

# Glades's Implementation Plans and Reports

## ICP Report

### Academics

#### ICP Component 1: Leadership and Planning

Membership in the LEA Planning Team includes the following: Superintendent, District IT Services Coordinator, Federal Programs and Grants Coordinator, Director of ESE, Director of Student Services, Director of Administrative Services, Director of Academic Services, Director of Human Resources, Director of Finance, Principals of our 3 schools. The Desired Outcomes are as stated: Assure the delivery of standards based instruction to all students is uninterrupted in the case of any unforeseen emergency situation that forces face to face instruction to not be an option. If this occurs, the district will make every effort to ensure that our students' educational opportunities continue while at home. The district provides mobile devices for most students to check out for home use to ensure that students can continue their learning without interruption. All students will continue to participate in a highly rigorous instructional program delivered by their classroom teachers despite interruption in delivery method of said instruction. Areas of Special Support include: Exceptional Student Education. Accommodations/strategies for students with disabilities to support digital learning/instruction will be determined and utilized based on the Digital Classroom capabilities at their homes and the capabilities of the student. In the event the digital learning platform capabilities are not feasible, additional printed support resources will be available to students and parents. Teachers of the students with disabilities will be available to general education classroom teachers for additional instructional support. ESOL Program accommodations/strategies to support online instruction for English Language Learners will be determined based on the Digital Classroom capabilities and the capabilities of the student. In the event the digital learning platform capabilities are not feasible, additional printed support resources will be available to students and parents. ELL & ESE resource teachers and staff will be available to our classroom teachers for additional online instructional support. Using a variety of communication channels and platforms we will continue to provide information and guidance to parents. The Critical Success Factors are as follows: Student access, attendance and participation in the distant learning modality and satisfactory completion of the work is the major factor for determining the success of our instructional continuity plan. Every Student has a device and access to internet or an alternative solution will be provided to students with identified need. Attendance rate is 90% or higher. Effective Communication is clear and consistent by all stakeholders. Grading and participation requirements will be met and support student success. Lesson Plan Development requirements will be met and support student achievement. Alternative resources for students without internet access will be prepared and distributed successfully. Identification of learning and professional development needs will be completed and resulting learning opportunities have been offered. The Action Plan to Address Critical Success Factors is as follows: Once the Board (State or Local) determines closure, the ICP team will arrange a meeting to review and implement the ICP. Procedures and expectations for all stakeholders and can be found in the District Guidance. Upon return from an extended period of closure, the ICP Planning

Team will meet to gather data for evaluation of the Instructional Continuity Plan within two weeks of the return. Surveys will be sent to all stakeholders for a quantitative review of the process from all stakeholders: students, teachers, parents, administrators, staff, etc. Data will be utilized to develop future plans and support based on what portions of the plan were successful and what improvements are needed. Evaluative data will include: attendance, grades, diagnostics, participation requirements, and stakeholder surveys to determine the effectiveness of the Instructional Continuity Plan.

## ICP Component 2: Curriculum Resources and Digital Content

Teachers instructing remote learners will continue to collaborate with colleagues through Professional Learning Communities (PLCs) during collaborative planning times and strive to accomplish the same curriculum goals that a child would accomplish in the school building. Instructional Delivery will be primarily asynchronous with several opportunities for synchronous learning made available. Teachers may direct students to other platforms to access content. To ensure continuity of instruction, students will be held to high expectations. This includes student engagement, attendance, course content, task completion, assignments, grading, and assessments. However, these high expectations maintain a degree of flexibility to be equitable and to help ensure student success. Teachers address learning needs that will accelerate learning (i.e., close the achievement gaps) by providing grade level content with scaffolds to support unlearned material. The learning management system (LMS) used to facilitate instruction will be Google Classroom and Google Meets. To ensure continuity of learning for students, all teachers will have a Google Classroom course prepared for students to access remotely and Google Meets serves as the platform for live instruction. The team consisting of the Director of Academic Services, Director of ESE, Director of Student Services, IT Services Coordinator, and Building Administrators will monitor performance and make recommendations for improvement. Ongoing training and professional learning will be provided as follows: The ICP will be included and reviewed as part of the new teacher orientation program. The ICP will also be reviewed with all staff each year during the District's Pre-Week professional time. The online professional development (PD) sites will provide self-paced PD that is specific and relevant to the self-identified needs of each teacher. The district's Professional Development plan will provide professional development to increase our computer literacy to increase success of ICP and support overall student achievement. Students will receive instruction on computer literacy skills to support the use of digital technology through their everyday courses. The IT Specialists, Reading Coaches, and other instructional coaches will provide coaching, support, and PD opportunities. They will also model and assist in the creation of exemplary lessons that are proven to be effective in this learning environment. Teachers instructing remote learners will be provided sufficient planning time with at least 2 months of digital content training available prior to the start of the school year. In addition, staff are provided an opportunity for ongoing planning and training to ensure that all instructional staff is prepared to implement the ICP at any given moment. The district online textbook site will be maintained and updated as needed, and training will be developed to support instructional staff to transition to virtual and hybrid instructional delivery. Professional development will be provided by our currently adopted curriculum publishers who will be utilized as partners to support instructional staff with resources, best practices and troubleshooting online access/materials. The district will maintain a single sign on portal for an easier access point for our digital content.

## ICP Component 3: Professional Learning

A biannual professional development survey will be conducted to provide a needs assessment to support instructional staff. Training will be provided throughout the year utilizing various strategies to increase participation and successful implementation. These strategies include: coaching and continuous support, after hour professional development (PD) sessions, district PD days, Professional Learning Communities (PLC), and online PD sites for on demand relevant PD. The district leadership team, professional development coordinator, school site administrators, and instructional coaches will assess the effectiveness of professional learning efforts to continuously improve the process and provide relevant opportunities. School administrators will also participate in bi-annual surveys to identify preparedness of staff, additional skill needs, technology status, family communication systems, and more. Product training (i.e.; Renaissance, I-Ready, Online textbook resources, etc.) is conducted annually at the beginning of the school year to support school leaders and staff who are new to the product. Throughout the year small groups will be provided ongoing support and strengthen previous trainings. The school based technology specialist conducts training through small groups and/or one on one training according to each school's need as needed. Further implementation is conducted through monthly after hour technology PD offerings through live sessions and continuously on demand PD through our online PD resources (i.e.; HEC PD, Beacon, etc.). At the conclusion of each PD, feedback will be collected to better identify the changes in training needed for the next session.

## ICP Component 4: Instructional Practices

Teachers will be grouped according to their experience with online and hybrid teaching in addition to their comfort with technology use. The first group will be teachers with at least 1 year teaching online or hybrid experience and demonstrate effective use of technology in their day to day instruction within any setting. The second group will include teachers with less than 1 year teaching online or in a hybrid model, have classroom teaching experience, and skill set to be able to implement an online or hybrid model. The third group will consist of teachers that may have less than one year teaching OR teachers that do not demonstrate the ability without significant support to implement online or hybrid teaching. Specific training for teaching in a virtual or hybrid platform will be targeted match the needs of the teachers within each group. This will include professional learning from basic computer skills to best practices in an online teaching platform. Our Professional Development Coordinator will work with the teachers in an ongoing roll out to ensure all teachers become competent to teach in the required/needed format. Training examples include Google Classroom for Distance Learning where "how to videos", tutorials, resources, and tips will be shared in addition to small group live training sessions where possible. Additional onsite job embedded training and coaching will be conducted to advance teachers skills set in distance learning. The biannual professional development survey will provide a need assessment for professional learning. Instructional coaches and teachers identified as having extensive backgrounds in these delivery models will be utilized to perform training, provide coaching and continuous support, model best practices, assist in lesson plan creation, and assist with teacher reflection and self-evaluation of lesson plan application to improve instructional methods.

## ICP Component 5: Parent and Family Support

An annual survey will be conducted to assess student devices and internet access at home. To facilitate connecting to an online platform in a time of emergency shutdown, hot spots are available for families without internet access at home as well as paper packets for those that need this accommodation. Parents will have access to guidance and direction to families on how to create distraction-free learning environments at home that are conducive to learning. This information will be available to parents from our district webpage. Two-way communications will be sustained through the district's purchased communication applications and social media channels. Initial contact with special student populations will be made using one or more of these methods: direct calls to the family, automated calls, information posted on website, local news (radio station, newspaper, local news channels), Skyward Alert App, Google Suite (Classroom/Meet), and/or emails. Families of students with disabilities will be contacted throughout the district by the specified Exceptional Student Education personnel assigned to the school: Exceptional Student Education staff, therapists, teachers, administrators, etc. Each person is assigned a student to make contact in the event of an emergency (each school year) in terms of support for services for each student based on the Individual Education Plan. The IEP team will utilize the district survey to determine necessary accommodations such as: internet accessibility, device availability, etc. Outreach and wellness checks will be conducted by the District Personnel, home visits, migrant advocates, and the Teacher-Student Communication Expectations. The ELL district teacher will monitor ELL students' data. The ELL reading resource teacher at each school site will be assigned ELL students and will provide small group instruction on students' needs based on data gathered by iReady, Renaissance, etc. Migrant advocates will conduct home visits to migrant families to determine the needs of the migrant students. Many migrant students are also ELL students. The Migrant advocates will communicate with school administration and teachers any necessary information shared by parents of our migrant/ELL students. The Department of Student Services staff will monitor and communicate homeless students grades and attendance for each of the school sites. During a declared state of emergency impacting the provision of special instruction and services for exceptional students, the Glades County School District will work to meet accommodations through the support of our ESE Department and their staff. The exceptional student population will be monitored by ESE case workers will be the contact/outreach for each student with a disability attending their schools. Each specialist will hold team meetings each week to discuss their caseload with the team and each member of the team will conduct weekly outreach and wellness checks to help support the health and safety of students and their families. Each outreach will be in support of the educational services of the students based on their Individual Education Plan. Teams will have the support of the district truancy teams, mental health support teams, and school psychologists to do home visits, if needed, for each family in order to provide families with the wrap-around support necessary to support their education.

## Technology

## ICP Component 6: Technology and Technical Support

The technology staff members who will be key to the ICP planning process include: District IT Coordinator and Director of Academic Services. The District's technology infrastructure includes 1 gbs internet service in-

network. The district currently maintains a 1:1 Student to Device Ratio. Secondary schools are take-home 1:1. Elementary schools will follow a disbursement plan and assign devices to every student K-5. All student and teacher devices are Chromebooks. Hotspots with unlimited data are also provided for the identified student population without internet access at home. A blended synchronous and asynchronous instruction has been accomplished in the past and will remain the primary instructional method if remote learning is the only option. Synchronous instruction can remain robust by keeping video communication interaction between participants for necessary question and answer. Additional strategies will also assist in minimizing disruption. Disruption is always a possibility and continually monitored for improvement. Currently all student and staff devices are monitored and filtered through district resources (i.e.; Iboss, GoGuardian, etc.). Ensuring FAPE, CIPA, and COPPA compliance is of the top priority (utilizing Clever as our rostering software or direct skyward FTP filesharing for some publishers). The roles to support technology in a remote learning model are: District IT Coordinator and their school based technology staff. This staff will monitor network traffic and make upgrades as necessary to maintain a robust bandwidth for network traffic (synchronous and asynchronous) and monitor district software integration without district systems

## ICP Component 7: Cyber Security

The District uses the Cybersecurity Framework developed by the Center of Internet Security (CIS) which maintains a business framework modified to work within the educational setting in addition to the National Institute of Standards and Technology (NIST) for our technology infrastructure. IT procedures are aimed at safeguarding the infrastructure, data, and personnel are monitored regularly and continually reviewed for improvements to proactively protect the school district from cyber threats whether passive or active. The current security posture is continually monitored. The implementation plan for this framework is reviewed annually by the IT coordinator and the Director of Academic Services. This includes evaluation of possible risks and potential business impact, planning an effective response to a risk or attack, identifying roles and responsibilities, communication, and testing and training. The Incident Response plan includes preparation responsibilities that include daily backups of all data, identification of the size and scope of an incident, containment, eradication, recovery, patches to systems and workstations on a quick and on-going basis, updating operating systems and software to the latest secure versions and installing firmware to hardware on a regular schedule and reflection of lessons learned. The Department of Academic Services through our professional development department maintain Acceptable Use Guidelines for staff and students. These can be located in our School Board Policy. The district partnered with a vendor to conduct a phishing and basic cyber security training with users. If an incident were to occur, the Incident Response plan would be activated.

## ICP Component 8: Engaging Students with Limited Access

A team will be established at each school with the Principal of the school leading the team. This team will include: ESE Department staff, all service providers such as OT, PT, SLP, Mental Health Team, School Psychologists, and any other member necessary based on student needs and Individual Education Plans. Principals will communicate with parents, students, and families through Skyward Alert, Email, and direct

Phone calls. Team members will follow the District's Communication Expectations to identify needs and ensure support. The needs will be surveyed and phone calls made each week to ensure instructional continuity in order to follow the students Individual Education Plan with all services necessary utilizing all possibilities for access: home visits, virtual learning, campus visits, or providing on-campus learning, services, and coursework specifically for the population of students who require specific resources and implementation of best practices for continual instruction and learning. Online learning protocol will be determined through the appropriate researched based practices for each student's needs. These could include utilizing a Google Platform for direct instruction, online curriculum such as TeachTown or Benchmark, and Scheduled virtual rooms and open virtual rooms for specially designed instruction and accommodations will be made available. Principals will work with the Director of Exceptional Student Education to execute the communication process for the students in need early and as often as necessary.

## Operations

### ICP Component 9: Continuation of School Operations

Component 9: 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. Food Services, Transportation, Security, Office Staff and Custodians are impacted as their job functions can not continue without modification. Food Services must prepare meals that are deliverable to a location for pick up by families. Transportation can be retasked to deliver the food services workers and their food to designated points for pick up (we use bus stops). Office staff is repurposed to assist the teachers with communication and data processing. Custodians are utilized to deep clean the building and prepare for the students return. Identify and communicate expectations of charter school or LEA staff related to schedules and work performance during school closures. • We have switched in an E-Learning platform to maintain our daily schedule. Students log in to their teachers classrooms at the same time they would have in a face to face model maintaining a familiarity and structured to class work and teaching. • Teachers will continue the education of our students utilizing google classroom and video conferencing (Google Meets) through the E-Learning period at their regular schedule times. Develop and communicate an execution plan to provide food services to students and families in need during school closures. • Food Services will prepare meals for pick up for breakfast and lunch. • These will be transported by food services on our school buses to their bus stops for pick up. • Communication will be made to the families to make sure they understand pick up times for the meals. Develop and execute a plan to provide special education services and accommodations to students in need during school closures. • ESE teachers are checking in with their caseload students. They will coordinate with student's teachers to make sure accommodations are being met for the student and assist the teacher with making those accommodations. • ESE Paraprofessionals are also checking in with students and assisting them with accommodating their course work. Conduct outreach to community organizations to provide comprehensive support to students and families during school closures. • We will reach out for organizations within the area (churches, etc.) to see if they are willing to assist families that are struggling with the E-Learning Environment – i.e.; tutoring students who are struggling. This might be Face to Face if possible or virtual meetings if not possible.

## Communications

### ICP Component 10: Emergency and Ongoing Communications

COMPONENT 10: Identify stakeholder groups within the school community along with the appropriate communication channels for each group. Leadership - Email, Phone, Video Conferencing Teachers - Email, Phone, Video Conferencing Staff - Email, Phone, Video Conferencing Students - Email, Google Classroom, Phone Parent/Guardian - Email, Facebook, Webpage, Phone, Local Business Partners - Email, Webpage, Facebook, Phone Clarify roles and responsibilities of school personnel assigned to communicate with stakeholder groups. • Each school maintains a Social Media person, webpage manager, who is responsible for posting to of district wide information. Admin for each school also maintains access. The Superintendent and designee maintains access to post to the district social media outlet. This level has the responsibility for passing the information on to the public in general or to inform of district wide procedural changes and updates. This is considered a global outreach for the district. • Messaging system is accessible from each school by the administrative team and at the district level by the Directors and Superintendent. This level will be utilized for sharing school wide level information. (Pick up and drop off points for resources for that school, school wide procedural changes or general information for the families of that school.) Also services as a redundancy system for the Global system. • Teachers and Administration all have access to contact families through our messaging system or via email or google classroom and are responsible for communicating directly to their students' families regarding information on their classes. Define the scope of communications to be sent to stakeholders along with a schedule for such communications to ensure coordination. • Scope of communications are to range from feedback from teacher to students and/or families or as wide ranging as expected cessation of the E-Learning period. Anything that involves a process or procedures (i.e.; system to feed our students their breakfast and lunch) will be part of the scope of communication. • Most messages are sent as needed. Sometimes a reminder will be sent that information can be found on the district webpage or via email. Publish guidance for stakeholders and ICPs on the charter school or LEA website leading up to and throughout the duration of extended school closures. • Webpage space is already available and directly off the main page on the webpage for information related to a close of the building. (<https://www.gladesedu.org/covid-19-information>) It was never removed from the previous closure so the families are aware of this informational location.

## Overall Comments

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We have conducted a shutdown in the past and many of our teachers have already been trained by our district and others in the similar programs. Our processes are practiced in the day to day through use of the same programs we would use in an E-Learning environment. In the event there is a shutdown we have confidence we will be able to enact a smooth transition until we are able to return to normal face to face learning.