

Section 2.9: Human Capital

2.9.1: Recruitment and Selection

- **Briefly describe the staffing model (number of administrators, co-teachers, aides, etc.) and explain how it will support student achievement. Provide teacher-student ratios.**
- **Provide an organizational chart for year one and for when the school is operating at all proposed grade levels. Explain the lines of reporting and accountability between the board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and the Management Organization (if applicable). Describe the rationale for this structure. If working with a Management Organization, please detail who will manage the relationship and the interaction with different staff.**
- **Describe your design team's strategy, process, and timeline for recruiting and hiring the proposed school's teaching staff, including conducting criminal background checks. Include the selection criteria, planned combination of experienced and new teachers, and any unique considerations to support your school design.**
- **Explain your strategy for recruiting bilingual-certified, special education, and other high-need teaching specialties.**
- **Discuss the proposed salary ranges and benefits (including pensions) listed in the attached budget (Section 4.1) and explain any financial incentives or rewards that may be included in the compensation system. Explain how the salary and benefit plans will enable the school to compete with other schools to attract and retain high- quality staff.**

Illinois Prep will be governed by a seven-member Board of Directors who will establish a contractual agreement with the Management Organization (A3 Education). The Board of Director's relationship with the Management Organization (MO) is codified with a performance-based contract.

The executed management agreement in Appendix 6.1 outlines the duties and responsibilities of each party and the specific performance requirements of the MO.

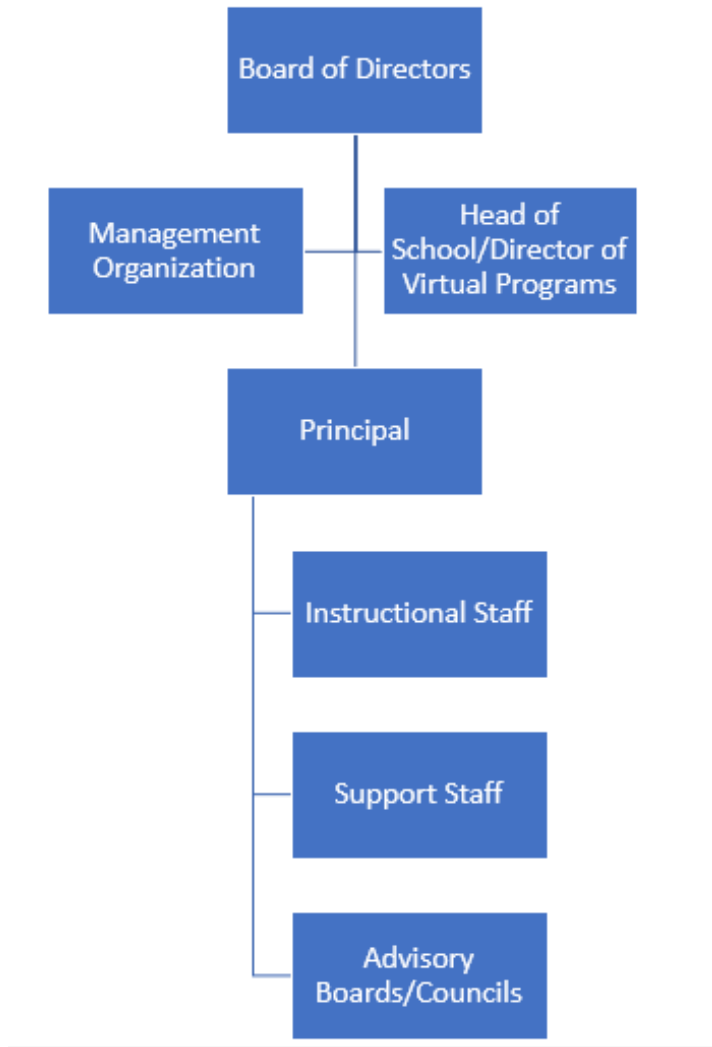
The school will independently adopt a comprehensive budget on an annual basis, which will include all forms of revenue and all expenditures. Any and all budget amendments will require Board approval. On a monthly basis, the MO will provide a detailed accounting of all school revenues and expenditures. In addition, the MO will report, on a monthly basis, the current student enrollment of the school and the number of students on the waiting list (if any). The MO will provide monthly financials, which will include a statement of revenues and expenditures prepared in accordance with generally accepted accounting principles.

The MO will be responsible for the daily financial management of the school, subject to the budget and oversight of the Board. The Board will be responsible for overall policies regarding Illinois Prep's governance, academic, personnel, discipline, and grievance policies. It is our responsibility to hold the MO responsible for the successful operation of the school and its ability to deliver academic results. This system of accountability ensures that Illinois Prep will be devoted to its mission of providing a rigorous educational program.

The head of school will be hired by (and report to) the Board and will be responsible for implementing the virtual learning program. A principal will be hired and report to the Head of School for virtual programming but will also have operational duties while enforcing all policies set forth by the Board. School employees will be responsible for, above all else, the delivery of Illinois Prep's rigorous academic program. Day-to-day operational duties will be administered by the principal, with fiscal and HR oversight and support provided by the MO. It will be the joint responsibility of the head of school and principal to recruit teachers and support staff; all staff are ultimately employed by the Board, with the Board retaining ultimate authority over the hiring and firing of teachers and staff.

Several advisory boards will be developed to ensure continuity of communication between key stakeholders (parents, community, etc.) and each advisory board will report to the principal of the school.

This organizational structure allows for the MO to provide expertise in areas such as fiscal management, human resources, and compliance/regulations in partnership with the head of school who will oversee curriculum implementation, and the principal who will oversee teacher and staff evaluations as well as overall day-to-day school operations.



The Board will be an equal opportunity employer and will recruit quality staff throughout the year for job openings using a progressive and innovative recruiting plan. Recruitment will occur locally, statewide, and nationally through various resources that include:

- Indeed.com website.
- School's website.
- Education job fairs.
- College recruiting by identifying colleges and universities, both locally and nationally in order to attract and hire newly graduated teachers.
- Select educational, professional, and job recruitment websites to advertise and communicate teaching openings.
- Minority referring organizations to help ensure that the workforce is reflective of the diverse community served.
- Strategic advertisement relationships with our Management Organization.

The MO will manage job advertising, conduct applicant screening, and refer qualified applicants to the school administration and Board for interviews to ensure Illinois Prep's staffing needs are met. A consistent process of screening, interviewing, and selecting employees is essential to our ability to recruit qualified staff. A consistent process will ensure that candidates are provided an equal opportunity to demonstrate and/or articulate their skills and abilities.

The Board and the MO will follow the protocol established for screening school employees, vendors, and Board members. The head of school will be responsible for complying with and arranging the criminal background check policy, which will follow all state and district requirements. Every 5 years, school staff will be required to pass a criminal background check.

A comprehensive criminal history background check will be conducted on each applicant. The Board and MO will also ask legal questions on its employment application in relation to felony convictions, probation, pleadings, and pending disciplinary actions. If a candidate misrepresents information, the Board reserves the right to end the hiring process or employment relationship.

The selection process is informed by factors identified in applied psychology, such as interview structure and phrasing of questions, and draws on effective teacher research. Interview protocol focuses on job-related questions and is within the legal bounds of interviewing guidelines. Every hired employee signs an offer of employment (contract) with the Board. Staff is hired on a year-to-year contractual basis. Extensions of employment offers are recommended on an annual basis. All instructional personnel are considered 10-month employees paid over a 12-month period.

The first 90 days of employment will be an introductory period. During this period, the employee may resign without reason and/or notice and the Board may terminate employment without cause and without notice. After this period, all employee resignations will be accepted as long as they are submitted in writing with proper notice.

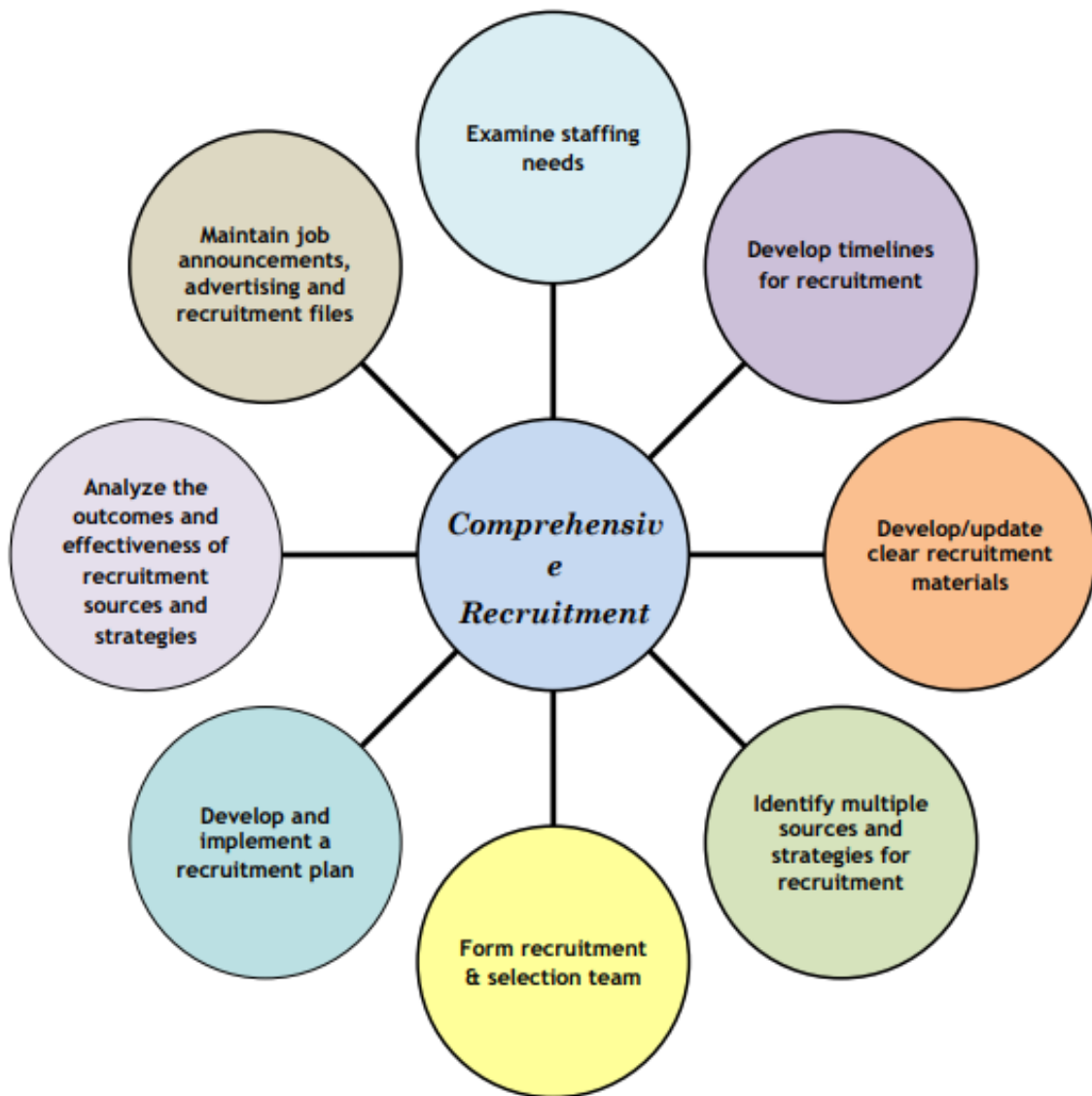
Retention of highly-qualified and effective teachers will be part of the head of school's annual evaluation system. The principal will be encouraged to set goals and the annual evaluation will be based upon achieving those goals.

Illinois Prep will seek candidates with a minimum 3-5 years of teaching experience for ALL teachers due to the nature of the school's teaching and learning model. The following criteria will be used to ensure that we recruit teachers who will be effective in this type of learning environment.

- Licensed to teach in the State of Illinois
- 3-5 years of teaching experience

- Understands and can articulate why technology-enhanced teaching and learning is effective
- Demonstrates effective use of technology
- Preference given to teachers who have either taught online or in a blended-learning setting

Illinois Prep will follow a comprehensive recruitment process for all staffing and will be assisted by the A3 management organization to ensure the school identifies needs such as bilingual-certified teachers, special education teachers and teachers in other high need areas.



Illinois Prep will follow a similar recruitment process for all teachers using the aforementioned job sites and advertisement outlets. In addition, the board will

make recruitment of bilingual/ELL/special education teachers a priority by using a variety of means for recruitment, including professional organizations, Illinois teacher preparation programs, job fairs, and “word of mouth,” as well as developing collaborative programs with local school districts and community colleges. In addition, Illinois Prep will expand recruitment efforts beyond the state of Illinois and most importantly, offer financial incentives to all bilingual/ELL/special education teacher candidates.

COMPENSATION

Illinois Prep will develop a competitive compensation system after conducting extensive research into the Chicago charter school employment market and have pegged our salaries and benefits package to accomplish three goals:

- Attract, develop and retain the best teachers to build a pipeline of teacher leaders
- Reward overall performance and the success of the Illinois Prep model
- Develop a culture of appreciation and professionalism

To accomplish these goals we have:

- Pegged our starting salaries to be in line with or above other charter schools
- Established Master teacher salaries far above the charter norms to attract top teachers
- Created a teacher career path to motivate development and growth

Salary ranges:

- The salary range for master teachers is \$70,000-\$90,000 with an average salary of \$80,000.
- The salary range for teachers is \$45,000 to \$65,000 with an average salary of \$55,000
- The salary for teacher aides average \$30,000
- All other positions are pegged to exceed the 50% percentile for other charter schools

Benefit rates were established to align with the average benefits for other charter schools.

2.9.2: Professional Development

Describe the school’s approach to professional development for instructional staff and explain how it will support the effective implementation of the educational program, including:

- **Which staff members will be responsible for leading professional development;**

- **The extent to which professional development will be conducted internally or externally;**
- **How the school will identify professional development topics;**
- **The purpose and frequency of teacher observation;**
- **How the school calendar will accommodate formal professional development sessions and teacher planning or collaboration time, and how the school budget will account for professional development;**
- **How the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, veteran teachers, and teachers of all subjects;**
- **How teachers will be prepared to deliver unique or particularly challenging aspects of the curriculum and instructional methods;**
- **What professional development will take place prior to school opening and the topics that will be covered during this induction period; and**
- **The process for evaluating the efficacy of the professional development program.**

Beyond professional development, how will your school promote a positive professional culture that will help develop and retain talent? Include opportunities for staff to be involved in school-level decision-making, development of new initiatives, or opportunities for teacher collaboration and advancement.

Student achievement is inextricably linked to teacher quality. Consequently, professional development will be designed to cultivate instructional talent and build capacity. The overall goal is to develop and retain the best teachers, nurture a culture of ongoing professional learning and collaboration, and build a pipeline for teacher leaders.

Teachers will receive observations on a monthly basis for the purpose of support, not merely evaluations. Embedded coaching and real-time support is critical to new schools and the implementation of a model. Teachers will have regular scheduled time for professional development at both monthly PD sessions, weekly cross-curricular planning sessions and ongoing embedded coaching and support. Our calendar and schedule notes these days and times. Prior to the opening of the school teachers will receive PD on:

- Personalized Learning
- Virtual/Online Instructional Practices
- Social Emotional Learning
- Training - on the school's LMS, digital curriculum, web-conferencing and other requisite technologies

Professional development is an ongoing process - not simply PD days. Thus, we provide a comprehensive PD model.

Our PD Model

Zia was founded in 2011 based on successful blended and personalized learning models developed through the work of school and district-level leaders in the personalized learning movement. The implementation and professional learning models developed by Zia have been used in major districts such as Charlotte-Mecklenburg, Houston ISD, Dallas ISD and over 15 Alternative Learning Charter Schools in Ohio. Each of these successful implementations led to meaningful, measurable results.

Our founder, Robin Gonzales, is a recognized leader in the personalized learning movement and served as the Chair of the Mindset Standards for Teaching in the Personalized and Blended Learning Classroom for iNACOL. She is also the author of the Framework for Personalized Learning. The standards and Framework are in use in classrooms across the United States and have helped to define and promote high quality instruction and engaged student experiences in the personalized classroom.

Combining these powerful digital tools with our team of expert 21st century educators gives us both the on-ground staff and online tools to provide authentic embedded coaching and ongoing support.

We take great pride in our company history of being built by teachers and district leaders. Understanding not only the technology but the pedagogy behind personalized learning is critical to authentically engaging teachers in the process of re-envisioning teaching and learning.

Effective professional development evaluation systems promote the improvement of professional practice resulting in the improvement of student performance. To ensure that student performance continually improves through the work of excellent teachers and leaders, an evaluation system must use measurement that is clearly articulated, research-based, and proven performance targets. These targets align to appropriate state and/or national standards and include evidence linked to the impact of student performance.

Zia Learning is an approved PD provider in Chicago Public Schools for personalized, blended and 21st century learners and an approved provider of SEL student services through CPS College and Careers support. Zia Learning is proud to not only serve to implement highest quality blended and personalized learning programs across the US but also to work with schools as a leading provider of professional development in the field of personalized learning, 21st century teaching practices and educational models to serve alternative needs/at-risk youth. Teachers and staff will participate in nine full days (63 hours) of professional development along with weekly PLC and data team meetings. In addition, staff will participate in relevant conferences in order to stay abreast of the most relevant and timely information and research to best serve students. Professional Development will be targeted to school-wide priorities and

initiatives as well as personal PD Plans based on teacher readiness for a blended/facilitated learning environment.

Professional development sessions will cover targeted topics that are critical to program success. Those overarching topics fall under two major domains, teaching and supporting learners in a personalized and blended learning model and supporting alternative needs/at-risk students through SEL supports and interventions.

We hope to create a professional culture in our school that is philosophically aligned with the mission of our school and that inspires staff to go beyond compliance and into engagement and empowerment.

In the beginning, our school staff will be a very small, close-knit group of individuals working as a team in developing an innovative, scalable, and sustainable school model. We will have ample opportunity to give and receive informal feedback. We will also build formalized systems to survey staff on their attitudes, beliefs, level of satisfaction, and needs. Teacher surveys, retention rates, and student surveys will be used to gauge the success of our work in creating a professional culture that is intrinsically motivating and rewarding. Consistent monitoring and focus on staff morale will limit staff turnover and significantly contribute to a positive professional culture.

Staff will be given weekly time for PLC meetings after student dismissal. In addition, staff will participate in quarterly PD days (student non-attendance days) as well as a week-long summer institute.

Zia Learning will evaluate PD on an ongoing basis through pre and post surveys and evaluations as well as teacher/classroom observations, teacher self-evaluations and ongoing evaluations through data teams and PLC's. In addition a quarterly program evaluation will yield critical information to determine the impact and effectiveness of PD as well as determine professional development deficits and needs.

Zia provided an alternative blended charter school organization in Ohio (LifeSkills) in their transition to a new blended and full-time virtual/distance model. They sought to increase student engagement, student achievement and teacher's ability to provide high quality instructional environments and SEL supports to students. Zia provided:

- Strategic planning and program design services
- Upfront teacher readiness surveys and evaluation of those surveys
- Onsite PD services for personalized and blended learning and SEL student supports
- Teacher training and in-depth professional development
- PLC structure and personalized professional development plans

- Curriculum development and delivery services (Zia developed a full k-12 online/virtual curriculum and delivered that digital curriculum via LMS) and teacher training in the enrichment of blended learning environments

These efforts yielded meaningful, measurable results including:

- A 39% increase in overall pass/achievement rates
- The implementation of a full teacher training and professional development/learning program that provides staff upfront training and ongoing support
- The creation of onsite and digital PLCs
- Ongoing reporting on professional development and the development of personalized professional development plans
- The development of parent support and training program with 85% of parents reporting increased levels of support and communication over prior program years
- Development of a new digital curriculum that is fully differentiated and offers:
 - o Project based learning options
 - o Career connections in EVERY unit of EVERY subject
 - o Live learning options that connect students to industry experts, special events, museums and other institutions

Teachers and staff will be provided upfront professional development in a week-long summer institute prior to program launch. Ongoing embedded coaching will be provided throughout the year along with PD institute days.

Teachers, like all other learners have diverse learning needs. Every teacher comes to the classroom with a different background, different set of skills, and differences in how they learn best. In an effort to individualize their own learning, teachers may try a variety of tools and strategies including twitter questions and chats, shared videos of their practice, and by seeking out face-to-face or blended opportunities on topics of need or interest. By contrast, the majority of professional development opportunities still adhere to the one-size-fits-none strategy of the “sit and get.” Teachers know what they need and they often have a robust network of practitioners they work with or consult for answers. As part of our strategy to ensure differentiation for our teachers, they will be part of the ongoing conversation what PD do they need. Additionally, teachers will gain a deeper understanding on how to leverage data to better inform decisions around their professional learning and how to use data to support whole faculty PD options.

2.9.3: Staff Evaluation

Describe how school leader and staff performance will be monitored and evaluated, including the calendar, staff roles, and supplemental documents. Explain how the school intends to handle unsatisfactory teacher and staff performance, as well as leadership/teacher changes and turnover.

Appendix 2.9

In Appendix 2.9, applicants must provide:

- *A chart showing the school staffing model that lists all administrative, instructional, and non-instructional staff positions over the school's first five years of operation;*
- *A school-level organizational chart that shows the lines of authority and reporting within the school and clearly delineates the roles and responsibilities of staff members over the school's first five years of operation;*
- *Job descriptions for all leadership positions, teachers, and key support staff; and*
- *A professional development calendar for the first year of operation.*

Applicants may provide additional documents, including:

- *Personnel policies or an employee manual;*
- *Resumes of prospective staff members who have been identified for specific positions with a description of why they are uniquely qualified for success in the position; and*
- *Any documents, policies, tools, or forms related to staff evaluation and performance.*

A critical component to effective schools is the effective evaluation of staff. Although virtual teachers are not in a classroom down the hall, easily observed, there is a plethora of data, collected in real-time, that makes the evaluation of online teachers just as effective, if not more so, than traditional brick-and-mortar teachers.

Technology has bridged physical distances and its ability to log large amounts of data—accessible with the click of a button—has made the evaluation process more thorough, useful and transparent. For example, a principal in a brick-and-mortar school may complete a summative teacher evaluation based on, at best, a handful of classroom observations, a standardized checklist of goals, and student learning outcomes. A virtual school administrator, however, has 24/7 access to review the teacher's data and create both formative and summative assessments.

Our school will evaluate teachers and administrators in alignment with CPS REACH standards for evaluation. Unlike a traditional classroom observation where the administrator is physically present while the teacher works with students, a virtual observation may include reviews of student data, student information, number and quality of teacher contacts and other points. Some examples of 'observation' may include:

- Communications with students are respectful and professional
- Instructor uses multiple forms of communication and/or interaction with students (i.e. messages, digital communications, discussions, announcements, etc.)
- Instructor response time
- Instructor moderation of discussion forums and subsequent feedback timeline
- Instructor actively encourages students to participate in the course
- Instructor offers both positive feedback and constructive criticism during the grading process
- Netiquette expectations are clearly stated and enforced
- It is evident that the instructor is present, proactive, and engaged in the course

- o Response times
- o Presence in commenting in forums
- o Grade book up-to-date
- o Digital feedback is routinely provided
- Course materials are at an appropriate level for students
- Teacher has differentiated for students with special needs, remediation, or extension
- Through the course organization, communications, or chosen course materials/activities, the instructor has demonstrated a command of the subject matter
- Student feedback

Note: formative evaluation in an online environment will be defined as gaining feedback during a course to improve the ongoing teaching and learning process. This data can be accessed through the LMS.

The major components of our teacher evaluation plan will include:

- a. The Zia instructional framework that:
 - (i) is based upon research regarding effective instruction in blended and digital environments
 - (ii) addresses planning, instructional delivery, and classroom management
 - (iii) aligns with the Illinois Professional Teaching Standards.

- b. In alignment with CPS standards for evaluation, each teacher in contractual, continued service (tenured) will be evaluated at least once every two years; however, a tenured teacher who receives a needs improvement or unsatisfactory rating must be evaluated in the next school year after receiving that rating. Each teacher not in contractual continued service (non-tenured) must be evaluated at least once every year.

- c. Evidence of each teacher's professional practice will be collected by review of data, face-to-face or phone interview and observation of teacher lesson components and how they interact with students and families.
 - (i.) For each tenured teacher who received an excellent or proficient rating, a minimum of two observations are required during the cycle in which the current evaluation is conducted, one of which must be a formal observation.
 - (ii) For each tenured teacher who received a needs improvement or unsatisfactory rating, a minimum of three observations are required in the school year immediately following the year in which the needs improvement or unsatisfactory rating was assigned, of which two must be formal observations.
 - (iii) For each non-tenured teacher, a minimum of three observations is required each school year, of which two must be formal observations.

d. As observations may not necessarily include watching a teacher deliver instruction, conferences may be held throughout the year as the school leader reviews digital benchmarks. The evaluator must share with the teacher any evidence collected during an observation and the evaluator's judgments concerning the evidence. A formal observation can include participation in student-teacher conferences or review of a standard list of expectations including student interaction, student engagement, student work products and grades or other information contained within the LMS.

- (i.) Following a formal observation, the qualified evaluator must meet with the teacher to discuss the evidence collected about the teacher's professional practice and provide written feedback to the teacher.
- (ii.) Following an informal observation, the qualified evaluator must provide feedback to the teacher either orally or in writing and, if the feedback is in a written format, must also provide the teacher with an opportunity to have an in-person discussion with the evaluator.

The evaluation plan outlined in the framework provides for the consideration of teacher attendance (as evidenced by regular interactions, contact, grading, student responsiveness, etc.), planning, instructional methods, classroom management (grouping, developing student agency, etc.), and competency in the subject matter taught.

f. The evaluation plan must provide for the use of student growth as a significant factor in each teacher's evaluation. In accordance with CPS policy, "significant factor" means that data and indicators on student growth must be at least 25 percent of the evaluation rating in the district's first and second years of implementation. After the first two years, student growth must be at least 30 percent of the evaluation rating.

Any tenured teacher rated 'needs improvement' will receive a professional development plan. If a tenured teacher is rated unsatisfactory, the leadership will develop and commence a plan for 90 school days of remediation, which may involve coaching, professional learning and more frequent check-ins. The remediation plan must involve a consulting teacher and include multiple evaluations. The teacher will be dismissed if he or she fails to complete the remediation plan with a rating of proficient or better. A non-tenured teacher must be dismissed if he or she is not eligible for tenure at the end of his or her probationary period.

In alignment with CPS, our school will utilize a principal evaluation system that holds principals accountable for student growth and provides support to help principals succeed as school leaders. It is standards-based and includes student growth indicators as well as professional practice ratings. Principals will receive two formal observations conducted by Zia Learning. Zia Learning will work in conjunction with the network office to ensure that principals are evaluated by a certified person. After the observations, evaluators provide feedback to and share collected evidence with principals. Each principal has the opportunity to set goals

and submit a self-assessment. In alignment with CPS, there are 5 competencies that are evaluated:

- Competency A: Champions teacher and staff excellence through continuous improvement to develop and achieve the vision of high expectations for all students
- Competency B: Creates powerful professional learning systems that guarantee learning for all students
- Competency C: Builds a culture focused on college and career readiness
- Competency D: Empowers and motivates families and the community to become engaged
- Competency E: Relentlessly pursues self-disciplined thinking and action

In alignment with CPS, the following metrics will be reviewed to determine growth: High School

- Student Growth on ACT Educational Planning and Assessment (EPAS)
- Growth of Priority Groups on EPAS: English Learners (EL), Diverse Learners (Students with an IEP), and African-American and Latino Students
- Attendance, Freshman On-Track, Graduation and Dropout Rates
- Early College/Career Credentials

Elementary School

- Student Growth on Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)
- Attendance
- Growth of Priority Groups on NWEA MAP: English Learners (EL), Diverse Learners (students with an IEP), and African-American and Latino Students
- Percentage of Students Meeting/Exceeding National Growth on NWEA
- English Learners' (EL) Development on Assessing Comprehension and Communication in English State-to-State (ACCESS)

Keeping great principals and teachers begins with hiring the right personnel. It must be recognized, however, that some attrition is inevitable. In any traditional school there is usually some turnover; the same is true in a virtual school. Zia Learning has a structured plan for succession of a principal and follows the best practice in teacher and administrator retention. In the event a staff member moves on he/she will be replaced by a highly qualified teacher with past experience and track record of success in the digital classroom. In the unlikely event an HQ teacher is not available, the teacher will be replaced by a substitute that is a content area specialist until a suitable replacement can be made. As part of our robust professional development, principals are lead to create a succession plan and are encouraged to anticipate the opening, recruit or promote the right candidate, and foster effective succession. Zia Learning employees 24 HQ teachers in a variety of content areas and does not anticipate difficulty in replacing a teacher.

Staff Professional Development Calendar

Although there is a lot of support for personalizing the learner experience, often times personalizing for professional development is forgotten. It is of critical importance that in our school teachers experience personalized professional learning and following the best practices of andragogy they should also have a say in what they study and in sharing their own expertise. There will be several professional learning opportunities that are designed for all staff and a traditional plan for supporting teachers new to the school. That being said, we will empower teachers to choose from a variety of opportunities and to lead others. Below, please find a comprehensive list of a year-long look at professional development.

| Regular scheduled professional learning | | |
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| Summer | Structured ILT will lead this work with input from the staff | <p>Prior to the opening of the school 2018-19, teachers will receive PD on:</p> <ul style="list-style-type: none"> • Personalized Learning • Virtual/Online Instructional Practices Social Emotional Learning • Managing and leveraging student data • Training - on the school's LMS, digital curriculum, web-conferencing and other requisite technologies |
| Summer | Structured | <p>New teacher topics- After our inaugural year there may be a need to onboard new teachers. Part of that process will be staff and teachers creating the trainings based on what someone new to the school will need to be successful. These topics will be based on need and may include:</p> <ul style="list-style-type: none"> · Technology – LMS, logging in, usernames and passwords · Technology – what technology is routinely used, how to use it to create a dynamic class · Culture – what are important pieces of the shared culture · Content-specific information · Meet your mentor/coach · Administration – paperwork, HR, etc. |
| Daily | Informal | <p>Teachers are encouraged to touch base with their fellow teachers on a daily basis to compare concerns and to assist each other in trouble-shooting. Additionally, they are encouraged to have student data discussions. The Lead teachers and the leadership team will be available to answer questions and provide support.</p> |

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| Weekly | Informal | Staff will be given time for PLC meetings |
| Monthly | Structured; Last work day of the month. | Ongoing embedded coaching will be provided throughout the year along with PD institute days. There will be ½ day of professional development provided each month on topics most requested by teachers or identified as a need by the leadership team. |
| Monthly | | Embedded professional development occurs on the first Wednesday of each month as well as throughout the month, online as well as in-person based. |
| Technology | Informal; unconference style | Technology professional development occurs on the last Tuesday of each month. |
| Level-Alike/Content alike meetings | | |
| Elementary | Lead by ES Lead teachers | Grade Level Meetings will occur every Tuesday at all elementary schools during planning periods. This time is used for grade-level planning, on-going coaching cycles, and individualized professional learning on an as-needed basis. |
| Secondary | Curriculum lead teachers | Content Meetings are scheduled for the 2nd and 4th Wednesday afternoons of each month. |
| Additional Opportunities | | |
| Virtual PD | Formal | PD units of study that the leadership team may assign or the teacher may choose to complete. Playlists and pathways may be assigned. |

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| Book Studies | Formal, leadership team led | Supplemental book studies will be throughout the course of the year. Teachers may request a topic or a specific book and not all teams are required to read every book. The book study description will include the projected completion date, the format of the study, and the intended audience |
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