Maricopa Institute of Technology (MIT) will recruit, select, hire, support and develop exceptional teachers and staff to not only make students feel good about school and learning, but more importantly, to increase student achievement.

A. Staffing Plan

MIT will serve 150 ninth grade students in year 1, 300 ninth and tenth grade students in year 2, and 450 ninth, tenth, and eleventh grade students in year 3. MIT will have 25 students per classroom and six classroom teachers in year 1. English Language Services and Special Education Services will be provided through contracted services from Riverside Elementary District #2.

	Year 1	Year 2	Year 3
Total Enrollment	150	300	450
Grade	9th Grade only	9th and 10th grade	9th, 10th, and 11th grade
Instructional Staff Positions	Total 6 150/6 Ratio 25/1	Total 13 300/12 Ratio 25/1	Total 20 450/17 Ratio 27/1
STEM Teachers	6	12	17
Counselor	0	0	1
Para Professional	0	1	1
Administration	Total 3	Total 4	Total 4
Headmaster	1	1	1
Dean of Students/ Academic Support Services			1
Office Manager/Registrar	1	1	1
Registrar/Receptionist	0	1	1
Total Staff	8	16	23

Table C.3.1 Year 1-3 Staffing Plan

In year 2, MIT will serve 300 students in ninth and tenth grades. There will be 25 students per classroom and 12 classroom teachers. A Para Professional and Registrar/Receptionist are added to the staff. The staffing plan is to continue to add teachers to maintain the 25-1 student/teacher ratio. MIT plans to serve 150 students per grade level. English Language Learner (ELL) and Special Education (Sped) Services will be provide through contracted services from Riverside Elementary District #2. Each school year, Administration will evaluate the cost-effectiveness of ELL and Sped contracted services.

In year 3, MIT will serve 450 students in ninth, tenth, and eleventh grades. There will be 26.5 students per classroom and 17 classroom teachers. A counselor and a Dean of Students/STEM Academic Support are added to the staff and each will teach two classes. The staffing plan is to

continue to add teachers to maintain the 25-1 student/teacher ratio. MIT plans to serve 150 students per grade level. English Language Services and Special Education Services will be provide through contracted services from Riverside Elementary District #2. Each school year, Administration will evaluate the cost-effectiveness of ELL and Sped contracted services.

B. Recruitment, Hiring, and Training Plan for MIT Staff

Maricopa Institute of Technology (MIT) will recruit and hire highly qualified personnel to support the school's mission and vision. All school personnel are important to the success of our school and selecting the best teachers is crucial to student achievement. The recruitment process to fill MIT Staff positions will be extensive to attract the best candidates. MIT will partner with Riverside Elementary School District #2 for the recruitment fairs and use many aspects of their hiring process.

MIT will be recruiting using the following methods:

NAU Fall Career & Grad Fair	September 2015
GCU Student Teaching Expo	December 3, 2015
Bilingual Latino & Diversity Career Fair-	February 10, 2016
ASU Polytechnic Career Fair	February 19, 2016
Goodwill Career Expo	February 24, 2016
University of Phoenix	February 28, 2016
ASU West Career Fair–West Campus	March 24, 2016
U of A Education Career Day	April 17, 2016
Great AZ Tech-In	April 25, 2016
Riverside Teacher Job Fair	May 2016

MIT will also partner with RESD#2 to use the website to partner with the following job search engines to make postings available to millions of job seekers:

School Spring partners: Beyond.com, Careerjet.com, Glassdoor.com, Indeed.com, Jobgeni.com, Simplyhired.com, Teach.org, Trovit.com, Twitter.com

TalentEd partners: Bcps.org, Bing.com, Google.com, Indeed.com, Yahoo.com

MIT will also use professional associations (for positions other than teachers, and word of mouth.

The Headmaster will frequently review submitted online applications and review emails alerts for incoming applications. The screening process begins after potential candidates have submitted applications. The Headmaster will begin the screening process.

1. Resume and/or Cover Letter Screen from Online and Email Applications – Candidates will submit their resumes and cover letter to the Headmaster. The Headmaster will screen resumes and cover letter for applicant educational philosophy, employment experience, leadership experience, and written communication ability. The Headmaster will determine if the candidate matches the philosophy and the schools mission and vision. If the candidate is a possible match, the candidate is contacted to schedule an in-person interview.

2. Schedule an In-Person Interview – the candidate is called to schedule the interview and they are asked to bring a unit plan and a lesson plan, transcripts, and references.

3. Sample Unit Plan/Lesson Plan

4. Review of transcripts to verify education for the position.

5. Questions for candidate regarding mission, vision, previous experience, classroom management, etc.

6. Reference Checks – If the candidate is a good fit, his or her professional references will be checked to assess ownership for student success, integrity, and innovation.

MIT will not discriminate in the staff recruitment, hiring, or supporting processes on the basis of ethnicity, race, national origin, gender, sexual orientation, religion, disability, marital status, veteran status, or any other protected classification according to applicable law.

Orientation process for new staff members to MIT

Personnel Hiring Action	Timeline	Procedure
Scheduled meeting for employment offer	Once selection for employment is made, employee accepts position	Job description for position, responsibilities, offer is contingent upon having a valid fingerprint clearance card, reference checks, and results of drug screening Headmaster to complete reference checks. Office Manager completes drug screening, results of drug screening sent to Human Resources (HR). HR calls Headmaster with results.
Employee sent to HR to fill out Payroll information:	Immediately after	All screening/interview

Social Security, Medicare, 401K, Ret-LTD, Unemployment Insurance, Workman's Compensation, *Professional (Instructional, Admin, Clerical) * All others (Cafeteria, Maintenance, Transportation) Tax forms	accepting position	paperwork, questions for all candidates, supporting documentation, highly qualified attestation paperwork completed, transcripts, reference checks, etc. sent to Human Resources, copies kept at MIT Headmaster's office All Paperwork completed
Benefits Determination	Immediately after accepting position employee will be provided with information regarding benefits	Benefits provided to employee: Health, Dental, Vision, Life Insurance
Headmaster goes over MIT Employee Handbook and Contact/Emergency Form	First day of Professional Development July 5-6	Compliance and MIT policies Ensures all contact and emergency information is current
Employee Orientation	Beginning July 5- July 18	Team Building for MIT staff. Educational Philosophy: Mission, Vision, and Goals Curriculum: Curriculum maps for all classes, Lesson plan template, Instructional Planning, Assessment Calendar, Sped Compliance, ELL Compliance, Due Process

MIT plans to have all employees hired before the end of June 30, 2016. All instructional employees will have a fingerprint clearance card before they are hired and maintain a fingerprint clearance card, pursuant to A.R.S. 15-183.C.5.

Summer orientation/professional development sessions will familiarize new employees with the expectations and procedures for effective implementation during the school year. MIT employees will begin with the evaluation of the mission and vision of the school. All sessions will be tied back to the vision and mission:

- building a strong school-wide college preparatory culture-advisory and character counts training,
- standards-aligned Essential Learning Outcomes that are effective and rigorous for each content area
- curriculum maps-Arizona Career and Career Readiness, rigorous reading and writing in all curricula
- Instructional units, course syllabi, daily lesson plan on agreed upon template for planning and delivery of instruction, incorporating interdisciplinary work, independent learning, and grade level independent projects, incorporating 21St Century skills; formulating and solving problems, evaluating and incorporating reference materials appropriately, developing a logical and coherent argument or explanation, interpreting data or conflicting points of view, and completing their assignments and projects
- incorporating online coursework for differentiating instruction
- assessment calendar-formative and summative assessments and using the data to drive instruction
- collaboration for Professional Learning Communities
- School-wide data analysis and meeting school-wide goals
- observation protocols—Evaluation tool, walkthrough protocol & feedback
- Professional Development Calendar for school year--survey needs
- Weekly Professional Learning Communities during the school year

Teachers will devote time for preparing their classrooms and collaborating on lesson planning. MIT will ensure student academic growth and student success by providing teachers with instructional planning time.

Ongoing Professional Development

MIT's school calendar has identified professional development and teacher planning time. Fridays are identified as Professional Learning Communities (PLCs) from 1:00-4:00. The PLCs will allow teachers to collaborate and work on Instructional units, course syllabi, daily lesson plan on agreed upon template for planning and delivery of instruction, incorporating interdisciplinary work, independent learning, and grade level independent projects, incorporating 21St Century skills; formulating and solving problems, evaluating and incorporating reference materials appropriately, developing a logical and coherent argument or explanation, interpreting data or conflicting points of view, and completing their assignments and projects on a weekly basis.

MIT also has full day professional development 20 full days of professional development to address school-wide formative and summative data assessment.

The monitoring of classroom instruction to ensure continuous improvement throughout the school year includes the following structures:

- Administrative walkthrough observations and feedback
- Collaborative teacher walkthrough observations and feedback
- Continuous coaching and feedback based on walkthroughs
- Weekly collaboration collaborative team meetings to discuss student performance, collaboration on instructional units, lesson planning and 21st Century skills best practices during Friday professional learning community
- 20 full day professional development for Classroom and school-wide assessment of student data
- Survey feedback from teachers for differentiating professional development needs of staff
- Blended learning data reports: Online learning program tools and needs developed from student assessment data
- Standards based reports for all students to determine the extent to which the school is meeting its goal and increase the number of students who are at or above the standard in reading, writing, and math.

Professional development will be determined by staff needs through the collection of classroom data and student achievement data.

Teacher Evaluation

MIT has developed a system that provides feedback and is at the core of the responsibility of monitoring and evaluating.

<u>Teacher Performance Levels</u>
Summary Form Rating Scale has four ratings possible. The following performance levels will be used:

1. Highly Effective (A)
2. Effective (B)
3. Developing (C)
4. Ineffective (F)

MIT will differentiate professional development and mentoring opportunities to meet the needs of teacher performance levels for each semester of evaluation. Initially, all teachers will be placed on the rating scale at the end of the first evaluation before the end of the first semester. Teachers new to MIT will be placed on the rating scale after the results of the first formal evaluation at the end of the first semester at MIT.

Formal Evaluations

All MIT staff will have two formal evaluations prior to the end of the spring semester. The first (fall) formal evaluation will be conducted prior to the end of the first semester and the second (spring) formal evaluation will be conducted prior to the end of the second semester. Additional formal observations may be initiated as needed at any time or as determined by the evaluator(s).

Formal evaluation of each teacher's performance each semester will be conducted by the Headmaster. Before the formal evaluation, the Headmaster will conduct a Pre-Evaluation Conference to discuss the teacher's progress on his/her professional development goals and to discuss the lesson for the formal observation. After the formal evaluation, the Headmaster will conduct a Post Evaluation Conference to discuss the results of the Formal Evaluation. The teacher will receive the results of cumulative evaluation for the semester:

- Specific progress on his/her professional development goals
- Specific progress on the components of Instructional Design and Implementation, Managing the Learning Environment, Assessing and Communicating Student Achievement and Professional Knowledge. The teacher and Headmaster will determine specific areas growth and specific areas of needed growth with specific action steps moving forward.
- Determination of renewal, renewal is not yet determined (placed on a Professional Growth Plan), or nonrenewal (during the second semester).
- Determination of a teacher's level of performance-based compensation.

Faculty who are recommended for non-renewal or whose status for renewal is not yet determined will be placed on a Professional Growth Action Plan. Faculty member will be placed on the Professional Growth Action Plan following the first formal observation. In that event, the second formal observation shall be used to determine whether the teacher has corrected inadequacies and whether the teacher has demonstrated adequate classroom performance. Non-renewal status shall be determined by any or all of the following: Student Achievement Data, Walk-Through Observation, Informal Observations, and Formal Evaluations. Teachers rated as "Ineffective (F)" will not be offered a contract with MIT.

Professional Growth Action Plans will be specific to needed areas of growth with specific action steps. The instructional performance and student progress will be measured by student assessment data. The Headmaster will meet with the teacher on a weekly basis to discuss progress on the teachers' professional needed growth. Administration will provide additional professional development opportunities as well as opportunities to visit other classroom teachers.

Faculty performance and school-wide progress reports are provided to the Governing Board of MIT on a monthly basis.

Informal Observations

MIT believes that the faculty observation and folio evaluation process is a collaborative endeavor between the faculty and the evaluator. The Walk-through Protocol may include, but not limited to, student achievement data, faculty folio, student portfolios, technology integration professionalism, and other documentation recommended as part of a continuous performance improvement plan.

The Walk-Through Instrument is an informal observation tool that will be used as additional documentation for the formal faculty performance observation process and will be included in the Faculty's Performance Folio.

Each Walk-Through informal classroom observation will last from 5-15 minutes and will include written feedback to the teacher. The evaluator may complete as many Walk-throughs as deemed necessary with a minimum of one per week per semester.

A Walk-Through informal classroom observation or an informal review of a Faculty's Performance Folio may not require a feedback conference unless it is deemed necessary by the evaluator.

The Faculty Performance Folio includes:

- Collection of Student Data and ongoing progress on each standard, course pre and post testing, school-wide assessment data, etc.
- Analysis of classroom teaching and learning as captured by Walk-Through Protocol
- Analysis of formative, benchmark, and summative assessments
- Define areas of student strength and deficiency
- Refine & Synthesize student data after assessments
- Analysis of classroom teaching and learning to meet school-wide goals in reading, writing, and math
- Teacher Goals and Professional Development to meet the goals
- Data collection and analysis to identify areas of need to show growth

The MIT Headmaster and administrative team will receive professional development sessions on effective coaching practices, conducting walk-throughs observations and formal evaluations to monitor the effectiveness of curriculum, instruction, and assessment practices.

School Leader Evaluation

The Governing Board is responsible for the evaluation and the leadership development of the Headmaster. Estrella Educational Foundation (EEF) will develop the annual goals in the July

2016 monthly meeting, along with specific performance indicators for each of the Standards, and a Professional Development Plan for the Headmaster.

The Headmaster will provide the Board with monthly data regarding progress towards goals and Professional Development Plan on a monthly project summary report. The Governing Board's Authorized Representative will develop an administrative walk-through tool and specific feedback on performance indicators for each of the Standards. The summative evaluation of the Headmaster's performance towards the annual goals and Professional Development Plan will be submitted by the Board at the June board meeting.

The Board shall also evaluate the Headmaster's performance using a rubric. Seventy percent of the Headmaster's evaluation will be based upon student achievement outcomes. The board shall conduct a post-observation conference to present the results of the evaluation. The evaluation will include:

- Specific progress on each Standard through specific indicators, areas of growth in the Headmaster's performance, specific coaching opportunities and action steps moving forward
- Determination of whether or not the Headmaster will be asked back to Maricopa Institute of Technology
- Determination of the Headmaster's level of performance-based compensation

Estrella Educational Foundation and Maricopa Institute of Technology operates on the philosophy of continuous improvement for all staff. The Headmaster will seek out professional development opportunities that align with MIT's mission and vision.

The following are examples of EEF's recommendations for professional development opportunities:

- Visiting exceptional schools to observe examples of implementation of best practices
- Working with the current leadership in the Riverside School District #2

C. Compensating Staff

MIT compensation will be competitive and commensurate with their experience and performance.

The following details the plan for compensating staff during the start-up year. This assumes that all employees will take the 4% employer contribution for the 401 (k) starting in July and is part of the total in the required employer contributions. This also assumes that all employees elect the Health, Dental, Vision and Life Insurance provided by MIT.

- Headmaster
  Assumes the Headmaster for MIT will be paid for service starting July 1, 2016 and will be paid for one month on a $120,000 annual salary. Total salary assumes 13.65% required employer contributions for a total of $10,000 + $1,365= $11,365.

- Office Manager/Registrar
  Assumes the Office Manager/Registrar will be paid for service starting July 5, 2016 and will be paid $3,334 for one month based on a $40,000 annual salary. Total salary assumes 13.65% required employer contributions for a total of $3,334 + 455= $3,789.

- Teacher-Regular Education
  Assumes 6 FTE for the regular education teachers will be paid for service starting July 5, 2016 and will be paid $5,000 each x 6= $30,000 for one month based on a $60,000 annual salary for each teacher. Total salary assumes 13.65% required employer contributions for a total of $30,000 + $4,095= $34, 095.

The following details the plan for compensating staff during operational years one through three.

Headmaster for MIT

One full time (FTE) Headmaster $120,000 annual salary in year 1. Total salary assumes 13.65% required employer contributions for a total of $120,000 + 16,380= $136,380. Cost is based on current salary for Principal—School Infrastructure Construction & Planning for 3rd school site.

- Assumes enrollment and performance goals are met and salary increases to $125,000 + $17,062=$142,062 in Year 2 and 130,000 + $17,745= $147,745 in year three, with 13.65% required employer contributions. The Headmaster's compensation will be revised annually, based on performance, and approved by the Governing Board.

Dean of Students/Academic Support Services

- Dean of Students/Academic Support Services for MIT
  Assumes 1 FTE for the Dean of Students/Academic Support Services at $60,000 annual salary in year three. Total salary assumes 13.65% required employer contributions for a total of $60,000 + $8,190= $68,190.

Office Manager/Registrar

- Office Manager/Registrar for MIT

Assumes 1 FTE for the Office Manager/Registrar at $40,000 annual salary in year one. Total salary assumes 13.65% required employer contributions for a total of $40,000 + $5,460= $45,460.

- Assumes enrollment and performance goals are met and salary increases to $45,000 + $6,142.50 = $51,142.50 in year two, and $50,000 + $6,825= $56,825 in year three with 13.65% required employer contributions.

Teacher-Regular Education

- Assumes 6 FTE for the Teacher-Regular Education at $60,000 annual salary each in Year 1. Total salary assumes 13.65% required employer contributions for a total of $360,000 + $49,140= $409,140

- Assumes enrollment and performance goals are met and salary increases to 65,000 each x 12= $780,000 + $106,470= $886,470 in year two, and $70,000 x 17= $1,190,000 + $162,435= $1,352,435 in year three with 13.65% required employer contributions.

Counselor

- Assumes 1 FTE for the Counselor at $60,000 annual salary in year three. Total salary assumes 13.65% required employer contributions for a total of 60,000 + 8190= $68,190.

Instructional Assistant

- Assumes enrollment growth and need for 1 FTE for an Instructional Assistant at $30,000 in year two. Total salary assumes 13.65% required employer contributions for a total of $30,000 + $4,095= $34,095.

- Assumes enrollment and performance goals are met and salary increases to $35,000 in year three. Total salary for year three $35,000 + $4,777.50= $39,777.50.

Registrar/Receptionist

- Assumes enrollment growth and need for1 FTE for the Registrar/Receptionist at $30,000 in Year 2. Total salary assumes 13.65% required employer contributions for a total of $30,000 + $4,095=$34,095.
- Assumes enrollment growth and performance goals are met and salary increases to $35,000 in year three. Total salary for year three $35,000 + $4,777.50= $39,777.50.

Benefits

Assumes all employees will elect the health, dental, vision and life insurance provided by MIT.

Assumes that all employees will take the 4% employer contribution for the 401 (k) starting in July and is part of the total in the required employer contributions.

Staff will receive 7 paid holidays and 2 personal days and 5 sick days per year. Days will not roll over.

Paid Holidays	Dates
Labor Day	September 5, 2016
Fall Break	October 10-21, 2016
Veteran's Day	November 11, 2016
Thanksgiving	November 24 November 25
Winter Break	December 19-30, 2016
Martin L. King	January 16, 2017
President's Day	February 20, 2017
Spring Break	March 13-17
Cesar Chavez	March 31, 2017
Memorial Day	May 29, 2017

Fall, Winter, and Spring breaks are not paid holidays. Teachers will work on unit and lesson planning unless personal or sick days are taken.

Teachers, administrators, instructional assistants, other staff members, or volunteers are required to have a valid fingerprint clearance card.