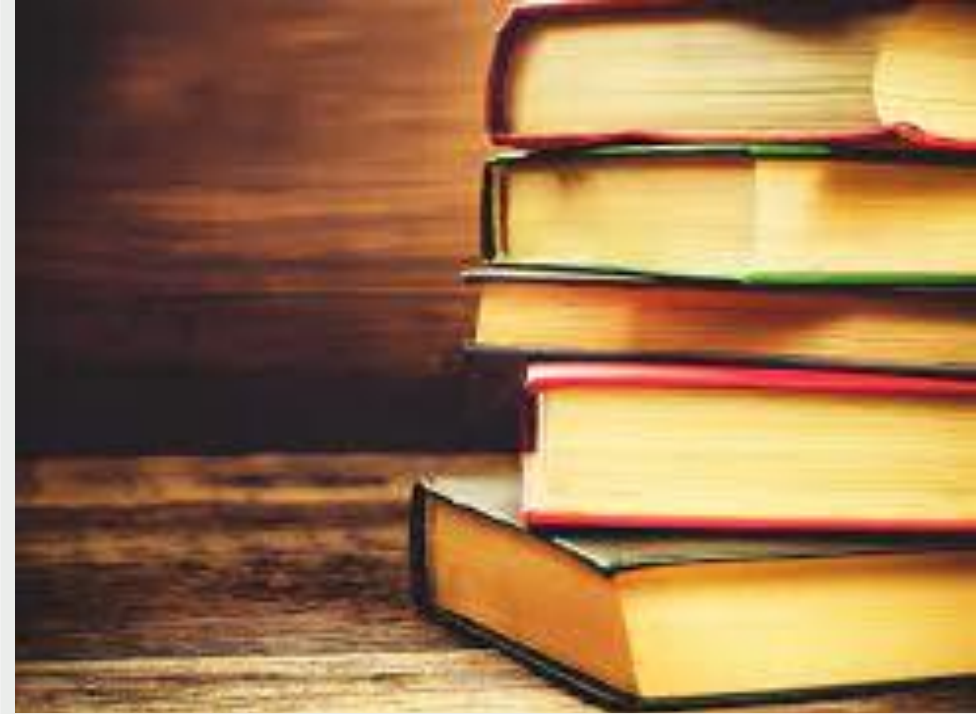


# Instructional Continuity Plan Literature Review

FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

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**MGT**  
CONSULTING

# Background

- ❖ When the COVID-19 virus brought an end to in-person learning across Florida, school districts had a short window to migrate to a fully online learning environment for teachers, students and their families.
- ❖ The Florida Department of Education worked with school districts across the state and provided supports for developing plans for both the continuation of learning when schools were closed, as well as plans for the safe re-opening of schools.
- ❖ School districts responded rapidly with creative solutions and new approaches to nearly all aspects of school operations.



# Our Charge

- ❖ Conduct a national and international review of literature on best practices in instructional continuity planning on disaster preparedness in education to inform ICP framework.
- ❖ Conduct outreach to leading school districts and thought leaders nationally, to identify success strategies used by K12 school systems who have deployed processes to navigate disruptive events.
- ❖ Prepare written literature review summary and report including key findings and recommendations for inclusion in ICP framework.



# What is an ICP?

- ❖ An Instructional Continuity Plan (ICP) should be designed to prioritize the success of all students and provide the necessary access and supports for educators and students to ensure high quality teaching and learning in a virtual environment.



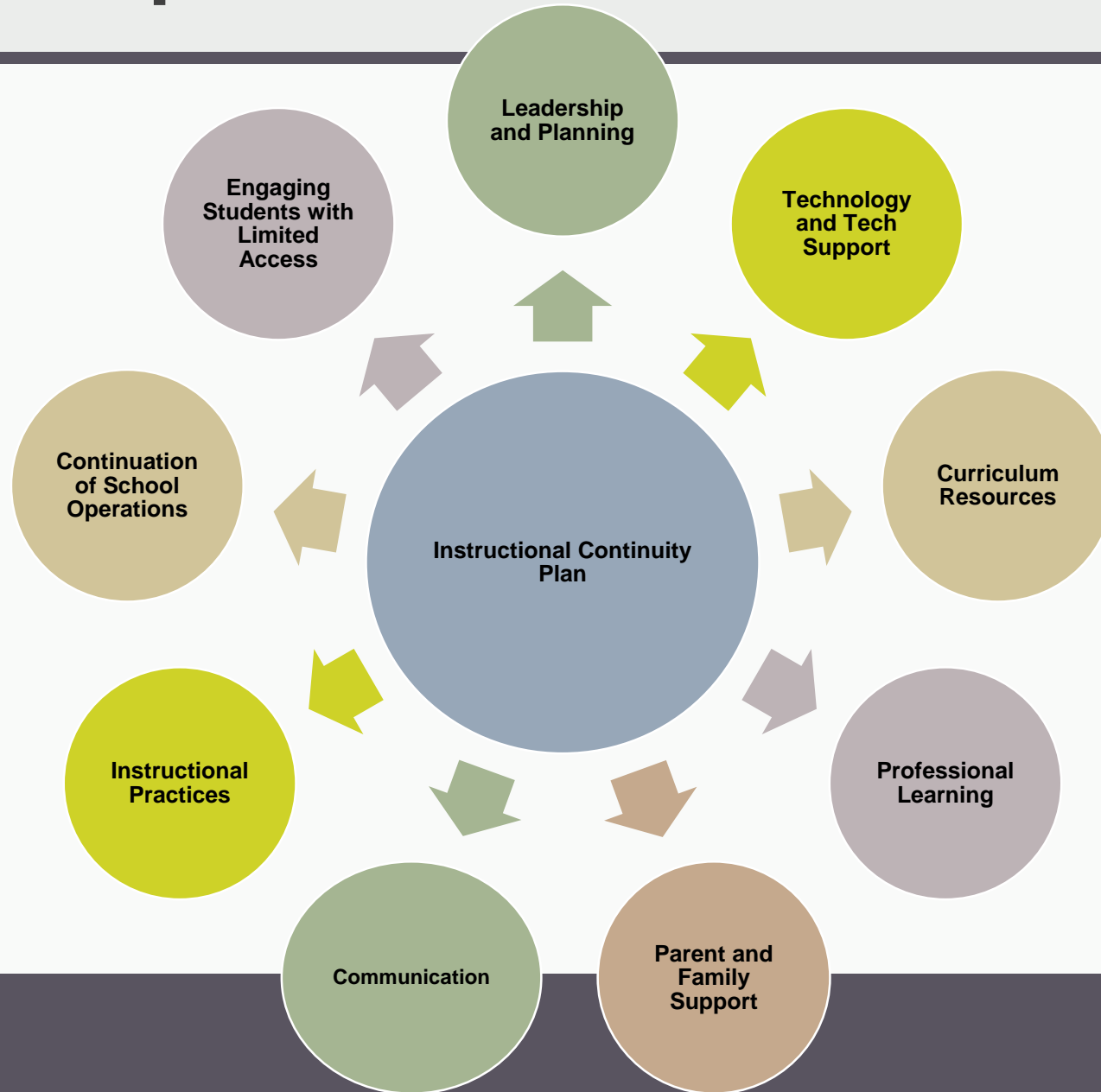
# Keys to an Effective ICP

❖ Research on developing successful ICPs found five common themes:

1. Keep it simple
2. Leverage current resources
3. Build on micro-level successes
4. Set and manage expectations for students, parents and educators
5. Take care of each other



# Components of an ICP



# Leadership and Planning

- ❖ Identify key district departments/staff members who will serve as the experts of the instructional continuity planning team.
- ❖ Identify the critical success factors (CSFs) that affect the attainment of program outcomes or goals.
- ❖ Develop the action plans needed to address the CSFs — establishing the essential conditions for success.
- ❖ Develop the process for evaluating the effectiveness of the instructional continuity plan.



# Technology and Tech Support

- ❖ Ensure technology staff members are part of the learning continuity planning process.
- ❖ Determine which students will need computing devices and provide these devices in a manner that supports the digital curriculum and also complies with FAPE.
- ❖ Contact students and families to determine which need Internet access and provide this access as needed.
- ❖ 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.





# Curriculum Resources

- ❖ Reaffirm desired outcomes, goals, and instructional strategies of the remote learning program.
- ❖ Identify potential Learning Management System (LMS) providers and schedule product demonstrations (if these are not already established).
- ❖ Assemble a district team to participate in the LMS demonstrations and evaluate proposed solutions.
- ❖ Plan and execute the implementation of the selected solution (including planning for ample training and professional learning).
- ❖ Plan time (two to three months) for teachers and instructional staff to create or curate digital content to be used within the LMS.



# Professional Learning

- ❖ Survey leaders and instruct staff to determine their actual needs regarding professional learning.
- ❖ Design professional learning opportunities for school leaders and staff, keeping in mind best practices for adult learners.
- ❖ Assess the effectiveness of professional learning efforts to continuously improve the process and provide relevant opportunities in the future.



# Instructional Practices

- ❖ Identify needs of educators relative to online and hybrid teaching experience and expertise. 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.
- ❖ Assess the effectiveness of delivery methods and alter strategies as needed to engage all students.



# Parent and Family Support

- ❖ Prior to shifting to a remote learning model, 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.
- ❖ 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.



# Communication

- ❖ 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 and mitigate overwhelming stakeholders.
- ❖ Publish guidance for stakeholders and learning continuity plans on the school or district website leading up to and throughout the duration of extended school closures.



# School Operations Continuation

- ❖ 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 school or district 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 partner with them to provide comprehensive support to students and families during school closures.



# Engaging Students with Limited Access

- ❖ Gather a team of service providers to determine a point person for communication with families about the efforts to provide education and supports for their child.
- ❖ Ensure that school leadership is engaged with your special education service providers to provide needed supports and resources to educators, learners, and families.
- ❖ Develop a plan to communicate early and often with students and parents to identify needs and ensure supports.
- ❖ Research and implement best practices in online special education.



# Developing an Instructional Continuity Plan

## Assess The Current Access Landscape

- ❖ Determine tools (including devices, software, and connectivity) that teachers and learners have available right now and identify needs to ensure equitable access for the entire learning community.
- ❖ Determine need for other school-related services among learners – including food services, and supports for those with special physical, intellectual, or emotional needs.





# Developing an Instructional Continuity Plan

## Determine Digital Instructional Model and Monitoring Systems

- ❖ Identify the devices, tools, and platforms which would best serve the needs of the learning community.
- ❖ Ensure, as much as possible, that the same tools can be used by different levels of the learning community to make things simpler for learners and their families.



# Developing an Instructional Continuity Plan

## Operationalize and Implement Selected Instructional Model

- ❖ Develop lesson plans and monitoring processes, and communicate with teachers, learners and their families.



# Developing an Instructional Continuity Plan

## Monitor Progress and Provide Support to the Learning Community

- ❖ Evaluate how the tools and platforms are working in practice.
- ❖ Identify additional training and/or supports which teachers and/or learners need to be successful.



# Upcoming ICP Workshops

- ❖ Please select up to six participants to represent your district representing the following areas: academics, operations, communications and technology.
- ❖ The training day is 10:00 AM – 5:00 PM local time

Dates	Locations	Addresslocal
Monday, August 23, 2021	The Schultz Center for Teaching and Leadership	4019 Boulevard Center Drive Jacksonville, FL 32207
Tuesday, August 24, 2021	Gulf Coast State College Main Campus Student Union East Room 232	5230 West Highway 98 Panama City, FL 32401
Wednesday, August 25, 2021	Valencia College West Campus Building 8 Room 111	1800 South Kirkman Road Orlando, FL 32811
Friday, August 27, 2021	Pompano Beach High School Cafeteria	600 NE 13 <sup>th</sup> Avenue Pompano Beach, FL 33060





**Thank  
You**