C.3 Personnel

Desert Star Academy recruits, hires, trains and compensates the following personnel to implement the program of instruction and manage the school's operation. Desert Star Academy will employ the following:

Year one: (85 scholars: K- 20, 1st -20, 2nd / 3rd – 25, 4th/ 5th/6th - 20)

School Director
4 teachers
1 special education teacher
2 instructional assistants
1 clerical

Year two: (140 scholars: K-40, 1st - 40, 2nd - 20, 3rd / 4th - 20, 5th / 6th - 20)

1 School Director
1 Technology
7 teachers
1 special education teacher
2 instructional assistants
1 clerical

Year three: (215 scholars: K-40, 1st – 40, 2nd – 40, 3rd – 25, 4th – 25, 5th – 25, 6th – 20)

School Director
Director of Technology
10 regular education teachers
1 Special education teacher
4 instructional assistants
1 clerical

Special education services will be delivered primarily by the classroom teacher in collaboration with the special education teacher in an effort to provide an all inclusion program. The special education teacher will consult with classroom teachers on all special needs scholars to ensure needs and services are being met as well as write all IEP's and maintain compliance with all federal laws and regulations.

Plan and Employees

In year one the school will consist of one kindergarten class of 20 students, one first grade class of 20, a second/third combination class of 25 students and one fourth/fifth/sixth combination class of 20 students. The kindergarten class will have one teacher and one instructional assistant to be shared with the first grade. The two combination classes will each have a teacher and share an instructional assistant, one of the teachers will have special education credentials.

In year two the school will have two kindergarten and first grade classes of 20 students, a full second grade class of 20 students and third grade class of 20 students and a fourth / fifth / sixth combination class of 20 students. Each class will have a teacher. The kindergarten classes will each have an instructional assistant and the other grades will share one assistant between two classrooms.

In year three, two kindergarten, first, and second grades classes of 20 students each. The third, fourth and fifth grades will have 25 students each and the sixth grade will have 20 students.

Staffing Needs

School Director

The School Director is directly responsible to the Governing Board of Directors for effectively implementing the program of instruction, managing qualified staff, and the operation of the charter school in a manner consistent with the school's mission, values and Governing Board's policies and procedures.

The School Director will foster a culture of academic excellence and collaboration among all staff at the school to ensure its' scholars are prepared to be successful in college, positive and upstanding members of their community and leaders among their peers and beyond to positively impact their world. The School Director will be responsible for creating and cultivating a parent group to provide support to the scholars and school. The School Director will continue to make community connections and maintain appropriate communication with all stakeholders to achieve this mission.

Responsibilities

The School Director will facilitate the creation of the school's curriculum, review unit and daily plans and assessments, conduct classroom observation, facilitate data driven reflection and planning sessions, lead professional development, evaluate teachers, oversee the state testing process, and ensure compliance with state-mandated instruction, assessment and reporting, including requirements for English language learner. School Leader will also hire and supervise contract personnel in regard to special education services. In year two, the School Director will hire a Director of Technology to remain consistent with school's program of instruction. In year three, if the scholars with special needs exceed 15 students a special education director will be hired by the School Director to oversee services and adhere to the IEP's. This director will also oversee all special needs services and ELL.

The School Director is responsible for fostering and maintaining a culture of responsibility and excellence at the school. This includes collaborating with the Governing Board to develop clear behavioral expectations and a system for administering consequences and create a policy for administering consequences for serious acts of misconduct that are elevate from the classroom level and training and overseeing staff to consistently implement these expectations and

policies. Also, to create a policy for administering consequences for serious acts of misconduct that is elevated from the classroom level. The School Director will also be ultimately responsible for compliance to all laws and grant requirements. The School Director is responsible for fostering and maintaining a culture of responsibility and excellence at the school.

Teachers will:

- Be highly qualified in compliance with No Child Left Behind regulations
- Have an SEI endorsement
- Have a Bachelor's degree from an accredited college or university and teach in their subject major.
- Demonstrate strong proficiency in instruction and management and the ability to lead scholars to significant academic gains through previous teaching experience.
- Demonstrate strong content knowledge of the subject they teach across at least three grade levels/
- Demonstrate strong knowledge and implementation of Common Core Standards across three grade levels.
- Demonstrate knowledge and ability to plan multi-grade lesson plans to meet the needs of scholars in multi-grade classrooms.
- Demonstrate relentless commitment to fulfilling the mission of Desert Star Academy and its values.
- Demonstrate a high level of personal integrity, professionalism, and an urgent drive to succeed.
- Demonstrate the ability to give and receive constructive feedback.
- Demonstrate the ability to form and maintain positive relationships with scholars and families.
- Demonstrate strong organizational, planning and implementation skills.
- Have a valid fingerprint clearance card.

Special Education Teachers will:

- Have a Bachelor's degree from an accredited college or university.
- Have an SEI endorsement
- Be highly qualified in compliance with No Child Left Behind regulations, in Special Education.
- Demonstrate strong proficiency in instruction and management and have the ability to lead scholars to significant academic gains through previous teaching experience.
- Demonstrate strong content knowledge of the subjects they co-teach across at least three grade levels.
- Demonstrate relentless commitment to fulfilling the mission of Desert Star Academy and its values.
- Demonstrate a high level of personal integrity, professionalism and organization.

- Demonstrate the ability to form and maintain positive relationships with scholars and families.
- Demonstrate strong planning skills, writing skills to craft IEP's, and implementation skills.
- Have a valid fingerprint clearance card.

Technology Director

In year two, the School Director will recruit and hire a technology director. Technology across the curriculum is a valued piece of the program of instruction. The technology director will:

- Maintain all computers, network, and other technology equipment.
- Seek bids from vendors on procurement of additional technology equipment
- Provide staff development on electronic mail, grade book, and software training.
- Oversee all work to be completed and installed by technology vendors.

Recruitment Plan:

Desert Star Academy will strive to employ the best teachers possible, regardless of race, nationality, or religion, and will not violate the anti-discrimination provisions of Federal or State law. The school administration will be aware and compliant with the expectations set by NCLB for highly qualified teachers and paraprofessionals. We are in agreement that the quality of personnel is critical to the academic success of school children.
Recruitment is the responsibility of the Governing Board for the School Director position and of the School Director for all other employment positions. Candidates for hire are recommended to the Board by the School Director and approved by the school Board.
Recruitment is directed through timely venues such as website employment links for Desert Star Academy, Inc., online job postings through professional organizations such as the Core Knowledge Foundation, higher education, Teach For America, Troops to Teachers, job fairs, and social networks, media, word of mouth within the education and charter school community, advertisement through local print sources or broadcasts, or school newsletters.

Desert Star Academy believes that quality school staff is crucial to the success of the school. Recruitment is ongoing. The school office may accept resumes or inquiries to place on file at any time during the school year for future job openings. Active recruitment for staff positions in the start-up year of opening will begin as soon as State Board approval has been granted for the charter in January 2014 .

The School Director, Margie Montgomery, will be responsible for developing the recruitment plan for all staff members. The School Director will hire highly qualified teachers with a baccalaureate degree from an accredited university who are committed to the school's mission and meet the qualifications of the specific role. Each recruit must demonstrate the

ability to plan, deliver and assess scholars in multi-grade classroom. Positions will be advertised on the school's website and through the local newspaper as soon as the charter is approved in January. Four teachers will be hired and contracts signed by May 1, 2014. Future openings will be posted through similar forums with the goal of all positions being filled no later than May 1, for the upcoming school year.

Training:

A culture of collaboration, continuous learning, and constant improvement will exist at Desert Star Academy. Teachers will participate in weekly professional learning communities and monthly professional development to reflect on their students' achievement and improve their practice to maximize students' academic outcomes. These training sessions will also provide teachers an opportunity to integrate their curriculum and incorporate project-based learning. Teachers will pursue their own professional development to deepen their understanding of the content, their students, and instructional practices. Staff development training sessions will focus heavily on the new 2010 ADE Common Core Standards; how to interpret them, teach them with rigor and assess them accurately ensuring all scholars reach their maximum learning potential. Project based learning trainings will also be scheduled to empower each scholar to apply knowledge to real-world experiences. Project based learning will also engage each scholar and motivate them to be an advocate for their own learning. Teachers will receive training on creating differentiated individual student contracts that align with the Common Core Standards in each grade to effectively teach mastery of the standards in multi-grade classrooms during the July staff development trainings. Other mandatory training will consist of learning and applying the RTI model to each classroom and analyzing AIMS data to comprehend the three year growth trajectory for scholar achievement. The RTI model / small group instruction training will ensure each teacher to have resources needed to instruct scholars in a multi-grade classroom effectively.

Prior to year one, teachers will meet during the month of July to receive professional development on establishing school culture, best practices for instructional methods, strategies and differentiation. Each teacher will be paid a stipend for their services in July. The three-year operational budget reflects this amount. Throughout the year teachers will meet one period each day to review progress toward their goals and opportunities for integration. During this time they will identify students to target for remediation and areas in which they need professional development to effectively remediate these students.

One Friday each month, teachers will meet to receive the identified professional development, which will likely be in best practices for students with special needs or who do not speak English as their first language. They will also establish the specific goals for the remediation time and the integrated curriculum, assessments, and goals for all students for the next month. The School Leader will lead this process by facilitating data-driven discussions, identifying strong facilitators for identified areas of professional development, and providing ideas for integrating curriculum.

Compensation Plan / Benefits

Desert Star Academy will compensate staff comparable to the surrounding district and charter schools. The School Director's salary is well below market average; however, the salary will be increased in years two and three when the student enrollment and budget increases. All positions will be paid (salary and benefits) at levels comparable to the surrounding market and in accordance with the budget. Desert Star Academy will participate in the pooled insurance program through the Arizona Charter Schools Association, and all full-time employees will be eligible for insurance. The Association's quote is $400 per employee per month. Employee insurance costs will be split 30/70 with the employee responsible for 70% of the costs. Desert Star Academy will cover 30%, making our monthly payment of $130 per month per employee.

Desert Star Academy will offer all full time employees a retirement 401K plan. Desert Star Academy will match employee contributions up to 3% in the first year. The plan is offered through Edward Jones Financial Investments for all employees. The school will not be participating in the Arizona State Retirement System at this time.

Required Employee Contribution

In addition, to salaries, Desert Star Academy pays for Social Security, Medicare, State Unemployment and Workman's Compensation. We assume that collectively, employee benefits will be 10% of the total salaries.

Unemployment Insurance

Desert Star will provide employees unemployment insurance.

Worker's Compensation

Desert Star Academy will provide Workers' Compensation Insurance for the employees.

Special Education and English Language Learner Services

Delivery of services for special needs scholars will be implemented and delivered within the Desert Star Academy Staff. The special education teacher will take responsibility to collaborate with the teachers to write the IEP goals, present levels of performance and conduct the IEP meetings. Initially, the special education teacher will be the case manager for all scholars with special needs. Contractor services will be hired to perform less common special education services for scholars requiring such needs. All teachers will have an SEI endorsement to appropriately deliver services to scholars who require English Language Development.