Business Plan

C.3 Personnel

Staffing Plan: The self-contained classrooms enhance school attendance, high academic achievement and family culture in the American Indian Model Schools. The following is a timeline of planned teacher hiring and student enrollment for the first three years:

a) **Year One (2012-2013**): There will be three (3) self-contained 6th grade teachers with 90 students enrolled, one (1) self-contained 7th grade teacher with 30 students, a (.75) physical education teacher and one half time (.50) resource teacher. This means we expect to employ 5.25 teachers in year one.

b**) Year two (2013-2014):** There will be three (3) self-contained 6th grade teachers for 90 students, three (3) self-contained 7th grade teachers for 83 students, one (1) self-contained 8th grade teacher for 27 students. There will be one and a half (1.5) physical education teachers and one and a half (1.5) resource teachers. There will be 10.0 teachers employed in year two.

c) **Year three (2014-2015):** There will be three (3) self-contained 6th grade teachers for 90 students, three (3) self-contained 7th grade teachers for 87 students, two (2) self-contained 8th grade teachers with 58 students, two (2) physical education teachers and two (2) resource teachers. There will be 12 teachers employed in year three. The teacher to student ratio will average 20 students per teacher in the third year.

The reduced enrollment from one grade level to the next grade is based on students who will be retained in the 6th and 7th grade because of low academic skills. They will not be socially promoted to the next grade. There is also the high rate of mobility of families in the city who might choose not to return if their move takes them too far from the school.

The special education/resource teachers and physical education teachers will work together daily with the self-contained classroom teachers throughout the school year. The director/principal, administrative assistant, financial manager and teachers are all an integral part of the success of the Tucson AIM education.

Director/Principal

Minimum Qualifications: Five (5) years of experience in a Traditional Public School or Charter School in Administration. The director/principal must be willing to adopt and implement the American Indian Model of Education and have a Class 1 Fingerprint Clearance Card. The director/principal will be the lead administrator. He/she will provide ongoing evaluation of all instructional and non-instructional employees, oversee the curriculum, coordinate staff development and training, evaluate facilities. With the aid of the financial manager, the director/principal will ensure sound financial management and

oversee contractual services and grants. The director/principal will work with teachers, students, families, the governance board and community members to ensure adherence to the school's mission statement, which is in alignment with the charter. The director/principal will interview all employees and make his/her recommendations to the board. He/she must work to maintain 97% student average daily attendance (ADA) and create/oversee a school calendar, curriculum, staff in-service, and student contract. He/she will implement and monitor assessment, such as AIMS and AMC tests, financial services, grants, contracts, Student Accountability Information system (SAIS) and extended educational programs that occur after school and during the summer.

The recruitment of teachers will be in April and May of each year or as needed. The Director/Principal will advertise on the American Indian Model.org website and Craig's list for the recruitment of instructional and non-instructional staff. This has been a very effective method of recruiting highly qualified employees by AIM schools for over a decade. All teachers and staff will be hired by June of each year. All instructional and non-instructional personnel will attend an in-service training, which includes a manual and book on how to follow and implement the AIM method of education, in July, October, December and March of each year. The Director/Principal provides ongoing daily, weekly, monthly, and yearly evaluations of all Tucson AIM employees. The Director/Principal will report directly to the governance board.

Recruiting/Hiring/Training Instructional Staff During Start-Up: During the start-up phase, before teachers are hired, it will be ensured that they have the proper background (education and experience) to teach reading comprehension, vocabulary development and other reading-related skills as well as demonstrating they have the education and experience necessary for effective mathematics instruction. During teacher recruitment, resumes and transcripts will be reviewed carefully for those qualifications before hiring decisions are made. Ms. Carey Blakely (described in B.4.2) will assist in recruiting and interviewing personnel, as she has experience in hiring teachers for American Indian Model Schools. She will also help to train the Tucson AIM instructional staff on the American Indian Model and how to implement it in their classroom management plans, school culture, and curriculum. Due to the small number of teaching staff, Ms. Blakely and the Director/Principal will be able to work with new teachers on a one-on-one, grade-level, and full-school basis. There will be an in-service training on the American Indian Model for four days that will occur in July 2012.

Curriculum maps/syllabi and pacing guides for English-language arts and mathematics instruction will be created and discussed during teacher training sessions in the summer of 2012. The three sixth-grade teachers will meet to discuss strategies and instructional methods for the upcoming academic year. The single seventh grade teacher will bounce questions and ideas off the Director/Principal, as well as the sixth-grade teachers. Student standardized test results will be reviewed in order for the Director/Principal and teachers

to come up with a school improvement plan for English-language arts and math, including setting academic achievement goals for the year and implementing necessary remediation strategies.

Teachers

All teachers will meet the NCLB highly qualified recruitments for their classroom assignments

Minimum qualifications: Each self-contained classroom teacher will have met the requirements for an Elementary Credential. The Special education/resource teachers, and physical education teachers will have proper Arizona certifications. All employees must possess a Class 1 Fingerprint Clearance Card and participate in the in-service training of the American Indian Model Schools for four days that will occur in July 2012. The training will be ongoing throughout the year and will include all employees of American Indian Model Schools. Teachers will create weekly lesson plans that are aligned to the Common Core Standards. Give pre-test to students to determine their proficiency in mathematics and Language Arts/English. Implement structured classroom curriculum that focuses on enhancing students' academic performance to reach or exceed grade level in Language Arts/English, Mathematics, Science, Social Studies and Physical/Health Education and provide students ongoing academic and physical fitness assessment. Teachers will maintain an accurate record of student attendance, family contact, pre- and post- student assessment. They will monitor students in classroom, lunch duty, and after-school programs. Each teacher will be awarded a $250.00 bonus when the entire class of students has an average daily attendance rate of 99% or better for the school year. Teachers will be paid a bonus of $250.00 for their own perfect attendance and $500 for school-wide students' AIMS test scores that are above the city, county, and state average at the end of the school year. This includes regular self-contained classroom teachers, physical education and special education teachers who are employed fifty percent or more per school year. Each teacher has the opportunity to earn a total bonus of $1,000 each year that can foster high student performance as outlined above. Student graduation rates may also be used in the compensation plan. Through this process financial compensation is clearly designed to enhance student performance in school. Teachers will report directly to the Director/Principal.

Financial Manager

The Financial Manager will perform duties that include: payroll for employees, human resources, taxes, state reporting, budget compliance, financial reports, vendor invoices, Arizona tax credit program, maintaining financial records and providing financial reports to the Director/Principal and governance board to ensure compliance with state and federal records and reporting requirements. He/she will be responsible for working with a

certified public accountant for a yearly audit that is approved by the governance board. Will prepare and provide appropriate monthly, quarterly and yearly reports to principal and governance board. All purchases must be submitted to the financial manager with an invoice that is signed and approved by the Director/Principal. This person will have at least a bachelor's degree and preferably a master's degree in accounting, finance, or business and will have at least three years of experience in managing the financial operations of a public (preferably charter) school. The Financial Manager reports to the Director/Principal.

Administrative Assistant

The Administrative Assistant will work closely with the principal, students, teachers, and families. He/she will maintain student daily attendance records and input information in Student Accountability Information Systems (SAIS) student cumulative folders, sign in visitors, answer telephone calls, provide family student enrollment applications, register students, order school supplies as needed and receive deliveries. He/she will be responsible for fulfilling any other duties as prescribed by the Director/Principal and/or Financial Manager. This person should have a friendly manner, be well organized and willing to follow directions, have computer and other office skills, and have (preferably) two or more years of experience working in a school setting. This position reports to the Director/Principal. The second year another Administrative assistant will be employed to support the principal and Finance Manager. Will report directly to the Director/Principal.

Janitor

The janitor will work to ensure all classes, bathrooms, offices, and yard are clean and maintained in the proper manner for the safety and effective operations of the school. The janitor will report directly to the Director/Principal.

Continued on next page:

The following is a breakdown of each employee with Tucson AIM Middle School:

Position	Year 1	Year 2	Year 3
Full time self-contained classroom teachers	4	7	8
Special Education/resource teacher(s)	.50	1.5	2
P. E. Teacher(s)	.75	1.5	2
Director/Principal	1	1	1
Administrative Assistant	1	1.5	2
Financial Manager	.50	1	1
Janitor	.50	1	1
Total Employees	8.25	14.5	17

All Tucson AIM School employees will report to the Director/Principal who reports to the governing board.

Compensation Plan for administration, instructional and non-instructional personnel

The Tucson AIM Middle School salary will be competitive to attract high-quality professionals.

The full-time employee compensation plan will be the following: Principal $60,000, Teacher $34,000 to $40,000, financial manager $60,000, Administrative Assistant $34,000 to $40,000 (based on college degree and experience), and Janitor $24,000 per year. The governance board will review and approve the school's compensation plan each year.

Employee Benefits Expense

To project the amount of Tucson AIM Middle School employee benefits, the total salary projections were multiplied by 20%, which is the standard amount that has been used for all AIM schools in California. If the amount of employee related expenses exceeds this amount, proper adjustments in employee benefits will be made with no difficulty because of the positive cash reserve that is carried over each year.