Business Plan
C.3 Personnel

Staffing Plan

The staffing plan for the first three years of school operation is included in **Table C.3.1** below and assumes that the following enrollment projections are met.

Year 1: 120 Students (Grade 11)
Year 2: 240 Students (Grades 11 and 12)
Year 3: 240 Students (Grades 11 and 12)

The target class size for typical classroom instruction is 30 students.

Table C.3.1

Position Description	Staffing Designation	Year 1 FTE Staffing	Year 2 FTE Staffing	Year 3 FTE Staffing
Executive Director	Administrative	1	1	1
Administrative Assistant	Administrative	1	1	1
Guidance Counselor	Administrative	1	1	1
Teacher – Reg. Ed.	Instructional	5	8	8
Teacher – Sp. Ed.	Instructional	-	1	1
Teaching Assistants (Career Academy Counselors)	Instructional	1.8	3.6	3.6

An overview of each position's role follows.

- The Executive Director is the head of the Early Career Academy, and will be responsible for ensuring that all administrative and instructional duties are performed to serve the students.
- The Administrative Assistant will provide administrative support for the Executive Director and Guidance Counselor as needed.
- The Guidance Counselor will work with the Executive Director administratively on issues such as student discipline, attendance, social services, assessment and teacher development.
- Teachers deliver quality instruction ensuring student satisfaction by instructing students in a classroom or laboratory setting according to program objectives and course syllabi.
- Career Academy Counselors (CAC), or teaching assistants, will support the teachers in delivering lesson plans and provide supplemental instruction as appropriate and directed by the teacher.

Additionally, the EMO will provide subject matter experts for the ECA for services / functions covered in the EMO Agreement. These functions include, but are not limited to, the following.

- Curriculum

- Assessment
- Information Technology
- Regulatory
- Human Resources

Instructional Staff Recruitment, Hiring, and Training

The Executive Director will be the chief administrative officer of the school, and will be responsible for all aspects of student instruction and staff oversight. He or she will be a consistent presence in the classroom, will meet with teachers regularly and oversee school-wide professional development. The Executive Director will ensure that the teaching staff is implementing curriculum effectively to promote student achievement. The Executive Director will also ensure that students with special needs and English language learners are receiving effective instruction in the classroom as well as any additional services to which they are entitled. The Executive Director will also work closely with and supervise the non-academic and support staff. All school employees will report to the Executive Director. The Executive Director will report to the College Director (employee of the EMO) and be held accountable by both the EMO and the Board.

The EMO will search for the Executive Director and will seek an experienced education leader, with both teaching and leadership experience in a secondary school, preferably a charter school. The EMO will interview the candidate and then send qualified candidates to interview with board members. The EMO cannot hire the Executive Director without the Board's approval to do so. The EMO will post the Executive Director position on various local, regional and national services where the position can be widely seen. This allows for identification of more qualified candidates and a better candidate pool to choose from.

Staff recruitment will be led by the Executive Director with the assistance of the EMO. The Executive Director will engage the human resource department of the EMO to recruit for all open and budgeted positions. Approved job descriptions will be posted on various recruitment websites on a local, regional and national level, depending on the position.
The resume screening is the first step in the new candidate hiring process. The screening process includes a review of the following items:

- Educational background
- Proper certification/licensure (if appropriate)
- Experience in similar positions or for similar organizations
- Stable work history
- Accurate, neat and organized resume and application materials
- Any other qualification items germane to the position

The screening process narrows the number of candidates. The narrowed list of candidates is then interviewed in person at the school. Favorable candidates are offered the position and upon the candidate's acceptance of the conditional offer, the appropriate reference and criminal background checks are executed. Formal employment offers are sent to candidates post-background checks.

Selection of Teachers

- Initial interview
  The initial interview establishes a basis of rapport, verification, and further screening. Questions are asked of the candidate to determine knowledge, attitude, and skills that best match the ECA philosophy. The initial interview can take place on campus or over the phone with the hiring manager. The interview is summarized using an evaluation tool that scores the candidate on a Likert scale to determine a best match. Either of these modes coupled with the resume provides essential information to proceed further with the hiring process.

- Background check
  Candidates whose qualifications best match the requirements are subject to a background check. The background check is completed by a third-party provider and verifies the candidate's work history accuracy and any defaults on federal student loans. Any criminal background check as may be required based on the position will be performed prior to any hire.

- Evaluation of teaching effectiveness
  If the background check returns as cleared, the prospective faculty member is asked to demonstrate his or her teaching effectiveness before a panel composed of the Executive Director and members of the teaching staff. This evaluation step is referred to as a chalk talk. Candidates must demonstrate quality facilitation skills in a mock classroom, mastery of content area, and effective use of technology. Teaching effectiveness is evaluated by the panel using an evaluation tool on a Likert scale.

  Based on consensus of the panel, the prospective faculty member is selected for hire with or without reservations, or no hire at all. If a candidate is selected for hire, an offer is extended. The offer is approved with all details clearly defined, and is either extended in person on the phone and in writing. This process for recruiting and selecting teachers is comprehensive and time intensive, but it allows the ECA to achieve the goal of hiring the best teachers for our students.

Professional development

The Executive Director will establish and maintain an individual professional development plan for each instructional employee. Professional development is based on analyses of student achievement data and instructional strategies and methods that support the ECA curricula. Professional learning will be connected to the specific performance data for the students to whom the teacher is assigned. It will be aligned with the teacher's level of development; and will contain: a) clearly defined professional learning goals that specify measurable improvement in student achievement; b) changes in the educator's practices resulting from professional learning; and c) an evaluation plan that determines the effectiveness of the professional learning. Teachers will consider the academic progress of their students in determining what professional learning is needed that will increase the learning of their students.

ECA will provide in-service activities coupled with follow-up support appropriate to accomplish the schools improvement goals and standards. The in-service activities for teachers focus on analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor,

relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, and school safety.

Content areas for professional learning supported by ECA include:

- analysis of student achievement data;
- ongoing formal and informal assessments of student achievement;
- identification and use of enhanced and differentiated instructional strategies;
- emphasis on rigor, relevance, and reading in the content areas;
- enhancement of subject content expertise;
- integrated use of classroom technology that enhances teaching and learning;
- classroom management;
- parent involvement; and
- school safety.

Training for teachers in the three weeks preceding the first day of school will include:

- Teambuilding of All Teachers and Staff
    a. Mission, Vision and School Execution
    b. Strategies for Increasing Student and Parent Engagement
    c. Teacher-led Professional Development Coordination for the Year
    d. Professional Learning Committees, such as Climate/Culture, Professional Development, Assessment, Student/Parent Engagement, etc.
    e. Student Data Checkpoints Determined
- Executive Functioning and Social and Emotional Learning Training
- EMO Tech Additional Trainings on Dashboard/LMS Data Warehousing and Usage

Salaries and Employee Related Expenses (ERE)

Salaries and employee-related expenses are detailed in the Start-Up and Three-Year Operational Budgets, with descriptions provided in the Budget Assumptions attachment.

The Salaries by position are listed in the **Table C.3.2** below.

Table C.3.2

Position	**Base Salary (Year 1) / 2% annual inflation assumed**
Executive Director	$80,000
Administrative Assistant	NA (provided by EMO; no direct cost to ECA EMO
Guidance Counselor	$50,000
Teacher – Reg. Ed.	$48,000
Teacher – Sp. Ed.	$48,000
Teaching Assistants (Career Academy Counselors)	$25,000

Employee-related expense assumptions are estimated as percentages of base salary and are the same for all positions:

- Required Employer Payroll Contributions (9.65% salary)
  - FICA – 7.65%
  - Unemployment Insurance – 2%

- Employee Benefits (4.35% salary)
  - 401k Retirement Plan Matching / Administration
  - Employee Assistance Program, tuition reimbursement, and other ancillary benefits

- Employee Insurance (6% salary)
  - Health Insurance contributions
  - Short-term / long-term disability insurance contributions