs identified through observation and teacher survey.
Digital Content: Google classroom, zoom, prodigy, reflex, dreamscapes, math expressions, Making Meaning, DBQ Project, ReadWorks, EngageNY

Component 3: Professional Learning

The language in the ICP should: Provide leaders and instructional staff multiple survey opportunities to determine actual needs regarding professional learning; Arrange time for professional learning opportunities for school leaders and staff, keeping in mind best practices for adult learners; Provide for implementation of professional learning for educational staff; Assess the effectiveness of professional learning efforts to continuously improve the process and provide relevant opportunities in the future.

Provide leaders and instructional staff multiple survey opportunities to determine actual needs regarding professional learning.

    *CIJS will provide teachers with several opportunities throughout the school year and summer to complete surveys to determine learning needs in regards to innovative learning. (Google Classroom, Prodigy, Dreamscapes, Reflex and STAR reading and math)

Arrange time for professional learning opportunities for school leaders and staff, keeping in mind best practices for adult learners.

    *CIJS will provide teachers with training every Wednesday. These trainings will include modeling, examples, and hands-on activities via virtual platform.

Provide for implementation of professional learning for educational staff.

    *The curriculum team and administrators will have access to each teachers Google Classroom and therefore will be able to observe implementation and offer feedback and additional training as needed.

Assess the effectiveness of professional learning efforts to continuously improve the process and provide relevant opportunities in the future.

    *The curriculum team and administrators will continue to provide a variety of opportunities for Innovative learning professional development in the following areas, but not limited to:

        *guided reading, content area reading strategies, content area vocabulary instruction, using components of google classroom, Lucy Calkins writing, behavior management, social-emotional learning strategies, alternative assessment strategies, project-based learning, invitations (Reggio Emilia), Understanding prodigy reports, small group instruction (5 or less students), Intensive small group instruction (3 or less students), data based differentiated instruction, after school tutoring, Evan-Moor, Leveled Literacy interventions, Prodigy, Reflex, STAR Math and reading, Math intervention kits

Component 4: Instructional Practices

The language in the ICP should: Identify needs of educators relative to online and hybrid teaching experience and expertise; Determine which teachers have extensive background in these delivery models, and which will need more help; Develop guidance, resources, and training on the best practices for distance/hybrid education delivery for those who need help onboarding to these practices; Implement professional learning about best practices for hybrid teaching for educational staff; Assess the effectiveness of delivery methods and alter strategies as needed to engage all students.

Identify needs of educators relative to online and hybrid teaching experience and expertise.
   *Provide multiple surveys to staff in order to determine innovative learning experience and expertise.
   *Assign mentor teachers (those with experience and expertise) to those teachers that need help beyond training.

Determine which teachers have extensive background in these delivery models, and which will need more help.
   *Provide multiple surveys to staff in order to determine innovative learning experience and expertise.
   *Assign mentor teachers (those with experience and expertise) to those teachers that need help beyond training.

Develop guidance, resources, and training on the best practices for distance/hybrid education delivery for those who need help on-boarding to these practices.
   *CIJS will provide an experienced expert mentor to each teacher that needs extra help in addition to training.
   *CIJS will provide written procedures and protocols for teachers in regards to innovative learning expectations.
   *CIJS will provide ongoing PD and all teachers will have access to MyPGS for training

Implement professional learning about best practices for hybrid teaching for educational staff.
   *The curriculum team and administrators will continue to provide a variety of opportunities for Innovative learning professional development in the following areas, but not limited to:
        *guided reading, content area reading strategies, content area vocabulary instruction, using components of google classroom, Lucy Calkins writing, behavior management, social-emotional learning strategies, alternative assessment strategies, project-based learning, invitations (Reggio Emilia), Understanding prodigy reports, small group instruction (5 or less students), Intensive small group instruction (3 or less students), data based differentiated instruction, after school tutoring, Evan-Moor, Leveled Literacy interventions, Prodigy, Reflex, STAR Math and reading, Math intervention kits

Assess the effectiveness of delivery methods and alter strategies as needed to engage all students.
   *The curriculum team and administration will join the google classroom as a student to interact with content and monitor flow and functionality.
   *CIJS will offer live and recorded web-based tutorials as a resource to students, teachers and parents.

Component 5: Parent and Family Support

The language in the ICP should: Identify the household technology capabilities and needs of students and their families; Establish effective two-way lines of communications with parents and families of students using a variety of media; Provide guidance and direction to students, parents, and families on how to create distraction-free learning environments at home that are conducive to learning; Develop and communicate to staff and parents/families the protocols for providing special education services and accommodations for students in need; Develop a plan to conduct regular outreach and wellness checks to help support the health and safety of students and their families; Develop a plan to ensure that the needs of special student populations, e.g., ESE, ELL, homeless, etc., are being supported in keeping with the requirements of IEPs and other educational specification documents.

Identify the household technology capabilities and needs of students and their families.
   *CIJS will conduct a needs assessment of technology in the home to determine possible barriers of innovative learning.

Establish effective two-way lines of communications with parents and families of students using a variety of media.
   *CIJS will utilize email, weekly newsletters, phone communication, social media and our website as means of communicating with stakeholders.

Provide guidance and direction to students, parents, and families on how to create distraction-free learning environments at home that are conducive to learning.
   *Teachers and leadership team will communicate with families through a variety of methods on different resources and best practices to ensure that students have a conducive environment to learn.

Develop and communicate to staff and parents/families the protocols for providing special education services and accommodations for students in need.
   *ESE teachers will communicate with families regarding their students ESE services and accommodations. A schedule will be provided to each family and any changes to the schedule will be communicated via phone and email. Each ESE teacher will maintain a services log for each student on their caseload.

Develop a plan to conduct regular outreach and wellness checks to help support the health and safety of students and their families.
   *The school counselor will reach out to families and students that are identified as needing support. The counselor will continue to provide small group and individual counseling via teletherapy.

Develop a plan to ensure that the needs of special student populations, e.g., ESE, ELL, homeless, etc., are being supported in keeping with the requirements of IEPs and other educational specification documents.
   *IEP plans will be followed for innovative learning students. They will meet with the ESE teacher based on the protocol. In addition, Tier 2 and 3 interventions for online learning will continue. English Speakers of Other Languages (ESOL) student will also be served for innovative learning. In order to focus on closing achievement gaps, CIJS will provide tutoring in the areas of reading and math. While all students are able to participate, special attention will be given to our ESE, ESOL and Tier 3 students.

TECHNOLOGY

Component 6: Technology and Technical Support

The language in the ICP should: Identify the technology staff members who will be key to the ICP planning process; Determine the robustness of the technology infrastructure for delivering synchronous and asynchronous instruction with crashes or other service disruptions, and upgrade as needed; Determine which students will need devices (if the LEA or charter school does not already have a 1:1 initiative); Survey students and families to determine which are in need of internet access and provide this access as needed; Provide devices that will support the digital curriculum and also complies with Free and Appropriate Public Education (FAPE); Identify and implement a web content filtering solution for all devices used by students and staff; Identify roles needed to support technology in a remote learning model and reallocate personnel accordingly.

Identify the technology staff members who will be key to the ICP planning process.
   *Deandra Mendez, Allen Kadis

Determine the robustness of the technology infrastructure for delivering synchronous and asynchronous instruction with crashes or other service disruptions, and upgrade as needed.
   *In order to be able to provide uninterrupted synchronous and asynchronous instruction, CIJS will continue to add additional access points as needed to ensure stability.

Determine which students will need devices (if the LEA or charter school does not already have a 1:1 initiative).
   *Students that are in need will receive devices from the school through a check out system. CIJS will survey families to determine device and internet needs.

Survey students and families to determine which are in need of internet access and provide this access as needed.
   *CIJS will continue working with AT&T through Project 10,000 to ensure that students have access as needed.

Provide devices that will support the digital curriculum and also complies with Free and Appropriate Public Education (FAPE).
   *A chromebook will be provided to any student in need of a device. The chromebook will support google classroom and all digital programs used by the school.

Identify and implement a web content filtering solution for all devices used by students and staff.
   The school has all devices under malware protection as well as, filtering of inappropriate content and websites. CIJS currently uses Cisco Umbrella and NX filter for filtering content.

Identify roles needed to support technology in a remote learning model and reallocate personnel accordingly.
   *Deandra Mendez and Allen Kadis will be available to all staff and families for IT support via our help desk email.

Component 7: Cyber Security

The language in the ICP should: Identify recommended national and state cyber security framework standards to be adopted by LEAs and charter schools; Include a business continuity plan tailored to the LEA or charter school operations; Include an incident response plan tailored to the LEA or charter school operations; Stipulate all cyber security-related policies and procedures aimed at safeguarding the entire LEA or charter school information system and IT infrastructure; Include an executive summary of the LEA's or charter school's current security posture; Include current Plan of Actions and Milestones for cyber security improvements to maximize ICP effectiveness.

Identify recommended national and state cyber security framework standards to be adopted by LEAs and charter schools.

   *CIJS will adher to national and state cyber security framework standards to ensure continuity of learning for all students. CIJS has network and device use policies in place that are given to all students and faculty to acknowledge and sign.

Include a business continuity plan tailored to the LEA or charter school operations.

   *Staff at CIJS will continue to ensure a safe and continuous learning environment for all students and staff. Weekly meetings will be held with staff to identify any needs that may need improvement and a problem solving team will ensure issues are addressed in a timely manner. Families will continue to have access to school staff for questions and/or concerns Monday-Friday from 8am-4:30pm, excluding holidays.

Include an incident response plan tailored to the LEA or charter school operations.

   *Should the issue arise, families will continue to have access to communicate with school staff. Issues with teachers should be addressed with the teacher first, if the parent is not satisfied then the parent may reach out to a member of the leadership team. If the parent is still not satisfied or has continued issues/concerns the parent will reach out to the parent liason of CIJS governing board.

   *Should an issue arise with technology, staff or student should email the help desk and create a ticket. Administration will follow up to ensure the issue is resolved in a timely manner. Include an executive summary of the LEA's or charter school's current security posture.
Stipulate all cyber security-related policies and procedures aimed at safeguarding the entire LEA or charter school information system and IT infrastructure.

   *CIJS is protected by software to ensure our IT infrastructure may withstand online learning and is protected from viruses and malware. In addition, safety precautions have been put into place by IT to ensure that inappropriate material is blocked on all CIJS devices.

Include current Plan of Actions and Milestones for cyber security improvements to maximize ICP effectiveness.

   *CIJS is always working with IT to ensure that all devices are performing at maximum capacity and will continue to evaluate needs to improve.

Component 8: Engaging Students with Limited Access

The language in the ICP should: Specify a team of service providers and determine a point person for communication with families about the efforts to provide education and supports for their child; Develop a plan to communicate early and often with students and parents to identify needs and ensure supports; Ensure that LEA leadership is engaged with special education service providers to deliver needed supports and resources to educators, learners and families; Research and implement best practices in online special education.

Specify a team of service providers and determine a point person for communication with families about the efforts to provide education and supports for their child.

   *CIJS will continue to work with AT&T to provide internet access point for students in need. In addition, the school curriculum team (see Section 1) will continue to communicate with families weekly to ensure that the academic supports in place are effective or additional supports are needed. Teachers will meet with students daily as a whole group, small group and individually and provide office hours to meet with parents for additional supports. The IT team will be available to troubleshoot technology issues as they arise.

Develop a plan to communicate early and often with students and parents to identify needs and ensure supports.

   *The leadership team and school counselor will meet bi-weekly to look at, discuss and problem-solve attendance or lack of engagement issues. The school counselor will have office hours daily to engage with families should they need extra support. In addition, the counselor will continue with break out groups remotely through google classroom and/or zoom.

Ensure that LEA leadership is engaged with special education service providers to deliver needed supports and resources to educators, learners and families.

   *The leadership team and ESE staff will work collaboratively with families to ensure that services are being provided as stated on IEPs, EPs, and 504's. The IEP team along with the school administrator will meet to discuss any additional supports needed due to the innovative learning model.

Research and implement best practices in online special education.

   *CIJS will continue with training and research to ensure best practices are being implemented with special education services in innovative learning with students of special needs.

OPERATIONS

Component 9: Continuation of School Operations

The language in the ICP should: Identify the facets of school operations that are impacted by extended school closures along with the essential personnel needed to support learning continuity through remote teaching and learning; Identify and communicate expectations of charter school or LEA staff related to schedules and work performance during school closures; Develop and communicate an execution plan to provide food services to students and families in need during school closures; Develop and execute a plan to provide special education services and accommodations to students in need during school closures; Conduct outreach to community organizations to provide comprehensive support to students and families during school closures.

Identify the facets of school operations that are impacted by extended school closures along with the essential personnel needed to support learning continuity through remote teaching and learning.

   *Essential Personnel-Teachers (Gen Ed, special area, ESE), School leadership, school counselor, data entry, bookkeeper, management team, curriculum specialists, office personnel, human resources, IT personnel

Identify and communicate expectations of charter school or LEA staff related to schedules and work performance during school closures.

   *Teachers will work Monday-Friday 8:30am-4:30pm, leadership team and support staff will work from 8am-5pm
   *Leadership team will meet with teachers on Wednesdays from 3:30pm-5pm for PD, faculty meeting and needs assessment.
   *Work performance will be evaluated through observation of innovative learning (see component 4).

Develop and communicate an execution plan to provide food services to students and families in need during school closures.
   *CIJS school counselor will reach out to families that qualify for free/reduced lunch will have the opportunity to pick up meals at the school (drive up) every Monday for the week. Families will initial that they have received breakfast and lunch for each student for the week.

Develop and execute a plan to provide special education services and accommodations to students in need during school closures.
   *ESE teachers will create and execute a schedule to ensure that all students needs are met according to their IEP's. The leadership team will ensure accountability by requesting services logs and logging into google classrooms to observe instruction.

Conduct outreach to community organizations to provide comprehensive support to students and families during school closures.
   * Using needs assessment survey, the school will reach out to the community to ensure that the needs of our families are meet. Including, technology support.

COMMUNICATIONS

Component 10: Emergency and Ongoing Communications

The language in the ICP should: Identify stakeholder groups within the school community along with the appropriate communication channels for each group; Clarify roles and responsibilities of school personnel assigned to communicate with stakeholder groups; Define the scope of communications to be sent to stakeholders along with a schedule for such communications to ensure coordination; Publish guidance for stakeholders and ICPs on the charter school or LEA website leading up to and throughout the duration of extended school closures.

Identify stakeholder groups within the school community along with the appropriate communication channels for each group.
Teachers-Email and Google phone number
Leadership Team-Email and google phone number
IT Support-Help Desk Email
School Counselor-Email and Google phone number
Parents-Google phone number, email

Clarify roles and responsibilities of school personnel assigned to communicate with stakeholder groups. Define the scope of communications to be sent to stakeholders along with a schedule for such communications to ensure coordination.

   *Teachers will be responsible for creating and sending Reggio-inspired weekly newsletters to their families. Teachers will also be required to have office hours to meet with families.

   *Leadership Team will send out monthly newletters to families and will communicate any updates via email and social media. The leadership team will also have posted office hours to meet with families and teachers as needed.

   *IT Support Help Desk email will be open 24/7, 7 days a week and will be posted on our website, in addition to emailed out to all families and teachers.

   *School Counselor will have daily office hours dedicated to time for families, to pull small groups for counseling and/or individual counseling sessions.

Publish guidance for stakeholders and ICPs on the charter school or LEA website leading up to and throughout the duration of extended school closures.

   *CIJS Instructional Continuity Plan (ICP) will be posted on our school website. Any changes made will be updated on the website and communicated via social media, newsletters and email.