



FLORIDA INSTRUCTIONAL CONTINUITY PLAN (ICP) 2021-2022

Local Educational Agency

Hillsborough County Public Schools

Charter School

Horizon Charter School of Tampa

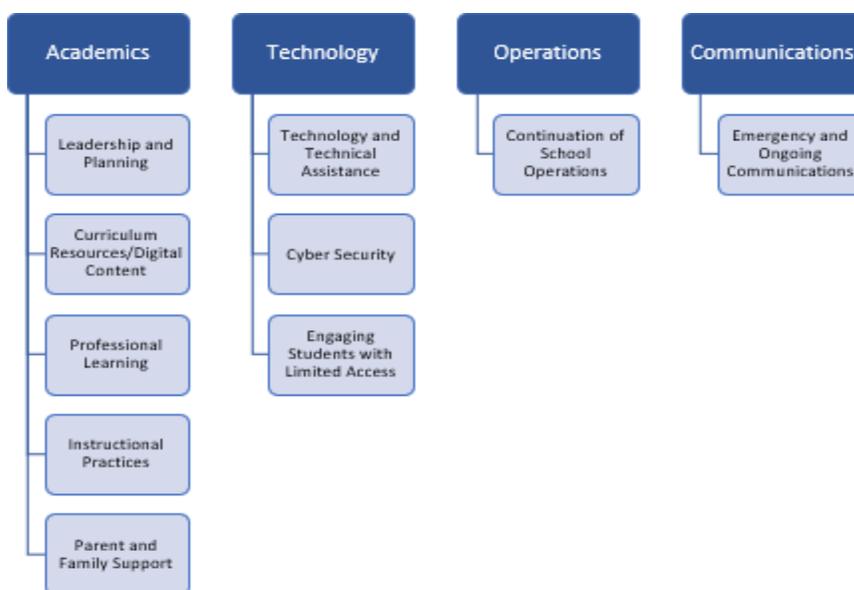
Submitted by

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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.

Specify LEA or charter school personnel who will serve on a cross-functional planning team.

Planning Team Members:

Principal:	Sheila Thomley	Dean of Students:	Sylvia Matthews
Asst Prin:	Pamala Leonard	Lead Teacher:	Heidi Mariscal
Team Leader:	Allyson Thomley	Team Leader:	Breana Pittman
ESE FUSE:	Lindsey Perkins	IT Consultant:	Red Cell Technologies

Identify desired outcomes or goals of the ICP.

It is the goal of HCST is to meet the needs of every student, regardless of any physical attendance limitations that might be occurring in the local community as a result of state or local emergency situations.

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

The ICP will be considered successful if the following are achieved:

- Every student is able to interface successfully with his or her classroom teacher, regardless of instructional method.
- Every student with an IEP, 504 Plan, ELL Plan or Health Plan has had his or her accommodations and supports provided through the best possible available means, and are able to participate successfully within the chosen learning environment.
- Home-school communication is successfully achieved through the best possible means given the circumstances.

Develop the action plans needed to address the CSFs, including the protocols and execution steps for the ICP.

- Classrooms are all equipped with the ability to live-stream, and communicate through multiple platforms. The platforms remain in use daily so that students would have a smooth transition should there be any need to alter the instructional model on short notice.
- 75% of all professional staff members are certified for SWD, in addition to regular education certifications. All ELA teachers are reading endorsed. This would allow for each student on any plan to receive his or her services from any one of a number of professionals.
- Our Speech Language Therapist and Educational Psychologists have multiple platforms over which to offer services. The platforms are permanently in place and can be called into use at a moments notice.
- The school has converted all home-school communications to Class Dojo, Parent Link and Canvas. In the event of an emergency, families would continue to have the same access to communication and archived documents as they do during a non-emergency situation.
- All school programs and document storage are cloud-based. As a result, staff members would see no change in access, regardless of the situation.

Develop a process for evaluating the effectiveness of the ICP.

- The Administrative Team members will interface with each staff member to ensure that there are no additional supports needed. The Admin Team will interface daily to discuss issues that occur.
- Newsletters that include a special email address will be sent out for use by any family that is experiencing a need. Administrative Team members will monitor this email and resolve any issues that occur.

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.

- The desired outcome will be to simulate, as closely as possible, the same high-quality educational environment as we currently offer through in-person learning.
- Remote learning will be addressed differently for student groups, depending upon the grade level and whether or not the school is able to offer a choice of programs.
- HCST has utilized several strategies for deploying educational programs these include: interactive live-streaming classes, online classes, online flexible pace and in person classes. Depending on the situation and Executive Orders, any or all of these methods could be utilized.

Confirm LMS providers and if selecting a new provider, schedule product demonstrations.

- HCST has been with our current LMS provider for several years, and the product is actually used daily within our classrooms. It is our intention that all families, regardless of the grade level of the student, are and remain familiar with the use of the LMS.

Delegate a cross-functional team to monitor the performance of the LMS and make recommendations for improvements or modifications.

Team members responsible include: Administrative Team, Team Leaders and Technology Team.

Provide ongoing training and professional learning ensuring new hires are included.

- Administrative Team evaluates the technical abilities of new hires.
- New Hires are assigned a mentor teacher who monitors their practice and provides additional support

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.

- Every class at HCST is required to utilize the LMS on a weekly basis so that staff, students and families are fully comfortable with the use of the platform and provide a seamless transition.

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.

- As our school has such a small professional staff (25), we are able to discuss these issues at any and all staff meetings.

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

- All products purchased have self-paced tutorials for staff. Staff also have access to PDS through the sponsoring district.

Provide for implementation of professional learning for educational staff.

- The Administrative Team reviews skills and schedules trainings during bi-monthly PLC meetings.

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

- The Administrative Team reviews skills and holds discussions with staff during PLC and Team meetings to determine what trainings are needed for the staff.

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.

- Currently, all teachers are fully trained to implement in-person, on-line and hybrid learning.

Determine which teachers have extensive background in these delivery models, and which will need more help.

- The Administrative Team and Team Leaders monitor teacher technology skills to ensure that any staff Member needing additional training is supported.

Develop guidance, resources, and training on the best practices for distance/hybrid education delivery for those who need help onboarding to these practices.

- Each teacher is assigned to a support group, lead by a Team Leader who is fully proficient in technology use. Teams support each other and Team Leaders communicate any unaddressed needs to the Administrative Team.

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.

- The Administrative Team and Team Leaders monitor classes and student performance to ensure that all instructional models are performing satisfactorily.

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.

- Data indicate that our families have and use technology in their homes in a variety of ways.

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

- HCST has established two-way communication with families through email, the LMS and Class Dojo. As these has now become our primary means of communication with families, we expect to have a smooth transition should any emergency occur.
- The school has a VOIP system that is easily transferable to any cell or land line in case of emergency, allowing us to continue to have seamless open lines of phone communications.
- Staff members have access to both TEAMS and ZOOM for distance communication. As these are both currently in use, there would be no transition needed.
- Parent Link and our Website are two other means of push-out communication, although both are one-way communication.

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

- HCST will develop a short video clip, customized to the situation at hand, outlining Best Practices for a successful, distraction-free learning environment. This video will be dropped into the Class Dojo Story and can also be sent via email.
- Teachers will be available, via email or phone, to support parents who are experiencing difficulties.

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 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.

- At HCST, each teaching team has at least one special education teacher. As 72% of our professional staff is certified for both regular education and special education, most teams have multiple ESE teachers and on a few teams ALL teachers are certified for SWD. All professional Staff Members review how services will be deployed in case of an urgent situation each year during PrePlanning. Those training documents will be redistributed in the event the school must make changes.
- Letters, customized to the situation, outlining how accommodations will be given will be created and dropped into the Class Dojo accounts of all SWD students. Basic form letters for this already exist and need only be customized to the particular situation. Teachers will prioritize SWD students when scheduling conferences.
- Both Speech/Language Services and the services of our Educational Psychologist may be deployed either in person or over electronic means such as ZOOM, TEAMS or Tele Doc. The professional in charge of these services will reach out to parents through email, phone and Class Dojo to ensure that parents are aware of how those services will be deployed.

Develop a plan to conduct regular outreach and wellness checks to help support the health and safety of students and their families.

- Staff members will monitor interactions with students and families for signs of need or distress. Such will be notated and discussed in routine Team and PLC meetings.
- Our Educational Psychologist will provide continuity through electronic means to families already being monitored and is available for new contacts through staff referral, student self-referral and family self-referral.

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.

- The Principal, Assistant Principal, Dean of Students, Lead Teacher, Team Leaders, Red Cell Technology (IT vendor) and any other staff or technology vendor that the Administrators feel are necessary to support the plan.

Determine the robustness of the technology infrastructure for delivering synchronous and asynchronous instruction with crashes or other service disruptions, and upgrade as needed.

- HCST has a robust delivery model with the ability to seamlessly stream both synchronous and asynchronous instruction. All classrooms are provided with a full array of LCD projectors, high quality document cameras, laptops, Chromebook sets, wireless nodes, etc.
- Contracts with vendors provide alternative internet access in the case of a local disruption.

Determine which students will need devices (if the LEA or charter school does not already have a 1:1 initiative).

- HCST has achieved at 1:1 device ratio.

Survey students and families to determine which are in need of internet access and provide this access as needed.

- Neither in the recent COVID pandemic, nor the current year, do we have families reporting connectivity issues. In the event of an emergency, we would work with any family to resolve such a situation. Remedies would largely depend on the reason for the connectivity issue.

Provide devices that will support the digital curriculum and also complies with Free and Appropriate Public Education (FAPE).

- All student and teacher devices are less than 36 months old, and HCST has a technology plan to routinely replace outdated nodes.

Identify and implement a web content filtering solution for all devices used by students and staff.

- HCST has had content filtering for over a decade.
- HCST deploys a Lockdown Browser to ensure continuity.

Identify roles needed to support technology in a remote learning model and reallocate personnel accordingly.

- HCST has professional and support staff members who are designated to work both internal and external customer service. These roles are already in place, so no implementation would be needed in the event of an emergency.

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 charterschools.

- HCST Utilizes a firewall and content filter on the physical campus to ensure students safety. However, all programs used by the school, including content storage, are web-based and the Cyber Security is provided by our vendors.

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

- HCST outsources most of its business and accounting functions. These outsourced also utilize web-based products.

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

- As all of our products are cloud-based or web-based, and incident would require partnering with our vendors to address and would, of

Stipulate all cyber security-related policies and procedures aimed at safeguarding the entire LEA or charterschool information system and IT infrastructure.

- See Above.

Include an executive summary of the LEA's or charter school's current security posture.

- HCST Utilizes web-based products from high quality vendors to provide the best possible security for students and staff. Each student and staff member is given a unique sign-in to ensure that his or her participation is logged and can be identified. Photos of students are not posted to any electronic platform, nor is any identifying information about a student utilized on any electronic platform.

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

- The Administrative Team evaluates Cyber Security on an ongoing basis, making changes as they find them necessary and as technology changes.

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.

-The Assistant Principal, assisted by Team Leaders and Bilingual staff members, will be the point person for Communications.

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

-HCST currently utilizes online communications in the form of a) email, b) Class Dojo, c) Parent Link and d) CANVAS To communicate with families. This, including phone access, will provide parents with the exact same communication methods currently in use.
-Teaching Teams are required to communicate regularly with the families of all students on the team. Communication is monitored by Administration through the Homeroom Data Sheet.

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

-Within our small charter school of 325 students, all four Administrators are Certified for both general education and SWD. An Administrator attends EVERY IEP meeting and monitors directly for compliance.

Research and implement best practices in online special education.

-HCST prepares students for a variety of learning models by utilizing a variety of in person and technology tools. We believe that familiarity with vital tools leads to success, and would make for a seamless transition. Practicing and becoming proficient with online technology while having ready access to teacher support will result in more authentic learning and fewer issues should an emergency arise.

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.

- During school closings there must still be quality teaching- learning, two-way communication, support for students with special needs (ESE, 504, ELL, etc.), mental health access, student services access, assessment, provision of school materials (both digital and touchable materials), parent conferencing, student-student interactions, student-teacher interactions, and access to administrators.
- It is anticipated that the school would need all of its personnel during school closings. However, many of the support staff members would see a change in assignment should there be a school closing. Support staff members would be redeployed to tasks such as physical work packet production, translations services, classroom assessment monitoring, etc.

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

- During school closures professional staff would continue to teach a full schedule through a distance learning plan, supervised by Administration who will “remote” into classes, work with students, review plans, work with parents and review assessment data.
- Support staff members would be deployed and see job description and schedule changes as they supported professionals and families through translation, technology support, communication, materials drop off/pick up and Q & A.
- Performance would be measured using a modified version of the evaluation system. Modification would depend upon the type and length of school closure.

Develop and communicate an execution plan to provide food services to students and families in need during school closures.

- Staff and Administration would work with any family needing food service support during closure on a case by case basis.

Develop and execute a plan to provide special education services and accommodations to students in need during school closures.

- Please refer to earlier sections of this document where this topic is addressed.
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Conduct outreach to community organizations to provide comprehensive support to students and families during school closures.

- HCST would work with families during school closures to connect them to community organizations that might assist them with identified needs. As the nature of the closing would likely generate additional community service organizations, Administration would remain vigilant to ensure that newly announced opportunities were communicated to families.

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. Clarify roles and responsibilities of school personnel assigned to communicate with stakeholder groups.

- Stakeholders include, but are not limited to:
- Parents, students families (email, Class Dojo, CANVAS, Email, phone and Parent Link). Teachers will communicate with their classes and students through Class Dojo and Canvas and with parents through these two plus email and phone. Administrators will communicate through email, phone, Parent Link, Class Dojo, school website and mail.
- Hillsborough County Public Schools: Administrators will communicate through email, phone and through the Staff Hub.
- Local Community: Website
- School Vendors: email, phone

Define the scope of communications to be sent to stakeholders along with a schedule for such communications to ensure coordination.

- As HCST is a small school, communications will be coordinated through the Administration based upon the circumstances surrounding closure.

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

- The current website vendor publishes letters and notices from the Governing Board and Principal as those become available.