



Gestalt
COMMUNITY SCHOOLS



Gestalt Community Schools: Continuous Learning Plan 2020-2021

Section 1: Cover Page

Part 1.1: Snapshot Information

Gestalt Community Schools is a Charter Management Organization (CMO) in Memphis which operates five Power Center Academy (PCA) Schools.

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2020-2021 School Year Projected Enrollment

Schools	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
PCAES Hickory Hill	125	120	120	110	124	124							723	
PCAMS Hickory Hill							150	155	155					460
PCA High Hickory Hill										210	210	175	130	725
PCAES Southeast	60	60	65	75										260
PCAMS Southeast							115	110	100					325

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Projected Special Populations

Schools	SWD	504 Plans	ELL
PCAES: K-5 Hickory Hill	57	12	132
PCAMS: 6-8 Hickory Hill	45	4	84
PCA High: 9-12 Hickory Hill	72	28	52
PCAES: K-3 Southeast	16	9	37
PCAMS: 6-8: Southeast	19	10	24

Part 1.2: Landscape Paragraph

Since March 23, 2020, we were able to stand-up a remote learning program for all 5 schools within the network. During the remote learning program in the spring, we conducted a needs assessment. That assessment provided challenges such as only 80% of our families have internet access. While we distributed laptops, internet access, childcare, meal distribution, mental health, and housing all became more prominent. As a result, we formed a community-based task force including school leaders, network staff, and local experts in health, safety, and education. We instituted four stages of planning, which included scholar, parent, and teacher focus groups and surveys. See the information guide page 2: [Gestalt Reentry Informational Guide Draft](#).

Part 1.3: COVID Plan

We are monitoring state and local context to inform our reentry. We have used the data to inform our decision to open on August 3, 2020 within our solely remote learning pathway. Based on our COVID 19 Response Decision [Matrix](#), we have indicators that take into consideration the following: Community Spread by Zip Codes, School Spread, Classroom Spread. The matrix moves from high to low spread of COVID 19 based on these thresholds:

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- 3% of zip codes served in our school community impacted. <https://covid19.memphistn.gov/>
- Positive results of staff or scholars within a school, grade-level, hallway, and grade-level.
- [Shelby County and City of Memphis Back to Business Matrix](#): Phase three is more ideal conditions for hybrid launch network-wide.

As a result, we will start pathway two of hybrid learning in September after Labor Day. Again, this is pending the local context and restrictions for COVID 19. Please see [Gestalt's COVID 19 Decision Matrix and Response](#) . This matrix incorporates Gestalt and SCS requirements to provide our schools a robust response plan. Please see an [Overview Calendar](#) leading up to remote and hybrid learning implementation. In addition, the following safety precautions will be taken at each school: [Safety Video](#)

Part 1.4: Authorizer Engagement

We provided our LEA, SCS Charter Office an executive summary of our plan on July 3, 2020. We have been in contact and engaged in sessions with the SCS Charter office around their plan. In addition, we informed the SCS Charter Schools Office of our August 3, 2020 virtual start of school with a tentative launch of our hybrid learning pathway after Labor Day. We will submit the draft to them on July 20th as well as any subsequent revisions throughout the year.

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Section 2: Programmatic Model for 2020-21 School Year

Part 2.1: Beginning-of-the Year Programmatic Model by Grade Band

Please complete the chart below for how you plan to begin the 2020-21 school year (check all that apply).

MODEL	In-Person Instruction at School Building Model				Remote or Hybrid Model					
Pathway	Trad'l	Stag. Return	Stag Sch.	Year-Round	Split Days	Alternate Days	Need Days	Grade based	Family Choice	All Virtual
Kinder										✓
Elem-School										✓
Middle School										✓
High School										✓

Part 2.2: Difference Between Schools

Gestalt Community Schools has decided to begin the school year with all scholars participating in Remote (Virtual) Learning, with no variance between grade bands. Once able, Gestalt will provide a Hybrid-Blended Learning Model which is a combination of learning that takes place in a school building (on-campus) and in an online environment.

We believe the model will offer as regular a school calendar as possible. GCS will work to ensure some uniformity in schedules across all Power Center Academy campuses. Additionally, we are working to develop schedules to

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allow our K-2 scholars to have more in-person instruction if possible, whereas older students may be able work more independently in an online setting. For additional information regarding the programming for our K-12 learners, please reference pages 1-4 of our [Gestalt Re-Entry Plan](#).

Section 3: Standards-Based Instruction

Gestalt Community Schools is beginning the year with full virtual instruction.

Part 3.1: Explanation of Approach

Gestalt Community Schools has decided to begin the school year with all scholars participating in Remote (Virtual) Learning. Once able, Gestalt will provide a Hybrid-Blended Learning Model which is a combination of learning that takes place in a school building (on-campus) and in an online environment.

Part 3.2: Instructional Breakdown by Grade Band

Please complete the chart for each grade band to reflect the minutes of instruction planned.

Content Area	Avg. Days per Week	Minutes Per Session	Delivery Mechanism: Check all applicable boxes
English Language Arts	K-2 (5x) 3-5 (5x) 6-8 (5x) 9-12 (5x)	K-2 (70 minutes) 3-8 (60 minutes) 9-12 (60 minutes)	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-Based AND/OR <input type="checkbox"/> Program
Math	K-2 (5x) 3-5 (5x) 6-8 (5x)	K-2 (70 minutes) 3-8 (60 minutes) 9-12 (60 minutes)	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous

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	9-12 (5x)		<input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-Based AND/OR <input type="checkbox"/> Program
Science	K-2 (5x) 3-5 (5x) 6-8 (5x) 9-12 (5x)	K-2 (30 minutes) 3-8 (60 minutes) 9-12 (60 minutes)	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-Based AND/OR <input type="checkbox"/> Program
Social Studies	K-2 (5x) 3-5 (5x) 6-8 (5x) 9-12 (5x)	K-2 (25 minutes) 3-5 (45 minutes) 6-12 (60 minutes)	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-Based AND/OR <input checked="" type="checkbox"/> Program
Physical Education (PE)	K-2 (5x) 3-12 (1x)	K-2 (30 minutes) 3-12 (60 minutes)	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-Based AND/OR <input type="checkbox"/> Program

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Arts	K-2 (5x) 3-12 (3x)	K-2 (20 minutes) 3-12 (60 minutes)	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-Based AND/OR <input type="checkbox"/> Program
CCTE or Elective (optional)			<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-Based AND/OR <input type="checkbox"/> Program
Foreign Language (optional)	K-2 (5x) 3rd - 8th (3x) 9th-12th (5x)	K-2 (20 minutes) 3rd - 8th (60 minutes) 9th-12th (60 minutes)	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-Based AND/OR <input type="checkbox"/> Program

Instructional Materials Used

Over the past three years, we have adopted and developed high-quality curriculum and assessments. All subject area content is aligned to state, common core and college and career standards. Therefore, we will not make significant curriculum changes with the exceptions of science which was up for a new adoption prior to the school closures. We are fortunate that much of our core curriculum has digital components that can be

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adjusted for remote learning. Our work will consist of revising curriculum maps, prioritizing subjects and lessons for in-person instruction, and providing access to our families.

We have added new instructional materials to support a stronger delivery of a virtual learning environment. As a blended learning community, our teachers and scholars use the following platforms: Schoology, Clever, Google Suites and a number of Digital Content.

For further information and a list of our instructional materials, please reference pages 5-6 on our [Gestalt Academic Re-Entry Plan](#).

Due to instruction being held in a virtual environment, we recognize that scholars will not have the opportunity to participate in hands-on learning or use the same manipulatives/models that they would if they were in the school building. Therefore, we have provided families with links to virtual manipulatives, as well as a list of “at home tools” that can be used in the virtual classroom. Provided are examples of math resources that will be shared with families: [Virtual Manipulatives](#), [Elementary Math Manipulative Guide](#). In addition, we have printed resources for K-5 scholars that will be necessary for them to engage in instruction (CKLA code flip books, ten frames, anchor charts) and will have these packets available for pick up when parents pick up their technology.

Gestalt is committed that teachers continue to receive the same amount of coaching and support as they would if physically at work, therefore, we have adapted our Wednesday schedules to allow for more asynchronous learning on the part of scholars, while teachers participate in content PLCs and professional development sessions. Provided are examples of a teacher schedule at the [elementary level](#) and [secondary level](#). Further details of these messages can be found referenced in future sections of the CLP.

Instructional Schedule

Gestalt Community Schools is committed to ensuring that our scholars receive a high quality and rigorous educational experience, no matter the location of their learning environment. To ensure these principles, the following schedules have been created to support an all virtual learning environment.

[Building Master Schedules for Virtual Learning \(Each Campus\)](#)

[PCAES Hickory Hill & Southeast K-2 Instructional Schedule Parameters](#)

[PCAES-HH Upper Grade 3-5 Instructional Schedule Parameters](#)

[6-12 Instructional Schedule Parameters](#)

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In addition to the schedule, the 3rd-12th grade documents outline our network, school-based, teacher and family goals to monitor to ensure a successful launch of virtual learning. For an outline of the ways in which we plan to Prioritize Literacy, Math, Advisory and Project-Based Learning, the Instructional Lead team has revised our pacing guides for all content, approach to lesson planning ([here](#)) and delivery and assessment strategy. Please reference pages, 5-8 and 13 of [Academic Re-Entry Plan](#)

To ensure a balanced learning environment, Gestalt will provide both synchronous and asynchronous lessons. We also realize that to be successful within a virtual learning environment, scholars will need to set schedules and have strong time management skills. To support this transition, Gestalt has created virtual learning parameters in order to ensure a balanced learning environment that promotes scholar success: [K-2 Instructional Parameters](#) [3-12 Instructional Parameters](#).

In order to support the whole child, whether in live or remote schooling, scholars will have a daily advisory time to connect with their peers and teachers. Scholars will be in advisory groups that meet daily during both on-campus and remote school. School Counselors, teachers, or leaders can lead advisory groups. Our secondary scholars will have advisory courses aligned with ACT preparation, post-secondary success and a variety of virtual career fairs/guest speakers hosted by counselors. For additional information on the format, outline and expectations of this time, please refer to pages 18-19 on our [Gestalt Re-Entry Plan](#). In addition, School Leaders received training on Advisory during the month of June. This PowerPoint was utilized to provide training: [Remote "What's Up" and Advisory Training](#). In addition, to support our elementary age scholars, our network has developed a variety of Social Stories that will be provided to families to assist in preparing to return to learning during the pandemic. Please reference this social story for an example of what is being created: [Elementary COVID-19 Back to School Social Story](#)

Learning Loss and Remediation

What We Know:

- Each year students enter the school year with unfinished learning due to a myriad of factors, and students enter the school year having experienced "summer slide." These factors disproportionately impact students who are instructionally vulnerable.

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- The above will be true in 2020–2021, but learning needs will be greater due to missed instructional time (reference [NWEA COVID Slide](#)). COVID-19 has exacerbated the existing disparities in our education systems.
- Intervention practices, for the most part, do not seem to be getting the job done. We need new ways of thinking about supporting students, with a focus on students who are instructionally vulnerable (references - [Rethinking Intervention](#) and [Academic Intervention Practices: Landscape Study](#)).

Because of the above, we assume that this school year there will be a need to improve intervention practices and accelerate learning for ALL students. This means making adjustments to Tier 1 instruction as well as instruction in Tier 2 and Tier 3. For an outline on how we plan to address learning loss and remediation, please reference pages 8-9 on our [Academic Re-Entry Plan](#).

Our Network and School Based Content Coaches have committed themselves this summer to developing Unfinished Learning Documents to support teachers in supporting unfinished learning from the previous year. Please reference [2020-21 K-12 Math Unfinished Learning Documents](#) and our [2020-21 K-12 Math Scope and Sequences](#) for examples of our math curriculum plans. To see the work behind these plans, a video of one of the planning sessions has been provided for review: [Scope and Sequence Revision Meeting Recording](#). For reference of the ELA Unfinished Learning School Leader Professional Development, please refer to this PowerPoint: [ELA Unfinished Learning](#). Our content coaches and teachers will be evaluating unfinished learning and using the [Unfinished Learning Tool](#) when internalizing modules to support scaffolding throughout instruction.

Gestalt is committed to implementing a solid RTI2-A program for scholars to support learning loss, remediation and access to differentiated instruction. Universal screeners will be given to all students during the first month of school, with follow up [Student Intervention Plans](#) developed for Tier 2 and Tier 3 scholars. The RTI2-A team will meet monthly to review scholar progress and determine next steps using the following [Data Meeting Protocol](#).

Grading, Feedback and Student Achievement,

During these unprecedented times, we prioritize the connectedness and care for our students and one another as we maintain a continuity of learning. We recognize the importance of providing feedback, assessing student progress, and learning; and communicating this to students, parents, and teachers in the form of grades. K-2 Scholars will be assessed using a standards based criteria. Teachers will provide parents with a detailed overview of their scholar's performance on all of the required grade level standards. Parents will be provided with weekly progress reports from PowerSchool on Wednesdays so they can monitor progress and mastery.

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3-12 Scholars will be assessed through a variety of assignment types that will support a balanced curriculum designed to challenge learners and allow them to explore the world around them. Parents will be provided with weekly progress reports from PowerSchool on Wednesdays so they can monitor progress and mastery. For our grading policy, please refer to pages 12-13 of our [Gestalt Academic Re-Entry Plan](#). In order to assess scholars' mastery of standards, weekly assessments and quizzes will be taken in Mastery Connect and teachers will submit an analysis of student results during weekly data meetings with their network and/or school-based coach.

Scholars are encouraged to maintain the same level of engagement in their coursework in the virtual setting. Scholars will be provided with high quality instruction that is both engaging and rigorous. In efforts to support scholars with being reflective about their performance and take ownership of their learning, teachers will provide feedback in the following ways:

- Scholars will receive timely feedback on their assignment submissions through the Schoology platform.
- Scholars will be provided feedback during classroom instruction, so they can adjust and monitor their own learning
- Scholars will be provided with opportunities to engage in one-on-one conferencing with their teachers during their assigned office hours to address academic or behavioral concerns

Teachers are held to the same expectations for providing our scholars with high quality rigorous instruction. Teachers will continue to receive coaching support to enhance their ability to navigate remote learning environments. Support for teachers will be provided in the following ways:

- [Lesson planning](#)
- [Scholar work analysis](#)
- Setting and Evaluating Goals/Action Steps
- Personalized Feedback

Part 3.3: Artifacts

Supporting artifacts are noted in our Explanation of Approach and Instructional Breakdown above and include:

- [Gestalt Academic Re- Entry Plan](#)
- [Virtual Manipulatives](#)
- [Elementary Math Manipulative Guide](#)
- [Elementary Teacher Sample Schedule](#)
- [Secondary Teacher Sample Schedule](#)

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- [Building Master Schedules for Virtual Learning \(Each Campus\)](#)
- [PCAES Hickory Hill & Southeast K-2 Instructional Schedule Parameters](#)
- [PCAES-HH Upper Grade 3-5 Instructional Schedule Parameters](#)
- [6-12 Instructional Schedule Parameters](#)
- [Approach to Lesson Planning](#)
- [K-2 Instructional Parameters](#)
- [3-12 Instructional Parameters](#)
- [Remote “What’s Up” and Advisory Training](#)
- [Elementary COVID-19 Back to School Social Story](#)
- [NWEA COVID Slide](#)
- [Rethinking Intervention](#)
- [Academic Intervention Practices: Landscape Study](#)
- [ELA Unfinished Learning](#)
- [Unfinished Learning Tool](#)
- [Student Intervention Plans](#)
- [Data Meeting Protocol](#)
- [Teacher Planning/Collaboration Structures](#)
- [Scholar Work Analysis](#)

Section 4: Attendance

Gestalt Community Schools is beginning the year with full virtual instruction.

Part 4.1: Explanation of Approach

Research provides evidence that scholars with good attendance also perform well in school. Regular attendance also includes punctuality (tardy). Scholars should be present and prepared for learning each day. Expectations for attendance and timeliness will continue in our virtual setting. We have revised our Attendance and Truancy procedures to account for the unique circumstances and supports that will need to be provided to ensure all scholars have access to the learning environment. Please refer to our [2020 Truancy and Attendance Policy](#) for a more in depth review of procedures.

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To support teachers and school leaders with clear expectations and guidance, the [Staff PowerSchool Expectation](#) form was created.

Part 4.2 Artifacts

Supporting artifacts are noted in our Explanation of Approach above and include:

- [2020 Truancy and Attendance Policy](#)
- [Staff PowerSchool Expectation](#) form to support teachers and school leaders

Section 5: Instructional Technology

Gestalt Community Schools is beginning the year with full virtual instruction.

Part 5.1: Explanation of Approach

Gestalt was a 1:1 learning model prior to COVID-19 and virtual learning; therefore our scholars and families are very knowledgeable of how to use technology, as well as responsible. We will be providing each scholar with a Chromebook or iPad, depending on their grade level, with the following policies: [Technology Policies](#)

Gestalt has always implemented a blended learning environment and used a variety of digital content platforms to support and enhance instruction. As we begin the year in a full virtual model, these online platforms will continue to support asynchronous small group instruction. For a full list of platforms utilized in each core content area, please reference our [Gestalt Community Schools Digital Content Matrix](#)

Ensuring that technology is functioning properly and families are able to successfully navigate the online experience is vital to scholar success in the virtual learning environment. In order to support families in troubleshooting any problems they are experiencing, our instructional technology department will be providing families with the following resources:

- Ability to submit Help Desk tickets directly to the IT department by visiting help.gestaltcs.org
- Google Sites have been created for each campus that will house Zoom links, meeting IDs and passwords for easy access. In addition, there is a Family Resource page on each site that provides explanations of each platform Gestalt utilizes so parents understand how to use each platform.

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- The [Parent FAQ guide](#) will be provided at the start of school, as well as be posted on the help.gestaltcs.org website for parents to access. We developed the resource based upon common questions that were asked following our transition to virtual classrooms in March, as well as our Virtual Summer School.
- Parents will be provided with tutorial videos on how to access Clever, Schoology and Powerschool via email and webinars at the start of the school year.
- The IT department will have a phone number for parents to call to receive technical support over the phone and to set up appointments to bring computers to a campus for exchange or repair.

For a more detailed description of our plans, reference [Instructional Technology Inventory and Support Plan](#)

Part 5.2: Artifacts

Supporting artifacts are noted in our Explanation of Approach above and include:

- [Technology Policies](#)
- [Gestalt Community Schools Digital Content Matrix](#)
- [Parent FAQ guide](#)
- [Instructional Technology Inventory and Support Plan](#)

Section 6: Professional Development for Remote Teaching and Learning

Gestalt Community Schools is beginning the year with full virtual instruction.

Part 6.1: Explanation of Approach

In order to prepare for our 2020-21 school year, all School Leaders and Network Instruction Staff participated in a six day summit presented by our Chief Academic Officer. The training materials can be found [here](#). School Leaders also received training on our remote progressive accountability procedures during the month of June. This PowerPoint was utilized to provide training: [Remote "What's Up" and Advisory Training](#).

Until it is safe to return to campus, Gestalt Community Schools will continue to host all professional development sessions virtually through Zoom. Please reference this artifact for the [Summer Training Sessions](#) with our New and Returning Staff Members. Presentation materials for sessions can be found below:

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- [Introduction to Schoology](#): The Learning Management System that will be used to support instruction.
- [PowerSchool Training](#): Platform that will be used to take attendance, house student contact information, behavior/communication logs and scholar grades.

[Teacher Training Sessions](#) will focus on [scholar engagement](#) in both the traditional and hybrid instructional setting. Teachers will be provided with ample opportunities to [practice high impact instructional techniques](#) and get real time [feedback from content coaches and school leaders](#).

As a continuation of training that was provided during the summer, New Teachers will have professional development on Teach Like a Champion (TLAC) based upon the reference scope and sequence: [New Teacher TLAC Training](#). For all staff, the [Get Better Faster Scope and Sequence](#) will be utilized to provide coaching and feedback. Staff will receive weekly action steps aligned with this framework, which are practiced with their assigned coach during weekly meetings and during live instruction, in order to ensure mastery.

For our year-long professional development plan, please reference our [Gestalt Arc of the Year](#).

Gestalt Community Schools utilizes a network development teacher evaluation rubric, [Instructional Essentials](#), which will be utilized to evaluate the effectiveness of teachers on student achievement and progress. Unless otherwise notified by the state or LEA, Gestalt will follow this schedule: [Gestalt Teacher and Staff Evaluation Process Schedule](#)

Part 6.2: Artifacts

Supporting artifacts are noted in our Explanation of Approach above and include:

- [Professional Development Summit - Teacher Training Materials](#)
- [Remote "What's Up" and Advisory Training](#)
- [Summer Training Sessions](#)
- [Introduction to Schoology](#)
- [PowerSchool Training](#)
- [Teacher Training Sessions - Lesson Planning](#)
- [Teacher Training - Scholar Engagement](#)

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- [High Impact Instructional Techniques](#)
- [Lesson Plan Feedback from Content Coaches and School Leaders](#)
- [New Teacher TLAC Training](#)
- [Get Better Faster Scope and Sequence](#)
- [Gestalt Arc of the Year](#)
- [Instructional Essentials](#)
- [Gestalt Teacher and Staff Evaluation Process Schedule](#)

Section 7: Implementation and Monitoring

Gestalt Community Schools is beginning the year with full virtual instruction.

Part 7.1: Explanation of Approach

Instruction		
Meeting Type	Frequency	Owner
Instructional Planning Meeting	Weekly	School Academic Leadership Team
Observation/Feedback Meeting	Weekly	School Academic Leadership Team
Data Meeting (Looking at Student Work)	2nd & 4th Wednesday	School Academic Leadership Team
Data Meetings (Re-teach/Differentiation)	Weekly	School Academic Leadership Team
Leadership Team Meetings	Bi-Weekly	School Academic Leadership Team
Formal Staff Evaluation	As outlined by the network	School Leaders
Network Instructional Leadership Meeting	Weekly	Director of Teaching and Learning

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Interim Data Review and “Win Plan” Development	Quarterly	Instructional Leadership Team
Curriculum Effectiveness Evaluation	Annually	Chief Academic Officer
Attendance		
Meeting Type	Frequency	Owner
Attendance Audit	Daily	Office Attendance Secretary
Truancy and Chronic Absenteeism Audit	Weekly	Dean of Scholars and Network Data Manager
Network Truancy and Chronic Absenteeism Audit	Quarterly	Network Data Manager
Instructional Technology Effectiveness		
Meeting Type	Frequency	Owner
Schoology & Digital Platform Effectiveness	Weekly	School Leaders
Technology Help Desk Check-In	Weekly	IT Department/Instructional Technology Manager
Professional Development Effectiveness		
Meeting Type	Frequency	Owner
School Based Professional Development	Weekly	School Leaders
Coaching Effectiveness Survey	Quarterly	School Leaders

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All schools within the GCS network host weekly “Looking at Student Work” data meetings. These meetings will continue to be held virtually until safe for staff and students to return to campus. The following protocol will be used to frame the meetings. All meetings will be stored within the Whetstone platform, which will be monitored by School Leaders and Network Administrators: [Looking at Student Work Protocol](#)

All network coaches and school-based coaches are expected to provide weekly coaching and instructional support to all teachers. An example coaching schedule while in virtual learning is provided as supporting evidence: [Example of Network Instructional Coach Schedule](#), [Gestalt Teacher and Staff Evaluation Process Schedule](#), and Gestalt Grade Audit Procedures, Refer to page 2 on [Staff PowerSchool Expectations](#)

The monitoring of attendance and truancy will be completed at the network and school-based level. All Dean of Scholars will be expected to complete this [attendance tracking form](#). Our network data manager will host bi-weekly meetings with the Dean of Scholars to review scholar attendance, discuss next steps within the Truancy procedures, and provide input and troubleshoot any barriers families are experiencing that are preventing them from accessing virtual learning.

The Gestalt Community Schools Executive Team and Reentry Task Force meet on a weekly basis and will assess the effectiveness of our Gestalt Re-Entry plan during their weekly meetings. Here are examples from our planning meetings: [May 18_2020 Task Force Meeting](#) and [June 15_ Task Force and Executive Team Meeting](#).

Part 7.2: Artifacts

Supporting artifacts are noted in our Explanation of Approach above and include:

- [Looking at Student Work Protocol](#)
- [Example of Network Instructional Coach Schedule](#)
- [Gestalt Teacher and Staff Evaluation Process Schedule](#)
- [Staff PowerSchool Expectations](#)
- [Attendance Tracking Form](#)
- [May 18_2020 Task Force Meeting](#)
- [June 15_ Task Force and Executive Team Meeting](#)

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Section 8: Communications

Part 8.1: Explanation of Approach

Communications and engagement with all stakeholders started from the reflection and planning process through future implementation. All communications were sent via email, text message, snail mail, and robo calls. All items are translated in Spanish, for example: [Reentry Informational Guide Spanish Version](#) . Moreover, all resources, materials, as well as the CLP will be housed on our website. The page will launch on July 31st. It will be similar to the current COVID 19 response page: <http://www.gestaltcs.org/contact-us/covid-19-resources/>. Below you will find a summary of the communication plan and aligned artifacts.

Modes of Communications

We leverage Swift K-12 messaging system which allows us to send communication via email, text messaging, and robocalls. In addition to Swift K-12, we also use My Emma for our newsletter distribution.

Stakeholders	Emails Swift K-12	Text Messaging Swift K-12	Robocalls Swift K-12	My Emma Newsletter	U.S. Postal
Families	X	X	X	X	Families who have no wifi access in their homes.
Teachers, Staff, and School Leaders	X	X	X	X	
Scholars Grades 6-12 actively use their school assigned email accounts.	X	X	X	X	
Board Members & Community Partners	X			X	

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Emergency Communication Templates and Letters

Conditions	Sample Templates
Gestalt's COVID 19 Decision Matrix and Response	
Notice to Family of Scholar with Symptoms	In the event that a scholar displays symptoms during the daily health assessment or during the course of the day, the scholar will be immediately isolated and the scholar's parent will be called. As a follow-up, the following template will be used to notify the parent that the scholar will be required to learn remotely for at least 14 days.
Notice to Staff Members with Symptoms	In the event that an employee displays symptoms during the daily health assessment or during the course of the day, the employee will be sent home immediately. HR will use this template to notify the staff member.
14 day Quarantine	We will use this template to notify staff members and the scholar template to notify scholar families that they are required to work/learn remotely and should quarantine for 14 days due to possible COVID-19 exposure.
Solely Remote Learning	In the event that an employee or scholar tests positive for COVID-19, we will use this template to notify staff members assigned to that school location. We will send this template to notify parents.

Frequency of Communications

In addition to the virtual training and professional development sessions conducted in July, we are committed to providing weekly updates to our staff, families, scholars, and teachers through email, text messaging, and robocalls. In addition, teachers and counselors will be making daily wellness calls to our scholars' homes to check-in on their needs including social-emotional and mental health.

Part 8.2: Artifacts

Supporting artifacts are noted in our Explanation of Approach above and also include additional artifacts:

- [Reentry Informational Guide_Spanish Version](#)

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- [Gestalt's COVID 19 Decision Matrix and Response](#)
- [Notice to Family of Scholar with Symptoms](#)
- [Notice to Staff Members with Symptoms](#)
- [14-Day Quarantine Communication Template for Staff](#)
- [14-Day Quarantine Communication Template for Scholars](#)
- [Solely Remote Learning Communication Template for Staff](#)
- [Solely Remote Learning Communication Template for Scholars](#)
- Planning and Implementation Calendar
https://drive.google.com/file/d/1R-tUMqfwq9ZTIGgpNHBz6W6-A_320Ztq/view?usp=sharing
- May Family Needs Assessment Results
<https://drive.google.com/file/d/1PP0sjdNfNunARQmHw8Z5aN7Vetqt-UEI/view?usp=sharing>
<https://drive.google.com/file/d/1GMxrk-tE6xt8hA7npxKkRSrnqqeB7KqP/view?usp=sharing>
- Family Final Decision/Selection Survey Results (Due on July 17 - I will resubmit)
https://drive.google.com/file/d/1jqU9gebxf9E5I1i_Qo07KrD2RoDvkoy/view?usp=sharing
- Safety Video:
https://drive.google.com/file/d/1WpOO_Oglad3FVL2xgUPg9L88xCCUXBbq/view?usp=sharing
- Informational Guide English
<https://drive.google.com/file/d/1dcyqEfSVODJiJBSZFzLu0OKGSFWbsjQT/view?usp=sharing>
- Informational Guide Spanish
<https://drive.google.com/file/d/1dcyqEfSVODJiJBSZFzLu0OKGSFWbsjQT/view?usp=sharing>
- Family and Staff Newsletter July 3
<https://drive.google.com/file/d/1X3bv-GUvYFFTsaq5qnX2Pkm9DDw7RIG7/view?usp=sharing>
- Staff Newsletter July 7
<https://drive.google.com/file/d/1sdJfgk5OeSS3Anf2HNVWs423nPovu2iW/view?usp=sharing>
- Family and Staff Newsletter July 10
<https://drive.google.com/file/d/1uQBHjM2XNYBCgz-bsubxXjK89RWzSgar/view?usp=sharing>
- Focus Group Resources
<https://drive.google.com/file/d/19xWckpLzbxL6zM2KkJQNMLJ-MjViFseL/view?usp=sharing>
<https://drive.google.com/file/d/1VHAgax-eehoMJ-eH8WW4YFWioRXHsSL6/view?usp=sharing>
https://drive.google.com/file/d/1qLBhEph6StYdjfv_K4nyei2awdxKNX88/view?usp=sharing
- Parent Guide and Tutorials to Reentry- coming soon
- Staff Guide to Reentry - coming soon
- COVID19 Resource Page: <http://www.gestaltcs.org/contact-us/covid-19-resources/>

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Appendix: Operations and Budget (Optional)

Components	Links
CLP Comprehensive	Enter on Monday prior to submission
Budget (CARES)	Cares Budget
Safety Plan	Safety Video Hybrid Learning On-Campus Safe Arrival Safe Restrooms Safe Hallways Safe Classrooms Isolation Spaces Visitors Tardy Scholars
Technology Plan	Hybrid Learning Technology Set-Up Guide
Nutrition Plan	COVID:19 Meal Distribution Process
HR Plan & Policies	<p>As part of our reentry planning, we released the Return to Work Video to inform staff of the plan and their entitlements and our approach to ensuring equity with regards to accommodations</p> <p>We established Eligibility Categories to ensure employees are aware of their legal entitlements and Gestalt's response to those entitlements which is above the legal requirement</p>
Transportation	

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	<u>COVID 19 Transportation Process</u>
School Schedules	<u>PCA Master Schedules</u>
COVID:19 Response Decision and Response Matrix	<u>Gestalt's COVID 19 Decision Matrix and Response</u>