Operational Plan
B.3 Management & Operation

Roles and Responsibilities for Administering the School

All ECA staff are employees of the EMO. All ECA staff report to the Executive Director (ED). Staff includes a guidance counselor, highly qualified teachers, an administrative assistant and Teaching Assistants (called Career Academy Counselors).

The Executive Director executes the mission and vision of the Early Career Academy; leads and ensures excellence in teaching, student learning and student development; promotes community support and maintains efficient and effective operations of ECA.

- Establishes and ensures achievement of organizational goals while articulating ECA's mission, vision and goals to all stakeholders. Oversees and evaluates all programs, services, activities and staff to ensure goals are met
- Develops the annual business plan and operating budget and ensures all financial transactions are completed in accordance with State policies and procedures. Manages budgeting/forecasting process, expense control, school funds, purchases, inventories, office operations and facilities
- Oversees the evaluation and assessment requirements for the Academy by developing and implementing assessment tools to include classroom evaluation, assessment and grading; grade reporting to students and parents; standardized assessments and surveys of all stakeholder groups
- Develops and maintains connections with various stakeholders to include parents/guardians, local educational services agencies, Principal associations, state's Department of Education, etc.
- Provides leadership, direction, motivation and supervision of direct reports. Coaches staff in the growth and improvement of skills through timely, specific and constructive feedback. Oversees the training and development needs of employees. Screens, interviews and hires employees
- Guides employees and oversees their work to ensure compliance with policies and procedures, ethical practices, and all federal and local laws, regulations and reporting requirements. Ensures timely submission of required reports with local, state, and federal education agencies, the Governing Board, and authorizer

Critical Skills / Experience for School Staff

ECA is a small school, consequently, staff must be capable of handling multiple functions and must all feel a sense of ownership in the outcomes for every student. That sense of ownership of the mission and every students experience will start with the Executive Director. As the leader goes, so will the staff.

The ED position is ideally filled by a passionate, master's prepared leader with at least five years of secondary experience, including teaching experience, in a demographically similar, small school environment. The person should have educational and administrative experience with a keen critical thinking and emotional intelligence attributes. The ED must possess excellent interpersonal, influencing and collaboration skills. The ED must have the ability to respond effectively to the most

sensitive inquiries or complaints in writing and be able to communicate to all constituencies in a clear, concise and authoritative manner. The ED must be skilled in recruiting, interviewing and hiring new employees and be experienced in supervising employees with ability to assign work, train and conduct job performance reviews. As the leader, the ED must foster a positive and productive work environment through leading, building teams and motivating staff.

Guidance Counselor is a critical position to the school as it pertains to student enrollment, credit review and course placement for students and class scheduling. The Guidance Counselor will work with the Executive Director administratively on issues such as student discipline, attendance, social services, assessment and teacher development. A sample of additional responsibilities is listed below.

- Serves as the primary student Counselor and Advisor
- Manages and maintains student academic records
- Reviews student transcripts and develops individual learning plans
- Manages the schools course scheduling system and processes
- Administers the school-wide assessments and the State Testing Program
- Manages the school data collection and reporting process

Like the ED position, the Guidance Counselor is ideally filled by a passionate, master's prepared leader with secondary experience, in a demographically similar, small school environment. The Guidance Counselor will play a leadership role in the student experience. Additionally, the Guidance Counselor will assist with the IEP and 504 compliance. Experience in these areas will be helpful to the ED and the Special Education teacher or consultants, depending on the student population.

Teachers deliver quality instruction ensuring student satisfaction by instructing students in a classroom or laboratory setting according to program objectives and course syllabi.

- Reviews curriculum for compliance to state standards and makes recommendations for changes to standardized curriculum
- Conducts and reviews formative assessment; makes instructional changes, counsels students and provides parent feedback
- Implements summative assessments, reviews assessment data, reports results and recommended initiatives to Executive Director
- Advises students in matters related to academics, attendance and behaviors
- Motivates student to actively participate in all aspect of the educational process
- Maintains and reports student grades and attendance in accordance with company policies
- Completes professional development and in-service activities in accordance with ECA standards

Passionate and experienced teachers are critical to student outcomes at ECA. Since many of the ECA core courses will simultaneously fulfill associate's degree requirements, ECA teachers will need to be Highly Qualified and possess appropriate credentials for teaching college level courses if assigned. All teachers must have a Structured English Immersion endorsement. Critical skills will include the ability to use formative assessment and the ability to respond with necessary interventions designed to improve student learning. Teachers will need to own student outcomes and this means doing whatever is necessary to reach the student. This includes alternative delivery methods, supplemental instruction, small group instruction, and parent conferences. ECA teachers

work in a collaborative environment and must be comfortable sharing results and allowing colleagues to inform their student learning improvement initiatives and doing likewise in a collegial way.

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.

Critical skills for Career Academy Counselors include a passion for education and for helping other people. An outer directed, people person with a true desire to help others improve will assist this position. A CAC will be able to manage students through leadership and respect, will be able to take guidance from the teacher and will be able to inform the teacher through their own insights.

Personnel Plan and Oversight Responsibilities

The ECA staffing plan is contained in the table below and includes each position and the corresponding number of full-time employee (FTE) by year.

Position Description	Year 1	Year 2	Year 3
Executive Director	1	1	1
Administrative Assistant	1	1	1
Guidance Counselor	1	1	1
Teacher – Reg. Ed.	5	8	8
Teacher – Special Ed.	-	1	1
Career Academy Counselor (1 FTE per 10 course sections)	1.8	3.6	3.6

The following table details the position responsible for each area.

Area of Responsibility	Staff and Responsibility
Instruction	Teachers are held accountable for student learning in the classes they teach Executive Director (ED) is responsibility for recruiting, selecting, staffing and evaluating teachers as well has overall outcomes related to student learning.
Curriculum and Assessment (mandated State testing)	Executive Director is responsible and provides overall leadership. Teachers are held accountable for formative and summative assessment for the courses they teach. Guidance Counselor is responsible for state mandated testing. The EMO provides the curriculum and assists with the review and revision process.
Staff Development	Executive Director is responsible for all staff development and works with the EMO subject matter expert as needed.
Financial Management	Executive Director is responsible for recommending budgeted items to improve school operations including feedback from teachers and the guidance counselor on items recommended for improving student learning or services. ED is responsible for approving invoices for payment by the EMO finance department

	The EMO is responsible for reporting financial results to all constituents, for creating the budget, managing accounts payable, payroll, purchasing, and IRS reporting and compliance. The Board approves the budget.
Contracted Services	The Executive Director is responsible for contracted services. Additional staff may assist as needed. The Guidance Counselor and Special Education Teacher will assist with third-party providers for IEP and 504 process and compliance. The EMO will assist with sourcing and managing various relationships like the food services vendor. The Board is responsible for engaging, contracting and overseeing the EMO.
Personnel	The Executive Director is responsible for personnel issues and compliance and works with the EMO subject matter expert to maintain State law compliance and implement appropriate personnel policies and procedures. The EMO is responsible for conducting background checks, managing health and retirement benefits and monitoring personnel files for compliance to regulatory requirements.
Grants Management	The Executive Director is responsible for grant management and works with the EMO subject matter expert in the event a grant is applied for, awarded and utilized.
Student Accountability Information System (SAIS)	The Executive Director is responsible for the SAIS and works with the EMO subject matter expert for staff training, compliance or other issues. Teachers will track student attendance in electronic grade book system EMO resources (registrar staff, administrative staff, IT staff) will provide support with respect to data quality and uploading of data into SAIS

The EMO is ESI Service Corp (ESI) and is owned by ITT Educational Services, Inc., a publicly traded education provider that also owns the ITT Technical Institute system. The substantial resources of ESI's Shared Services will be available to assist ECA in evaluating the effectiveness and fidelity of the implementation of the school's education model, together with other school requirements.

The management contract would cover ongoing school evaluation using a variety of data that would continually monitor and suggest changes to instruction, curricula, school climate, school operations, and fiscal spending. These processes are utilized to assist over 140 ITT Tech post-secondary colleges and include proven methodologies specifically designed to produce results using an evidenced based data-driven approach.

Available services include subject matter experts in the following areas:

- Curriculum – a National Chair for General Education and a National Chair for Information Technology can assist the development of course materials to meet all requirements for the program in full conformity with the standards and policies of the State.
- Assessment – experts are available to review baseline, formative and summative assessment data and to conduct specific professional development on the use the data. The processes identify areas of deficits in student learning and inform the remediation and delivery approaches used for students. This process also targets and informs the professional development prescribed for teachers.
- Information Technology – development teams will be available to create appropriate systems for the collection and reporting off all data. Additionally, report systems (Dashboards) can be created for weekly auto-bursts sent to the Executive Director regarding various aspects of school performance. This robust system also provides for the ability of the Executive Director to create ad-hoc reports to identify specific issues using a data-driven, evidenced-based approach. This tool can also be used for longitudinal review of student performance and allows the school to self-monitor student achievement and performance trends to inform the entire assessment process.
- Regulatory – a Regulatory Affairs Manager (RAM) can work closely with ECA to assist in identifying and reporting all data reporting requirements for the authorizer, DOE and the Board. As a regulatory expert, the RAM will closely advise the school's leadership team to ensure all elements of school reporting are completed. The RAM can also assist the Board in ensuring by-laws and board meeting requirements are met, and assist with the organization of files for all areas of the school that are subject to review (including teacher and staff files and records).
- Human Resources – the Shared Service center's human resource experts can assist with all labor law and hiring requirements, including background checks, credential checking and licensure requirements.
- Other Areas - Additional experts are available, as needed and requested by the school, for assistance with purchasing, marketing, legal, registrar and market research.

Enrollment Procedures

The Early Career Academy will initiate a systematic, public, and documented recruitment process to ensure that all students have an equal chance for admission. The Board of Directors will ensure that the admissions policies and procedures comply with any applicable state and federal laws including A.R.S. §15-184. The Early Career Academy will admit all students who submit a timely application for enrollment. Enrollment will be limited to grades 11 and 12. Enrollment for each grade level is determined by building capacity and individual class sizes.

The open enrollment period in a typical year will begin in November and will continue until the end of March. If the number of completed applications exceeds the openings available, a lottery will be held in April for any grade level(s) in which an excess of completed qualified applications have been received. The lottery will determine which students will be admitted. Notification of admission will be made to parents/guardian and failure to accept within a reasonable amount of time will forfeit admission and subsequently be put back in the lottery. The remaining names will be drawn and

placed on a waiting list in the order in which they were drawn for only that academic school year. If a vacancy arises before the commencement of the school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. If an application is received after the application period has passed, the applicant's name will be added to the waiting list behind the names of the applicants who applied within the designated application period.

ECA will not charge tuition and will not discriminate in its pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a student with a disability, or any other basis that would be illegal if used by a school district.

ECA will give enrollment preference to and reserve capacity for pupils who either:

1. Are children, grandchildren or legal wards of any of the following:
    (a) Employees of the school
    (b) Members of the governing body of the school
    (c) Directors, officers, partners or board members of the charter holder
2. Pupils returning to the charter school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the charter school.

ECA will not limit admission based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, or athletic ability.

See attachment for Draft Enrollment Documents