



FLORIDA INSTRUCTIONAL CONTINUITY PLAN (ICP)

2022-2023

Local Educational Agency

UF Lab School

Charter School

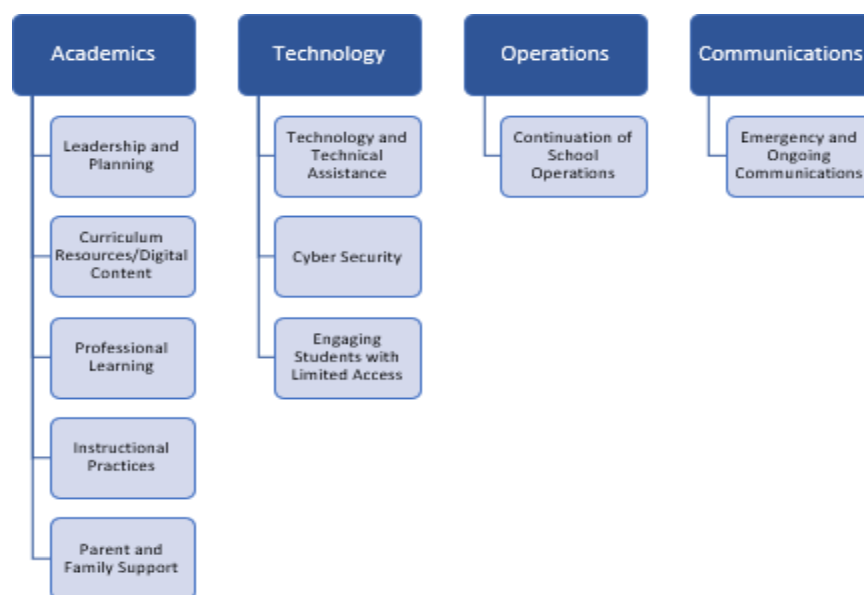
Submitted by

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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.



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.

The UF Lab School ICP Leadership team includes the following: Director, Principal, Director of Secondary Programs, Director of Elementary Programs, Assistant Principal of School Safety, Assistant Principal of Academic Achievement, Director of Assessment and Accountability, Director of Communications, Faculty Policy Council Chair.

Consultation Team: K-12 elected teacher leaders (Faculty Policy Council, Program Development, Curriculum Council, Grade Level Leaders, Learning Community Leaders)

Desired outcomes or goals of the UF Lab School ICP:

1. Maintain learning continuity for K-12 students when campus closure is likely to extend beyond 3 days.
2. Identify and prioritize critical/essential learning goals for core courses to be accomplished during campus closure.
3. Prioritize available resources to expedite the immediate launch of core curriculum to support student learning. Recognize that electives and elementary specials (i.e., music, art, P.E.) will be launched during the second wave of distance learning instruction if alternate learning context is projected to continue beyond 4 weeks.
4. Launch digital device distribution plan for K-5 students (all 6th - 12th grade UF Lab School students are provided a school-issued digital device at the beginning of each school year).
5. Launch K-12 Hotspot survey to identify families in need of assistance to access high speed internet.
6. Implement family and faculty/staff ICP communications strategy (includes reopening website communications and resources to provide on-demand support for families, students, and faculty), as well as tips for teacher-student communications.
7. Maintain learning supports to achieve IEP/504 learning goals and accommodations.
8. Ensure that students' emotional/mental well-being is included in the distance learning program.

Critical success factors (CSFs) that determine achievement of the ICP desired outcomes or goals.

CSF1: Daily student attendance/participation rates meet or exceed 90%.

CSF 2: Students continue striving to achieve grade level/course learning goals.

CSF 3: Two-way communication structures are maintained with families.

CSF 4: Job-embedded opportunities for faculty learning and skill development are provided.

CSF 5: Teachers indicate through weekly surveys that ample, direct support is provided to support their teaching practice and communications with students and families.

CSF 6: Families indicate through survey results that they know how to access resources and support.

Action plans needed to address the CSFs, including the protocols and execution steps for the ICP:

CSF 1: Assign a full-time staff member to monitor, analyze, report, and take action in response to student attendance. Staff member notes students not regularly attending and begins communication protocols to reach out to families and students to determine if there are any variables the school can address that is limiting student attendance/participation. Staff member assigns follow up to appropriate staff member to resolve attendance/participation issue.

CSF 2: Course instructors and Learning Community Leader monitor student achievement of grade level/course learning goals. Student Success Team meetings review available data and problem solving strategies are developed by in consultation with teachers, course instructors, Learning Community Leaders, counselors/school

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.

Desired outcomes, goals, and instructional strategies of the remote learning program.

Establish age-appropriate balance between synchronous and asynchronous learning for students. Identify and communicate to families teacher hours and accessibility for instruction, coaching, and feedback. Specifically, teacher contract hours and "office hours" for individual meetings and conferences will be established for each course and all grade levels.

LMS providers have been established and continue to be in use during face-to-face instruction making an unexpected transition to remote learning nearly seamless for students, family, and faculty:

K-3 instructional continuity is supported with Zoom and Hapara. Teachers maintain course resources through Google Classroom and directly providing, just-in-time learning resources.

Canvas serves as the primary LMS for P.K. Yonge Developmental Research School grades 4-12. Learning through and with Canvas is supported with Zoom, Google Classrooms, Hapara (to manage student devices), and Go Guardian.

Cross-functional team to monitor the performance of the LMS and make recommendations for improvements or modifications:

1.0 FTE Instructional Technology Coach with Director of Secondary Programs and Director of Elementary Programs in partnership with Learning Community Leaders and school counselors, will identify and apply strategies to improve and enhance personalized student learning supports through remote instruction.

Sustain and provide ongoing training and professional learning (ensuring new hires are included) at the beginning of each school year and through the school year in instructional design, leaning strategies, and effective use of LMS tools. Facilitate experienced, highly effective teachers in capturing best practices that effectively support personalized, mastery-based learning strategies via distance learning. Share teachers' best practices at the Annual Inquiries & Investigations Symposium.

Faculty training and support for supporting student learning through Canvas is provided throughout each school year. Course shells are reviewed at the beginning of each school year in partnership with department chairs with an instructional design and integrity rubric; direct coaching and ongoing feedback is provided to teachers to strengthen instructional approach and personalized supports for learners.

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.

Leaders and instructional staff are provided multiple survey opportunities to identify needs and priorities for professional learning. An annual climate survey, facilitated by the P.K. Yonge Faculty Policy Council, gathers input and defines priorities for the school year.

During a period of extended remote instruction, at end of week one, and every other week thereafter, survey teachers to determine "what is working" and "what is needed" to improve teaching and learning.

Professional learning opportunities for school leaders and staff, are informed by best practices for adult learners.

P,K. Yonge provided ongoing (during typical campus-based schooling) virtual and face-to-face training for faculty and school leaders that model best practices in facilitating student engagement and learning via Canvas.

If UF Lab School encounters a situation requiring implementation of the ICP, a minimum of one full-day teacher workshop (preferably 2 days) will be provided to revisit/refresh skills and strategies on best practices to support distance teaching and learning.

Ample, supplemental mini-professional learning sessions are provided for teachers throughout ICP distance learning. Including training on tools, providing accommodations, and distance learning strategies. This training and support is provided by the 1.0 FTE Instructional Technology Coach and the Director of Elementary Programs and Director of Secondary Programs.

The effectiveness of professional learning efforts to continuously improve the process and provide relevant opportunities in the future is informed by an analysis of Canvas courses (with an established best practices rubric aligned with UDL principles and personalized, mastery-based education) as well as formal observations of Zoom learning sessions.

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.

Needs of educators relative to online and hybrid teaching experience and expertise will be identified through surveys, observations of teaching practices, and analysis of Canvas courses and LMS tool use. Ongoing professional coaching and support will include the following:

1. Provide a review session for all K-12 faculty, in combination with on-demand coaching support, on effective HyFlex teaching strategies and tools.
2. Provide a review sessions on tools and strategies for motivating and engaging K-12 learners via Zoom, Canvas, Google, and Hapara.
3. Review strategies and tools to support both synchronous and asynchronous learning.

The Instructional Technology Coach and Directors of Elementary and Secondary Programs will determine which teachers have extensive background in these delivery models, and which will need more help through an analysis of their practices, course design, and Help ticket system.

Mentor teachers will be identified to provide direct support to colleagues in HyFlex/distance learning strategies and tools. Orientation workshops for new faculty on distance learning tools and strategies will be provided at the beginning of each school year that can be used to support face-to-face instruction.

Guidance, resources, and training on the best practices for distance/hybrid education delivery will be developed and made readily available to all faculty and for those who need help implementing these practices.

In particular, faculty new to UF Lab School post pandemic 2020-2022 will be provided an overview workshop on tools, strategies, and best practices.

Provide professional learning about best practices for hybrid teaching for all educational staff.

Provide a review sheet of best practices and UF Lab School guidelines for high quality synchronous/asynchronous teaching and learning.

The effectiveness of delivery methods and strategies will be assessed and modified as needed to engage all students as follows:

1. Develop a pathway for administrative review and approval of online resources.
2. Engage librarian in assisting with identifying, reviewing, and approving online learning resources.
3. Apply Canvas instructional design rubric to identify courses in need of coaching and feedback.
4. At end of week 2, survey families and students to identify learning needs that are met, and opportunities for improvement.

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.

Parent and family support will include the following:

Distribute information to all families regarding school support for high speed internet access for qualifying families. Provide an easy access check-out system for Hotspots for qualifying families.

Maintain UF Lab School practice of providing a school-issued digital device for every K-12 student.

Ensure families and students know how to access technology support through the "Help Button" on the school website.

Establish effective two-way lines of communications with parents and families of students using a variety of media.

Provide regular family communications and learning tips via email, phone home messages, and through the school website. Zoom webinars for Q & A are hosted, recorded, and made available to families.

SEE: <https://pkyonge.ufl.edu/academics/virtually-p-k/>

Provide guidance and direction to students, parents, and families on how to create distraction-free learning environments at home that are conducive to learning.

Provide synchronous (recorded) lunch time Zoom webinar for families to share tips and strategies for creating a supportive learning environment in the home. Share recording and follow-up tips via email to all families.

SEE: <https://www.youtube.com/playlist?list=PLGcIC9EMBAbBQ-3jpbIPPLhc0aCftuGfi>

Communicate to staff and parents/families the protocols for providing special education services and accommodations for students in need.

SEE: <https://pkyonge.ufl.edu/academics/exceptional-student-education/>

Director of Student and Family Services will partner with school counselors and school psychologists to develop an efficient strategy for regularly contacting students and families, and implementing wellness checks, to support the health and safety of students and their families. First priority will go to highest risk students.

Exceptional Student Education coordinator will partner with Learning Community Leaders, School Psychologist, speech & language pathologist, and occupational therapist 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. Information and resources are housed on the school website for

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.

SEE: <https://pkyonge.ufl.edu/academics/virtually-p-k/>

Technology staff members who are key to the ICP planning process: Director of Program Development & Outreach, Instructional Technology Coach, and IT Director.

UF Lab School's affiliation with the University of Florida provides for a robust technology infrastructure for delivering synchronous and asynchronous instruction minimizing crashes or other service disruptions, with regular upgrades as needed. All faculty and staff have access to a high quality, high speed internet that is monitored and maintained 24/7 by UF.

P.K. Yonge DRS established a 1:1 learning environment over 5 years ago. All K-12 students are issued a digital learning device at the beginning of each school year. 6-12 grade students take their devices home each day. When there is a need to activate the ICP, a system of device deployment is executed to check out school devices to all K-5 students to use at home.

Students and families will be surveyed to determine who is in need of internet access. P.K. Yonge will provide access to families as needed. Families not initially self-identified via the survey as being in need of internet access support, will be identified/recommended by counselors and Learning Community Leaders as student attendance/participation indicates lack of access.

A web content filtering solution for all devices used by students and staff is provided year round. Additional technical support is provided to faculty to manage students' devices with Hapera.

Technology support during a remote learning model is provided and led by the Director of Secondary Programs, the Instructional Technology Coach, the IT director and assistant. In addition, behavior coaches and some staff members are reallocated to provide additional personnel as needed to support device roll-in/roll-out and to assist with Help tickets and tutoring as needed.

SEE <https://pkyonge.ufl.edu/academics/virtually-p-k/>

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.

As a single school, school district affiliated with the University of Florida, P.K. Yonge complies with University of Florida policies for cyber security <https://it.ufl.edu/it-policies/>

Continuity plans are in alignment with University policies which specify how security and continuity will be maintained <https://it.ufl.edu/it-policies/>

P.K. Yonge's incident response plans are in compliance with <https://it.ufl.edu/it-policies/>

Safeguarding the LEA is accomplished through implementation of University of Florida policies <https://it.ufl.edu/it-policies/>

P.K. Yonge's security posture is defined by policies established at the University of Florida <https://it.ufl.edu/it-policies/>

Actions and milestones for cyber security improvements are in alignment with and informed by UF policies <https://it.ufl.edu/it-policies/>

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.

P.K. Yonge's point person for communication with families about the distance education supports for their families is led by the Director of Secondary Programs, with the school's IT staff. Special education services is led by the Exceptional Student Education coordinator, administrative assistant, Learning Community Leaders, OT, SPL, and school psychologist. The Exceptional Student Education coordinator ensures that special education service providers deliver needed supports and resources to educators, learners and families.

P.K. Yonge communicates early and often with students and parents to identify needs and ensure supports via email, phone calls, and surveys. Families are individually contacted early in the remote education process to ensure that IEP services are provided and continued throughout the duration of distance education. As needed, IEP's and 504s are updated to be responsive to the change in learning conditions.

Learning Community Leaders work with the Director of Secondary and Elementary Programs and students' teachers to ensure that best practices are implemented to support online special education. Ongoing consultation with UF School Psychology and Special Education faculty help to inform state-of-the-art practices to be implemented by

P.K. Yonge faculty to support students with special needs.

Students will continue to have access to a Free Appropriate Public Education (FAPE), their specially designed instruction, and related services if an extended school closure is implemented.

All students receiving special education services at P.K. Yonge are assigned a personal plan manager who partners with teachers, students, and families to develop each student's individualized plan. Based on the system developed in response to the spring 2020 emergency transition to remote learning, accommodations for all students learning remotely will be revisited and revised as needed by the Exceptional Student Education coordinator, plan managers, teachers, and counselors prior to any school closure.

Teachers and counselors will make necessary adjustments to meet student needs in the virtual environment, and plan managers will continue to monitor student progress to determine what, if any, additional support is needed. Students receiving mental health support, occupational therapy, and/or speech and language services will receive direct communication from P.K. Yonge providers to schedule services. IEP/504/EP meetings will be held virtually.

SEE: <https://docs.google.com/document/d/1bjZonrDzDya5-EP7y4momBneGsVKqDUmaQiUcBkpJbA/edit>

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.

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 are as follows:

1. Uninterrupted teaching and learning access: Led by Director of Secondary Programs with Instructional Technology Coach and IT staff to ensure devices and internet access are available to all students. Faculty are provided ongoing, direct supports to ensure all LMS resources are up-to-date and easily accessed by students and families. Supports for IEPs and 504s are led by the Exceptional Student Education with school psychologists, Learning Community Leaders, and course instructors. Faculty and staff transition to remote work agreements as needed. Faculty and staff maintain same working hours. Professional learning continues via remote platforms (e.g., Zoom, TEAMS).
2. Mental Health/Wellness supports: Led by Mental Health Services Coordinator with school psychologists, counselors, behavior coaches, and school nurse. Secure tele-counseling is provided as needed or specified in students' accommodation plans.
3. Attendance/Participation: Monitored by principal and assistant principal with behavior coaches and attendance clerk. Outreach is immediate to families when students are missing or not engaged.
4. Breakfast/Lunch: Led by Alachua County School District food services through a subcontract agreement. Families are notified regarding food pick up locations including the school site.
5. Library services: Provided remotely and led by librarian.
6. Student clubs and enrichment activities: Led by faculty sponsors and supported remotely.
7. Athletics: Managed by Athletic Director in partnership with coaching staff.

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.

Emergency and ongoing communications with all stakeholder groups will be managed and disseminated by the Director of Communications. Content for the various communications will be informed as follows:

1. School closure details (e.g., reason, projected timeline): Director and Principal in consultation in with UF Emergency Management and Dean of the College of Education
2. Digital access details (e.g., internet access survey, digital devices): Director of Secondary Programs with IT staff
3. Special education details: Exceptional Student Services Coordinator
4. Attendance and course participation: Directors of Elementary and Secondary Programs with Principal, Assistant Principal, Behavior Coaches
5. Learning continuity plans (e.g., course delivery, instructional hours, expectations for student support): Principal, Assistant Principal, Directors of Elementary and Secondary Programs.
6. Mental Health Supports: Exceptional Student Education coordinator with counselors and school psychologists with Behavior Coaches.

All stakeholder groups within the school community along will receive communications as follows:

1. Email
2. Website updates
3. Skyward phone messages

Communications will be maintained weekly, and between updates as needed.

Publish guidance for stakeholders will be provided on the school website leading up to and throughout the duration of extended school closures. Website supports will be updated as needed through the duration of extended school closures. Fully developed templates and resources are available and archived by the Director of Communications for quick access and posting with updates in the event of a future extended closure.