B.3 MANAGEMENT AND OPERATION

This section will describe the organizational structure of the school and its day-to-day operation. It will explain the management roles and responsibilities of key administrators and describe the critical skills and/or experience that will be necessary for fulfillment of these responsibilities. It will also describe the fair and equitable enrollment procedures compliant with A.R.S. §15-184.

MANAGEMENT AND DAY-TO-DAY OPERATION

The ultimate governance responsibilities of Focus High will lie with its Governing Board. To oversee the management of the school, the Governing Board shall hire and delegate responsibilities to a School Principal/Director. Under the direction of the Board, the school principal shall be responsible for administering the day-to-day activities of the school including general administration and discipline. To assist with the day-to-day activities, the school principal shall develop policies and hire appropriate support staff to realize this end. This section further details the roles and responsibilities of the School Director and other key school leaders, including their critical skills and experiences, and the operations plan for the school.

A. MANAGEMENT ROLES AND RESPONSIBILITIES[1]

The following administrative personnel shall carry out the management responsibilities of Focus High in years 1-3

- The School Principal
- Director of Operations (year 2 or as needed)
- Director of Communications (year 3 or as needed)
- Office Manager(s)

The section below details the roles and responsibilities of each of the above listed school leaders, as well as the critical skills and experiences of each.

School Principal (Director 1)

The School Principal is recruited, selected, hired, and evaluated by the Governing Board to manage the day-to-day operations of Focus High. In this capacity, the School Principal is primarily responsible for advancing the school's mission and vision. The following are the primary responsibilities of the School Principal:

- Report academic progress to the Governing Board
- Hire all faculty/staff
- Monitor, coach, and evaluate the performance of faculty/staff
- Oversee curriculum development and implementation
- Facilitate the selection and purchasing of high-quality, aligned curricular materials
- Oversee mandatory assessments, including AZELLA, Stanford 10, and PARCC
- Oversee and manage school-wide academic data collection
- Monitor individual class and school wide academic achievement
- Lead data analysis meetings
- Oversee English Language Development programs

[1] Adapted from Western School of Science and Technology, Inc., an Arizona based charter school

- Oversee Response to Intervention programs
- Create and submit academic calendar
- Create school schedules (student and teachers)
- Monitor compliance with FERPA and FMLA
- Plan staff orientation and summer professional development
- Oversee professional development for instructional staff
- Solicit and manages community partners
- Solicit and manages college partners
- Oversee/approve out-going communications
- Oversee and manage marketing efforts
- Speak to media and oversee public relations plan
- Oversee/evaluate contracted services
- Oversee and manage fundraising plan
- Long-term financial planning, including recommend budget
- Approve expenditures
- Post board meeting agendas and minutes
- Prepare board meeting packets/act as board clerk
- Compile and submit authorizer review and renewal requirements
- Communicate with authorizer

The following are the critical skills and experiences sought in an effective Focus High Principal:

- Strong and demonstrated commitment to the school's mission, vision, and core values
- Minimum of a Master's Degree in education or a related field
- Effective experience leading to growth in academic outcomes on the classroom and school-site level
- Proficiency in gathering and utilizing data and evidence to make instructional and operational decisions
- Excellent communication skills (written and spoken)
- Demonstrated experience in budgeting and finance
- Demonstrates taking personal ownership for both the school's success and his or her own development; growth mindset
- Valid fingerprint clearance card

Director of Operations (Director 2)

The Director of Operations is recruited, selected, hired, and evaluated by and reports to the School Board as the key school leader responsible for overseeing the financial and operational systems and resources of Focus High. The Director of Operations maintains systems and documentation and ensures compliance with state and federal law. Additionally, the Director of Operations manages federal and state funding sources and outside fundraising programs. Lastly, the Director of Operations will prepare for the annual audit and work in tandem with the school's contracted business service providers.

The following are the primary responsibilities of the Director of Operations:

- Report financials to Governing Board
- Submit budget and Annual Financial Report to Arizona Department of Education
- Prepare for and oversee audit
- Oversee facility acquisition, maintenance, and construction projects

- Monitor safety of facility
- Conduct background checks and ensure adequate fingerprint clearance card status for all employees
- Maintain personnel files
- Check compliance with e-verify, I-9, and other personnel policies
- Manage health benefits
- Manage retirement benefits
- Initiate and monitor insurance coverage
- Calls for and manages substitutes
- Monitors teacher Highly Effective status or certifications
- Manage long term leases (e.g. copiers, other capital items)
- Purchase needed supplies
- Track and manage inventory
- Manage accounts payable
- Manage purchase order process and implementation
- Monitor procurement policies
- Oversee grants management and compliance
- Manage state and federal grants; submit applicable reports
- Oversees Title 1 programs
- Manage e-rate grant application and plan
- Manage technology and technology plan
- Record and report tax credit donations
- Coordinate special events (e.g. school picture day, student showcase, etc.)
- Manage IRS compliance
- Manage and evaluate the Office Manager/Registrar
- Assist the School Director in recruiting, selecting, monitoring, and evaluating contracted business service providers

The following are the critical skills and experiences sought in an effective Director of Operations at Focus High:

- Strong and demonstrated commitment to the school's mission, vision, and core values
- Minimum of a Bachelor's Degree
- Comprehensive financial knowledge and skills; experience managing budgets or grants highly preferred
- Proficiency in gathering and utilizing data and evidence to make operational decisions
- Excellent communication skills (written and spoken)
- Demonstrates taking personal ownership for both the school's operational success and his or her own development; growth mindset
- Excellent computer and organization skills
- Valid fingerprint clearance card
- Preference will be given to individuals who have experience working in the target community or in a demographically-similar community

Director of Communications (Director 3)

The Director of Communications (Director3) is recruited, selected, hired, and evaluated by and reports to the School Board. The Director of Communications is primarily responsible for building community ties

and a strong school culture among students, families, and staff and within the community. The Director of Communications is responsible for planning and implementing positive behavior support, recognition, and achievement systems. The Director of Communications is responsible for ensuring that Focus High's students maintain the highest expectations in regard to behavior and conduct. The Director of Communications maintains relationships with Focus High's parents and addresses parent concerns. In addition, the Director of Communications will oversee counseling and career preparation services, community service and outreach programs, and communication and marketing efforts. The following are primary responsibilities for the Director of Communications:

- Solicit and manages community partners
- Solicit and manages college partners
- Oversee/approve out-going communications
- Oversee and manage marketing efforts
- Speak to media and oversee public relations plan
- Oversee and manage fundraising plan
- Oversee student and staff recognition and achievement system
- Promote Brand, Vision, Mission, and Core Values within the community
- Communicate with parents and addresses parental concerns

The following are the critical skills and experiences sought in an effective Director of Operations at Focus High:

- Strong and demonstrated commitment to the school's mission, vision, and core values
- Minimum of a Bachelor's Degree
- Comprehensive communication skills; experience with journalism and/or media relations highly preferred
- Proficiency in marketing and promotion
- Excellent communication skills (written and spoken)
- Demonstrates taking personal ownership for both the school's operational success and his or her own development; growth mindset
- Excellent computer and organization skills
- Valid fingerprint clearance card
- Preference will be given to individuals who have experience working in the target community or in a demographically-similar community

Office Manager/Registrar

The Office Manager/Registrar is recruited, selected, and hired by the School Director. The Office Manager/Registrar is evaluated by and reports directly to the Principal. The primary responsibilities of the Office Manager/Registrar are to support the school's operations and maintain all school records. As such, the Office Manager/Registrar is the custodian of records for Focus High.
The following are the primary responsibilities of the Office Manager/Registrar:

- Manage student information system and SAIS uploads
- Manage enrollment and attendance
- Process enrollment/withdrawal forms
- Submit estimated student counts

- Maintain student files and compliance with applicable statutes
- Greet visitors/answer general phone line

The following are the critical skills and experiences sought in an effective Office Manager/Registrar at Focus High:

- Strong and demonstrated commitment to the school's mission, vision, and core values
- Minimum of an Associate's Degree
- Excellent communication skills (written and spoken) in both English and Spanish
- Personable
- Demonstrates taking personal ownership for his or her own development; growth mindset
- Valid fingerprint clearance card
- Preference will be given to individuals who have experience working in the target community or in a demographically-similar community and prior experience in a similar role

OPERATIONS PLAN OVERVIEW

The organizational structure of Focus High will evolve as dictated by enrollment. The table below shows the anticipated staffing plan for Years 1-3. Titles in bold denote administrative positions.

	Year 1				Year 2				Year 3			
Enrollment	85				255				425			
Sites[2]	1				2				3			
Grade	9	10	11	12	9	10	11	12	9	10	11	12
Enrollment by Grade	45	40	0	0	110	105	40	0	140	140	105	40

Table B.3.1 Projected Enrollment by Grade (Years 1-3)

Position	Year 1	Year 2	Year 3
Principal	1	1	1
Director	0	1	2
Office Manager	1	2	3
Teachers	3	9	15
TAs/Student Advocates[3]	2	6	10
Special Education[4]	-	-	-
IT Specialist	1	2	3
Counselor/Career Coach	0	1	2
Bookkeeper	0.5	1	2

Table B.3.2 Staffing Plan (Years 1-3)

[2] FES intends to expand initial site after year one and/or open similar sites to serve similar target populations
[3] Number represents full time equivalent. Based on campus need, administration may hire 2 part time employees in place of each full time employee
[4] Based on contracted services

This staffing plan is consistent with the personal indicated on the three year operational budget (C.5). As shown, the number of administrative personnel in year 1 will be 2, in year 2 it will be 4, and in year 3 it will be 6. The critical skills and experiences for administrative roles have been defined above.

The following will further discuss which position is responsible for each critical instructional or operational service in each of the prescribed areas:

INSTRUCTION, CURRICULUM, ASSESSMENT, AND STATE-MANDATED TESTING

The Principal will be responsible for oversight of the school's instruction, curriculum, and assessment, and state-mandated testing. The Principal will be aided in this task by Instructional Leaders or Lead Teachers. The position of Instructional Leader is an unpaid responsibility for a fulltime teacher. The Principal will appoint Instructional Leaders based on their instructional, curriculum, assessment, and leadership abilities. Instructional leaders help ensure performance standards are met.

Additional oversight may be provided by PLCs (Professional Learning Communities). FHS will use the definition of a PLC found in DuFour et al., Learning by Doing (2010): "an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators." PLCs will collaboratively evaluate performance, determine organizational needs, and propose and oversee relevant action items. The PLC's instructional collaboration will center on certain critical questions:

- What knowledge, skills, and disposition must each student acquire as a result of this course, grade level, and/or unit of instruction?
- What evidence will we gather to monitor student learning on a timely basis?
- How will we provide students with additional time and support in a timely, directive, and systematic way when they experience difficulty in their learning?
- How will we enrich the learning of students who are already proficient?
- How can we use our goals and evidence of student learning to inform and improve our practice?

The positions of Principal and Instructional Leaders will have the experience and skills required to be effective leaders of instruction, curriculum, and assessment. The Principal will have documented experience as a leader of teachers and instruction. Instructional Leaders will have documented experience as effective classroom teachers, with experience leading other teachers a desired quality. As leaders of instruction, the Principal and Instructional Leaders will possess the following skills: the ability to communicate effectively; a deep understanding of how humans learn; the willingness to be an active, visible presence, focusing on learning objectives, modeling behaviors of learning, and designing programs and activities on instruction; and the ability to serve as instructional resources on current trends, effective instructional practices, issues relating to curriculum, effective pedagogical strategies, and assessment.

CURRICULUM AND INSTRUCTION

The Principal, with help from Instructional Leaders and PLCs, will oversee curriculum and instruction. All core instructional material will be provided through Acellus Courseware and complimented by the discussion questions of the overseeing FTE. Elective curricula will be connected to instruction and assessment through a three-tiered process. First, each teacher of an elective course, with help from Instructional leaders and PLCs, will create a syllabus for each course. Second, each teacher will create monthly unit plans, which show the standards, topics, and major activities of each daily lesson plan. Third, each teacher will create daily lesson plans, detailed plans that identify all of the daily lesson's standards, topics, activities, and assessments. For constructing daily lesson plans, the school will use Hunter's Essential Elements of Instruction (EEI). A set of a week's worth of lesson plans is due to the Principal or Instructional Leader a week before the first lesson. The Principal or Instructional Leader will evaluate the daily lesson plans and provide feedback.

ASSESSMENT

The Principal, with help from Instructional Leaders and PLCs, will oversee assessment. The school will create a school culture focused on using multiple, formative interim assessments to facilitate all students reaching year-end mastery on state and national standards-aligned assessments. Formative interim assessments will be aligned to these CCRS and AP standards through software and teacher-generated questions. The process will begin with professional development in assessment for all teachers. Standards-aligned interim assessments will be created prior to teaching, and will serve as a road map for curriculum and instruction. Just as curriculum and instruction is divided into three tiers—entire year, unit, and daily—assessments will test at these three tiers. Teachers—with help from PLCs, Instructional Leaders, and the Principal—will create assessments that are aligned with CCRS and AP standards. This system will align curriculum, instruction, and assessment. Standards-aligned interim assessments will occur for every student every six weeks. Interim and other assessments will be cumulative, continuously reassessing previously taught material.

After each interim assessment, the Principal will have a data dialogue with each teacher. During this meeting, the Principal and the teacher will analyze and discuss student-assessment date, which will contain disaggregate data into the following levels: question, standard (all questions measuring the same standard), individual student, and whole class. After the data dialogue between teacher and Principal, the teacher will develop and commit to an action plan, using an Action Plan template, which will begin with the re-teaching standards that were not mastered by students, as demonstrated by the interim assessment.

STATE-MANDATED TESTING

A contracted support staffer will serve as Assessment Coordinator, who will be directly supervised by the Principal. The Assessment Coordinator will be responsible for ensuring that all laws, regulations, standards, trainings, and practices are met when it comes to mandated state testing. The Assessment Coordinator will receive help in carrying out his/her duties by the Principal, support-staff members, and teachers. The experience and critical skills required of the Assessment Coordinator

include: administrative experience; the skills and temperament to perform detailed, repetitive work effectively and efficiently; the ability to support and work in close collaboration with the Principal, as well as work independently; the ability to work in a face-paced environment that requires multi-tasking; excellent people skills, computer skills, familiarity with basic financial and office software, including Microsoft Office, and willingness to learn and apply new skills as needed.

STAFF DEVELOPMENT

The Principal will be responsible for oversight of the school's staff development. The Principal will be aided in this task by Instructional Leaders, PLCs of teachers, contracted services for on-site training programs, and support for teachers and support staff to attend off-site trainings. All staff development will be based on current best practices in the field. For teachers, development will be based upon information and trainings from the acknowledged leaders in the field, such as ASCD, Solution Tree, Phi Delta Kappa International, and others. Staff will also be encouraged to seek further higher education and state certification.

The school will have time set aside for professional development. Staff will have 7 full days of professional development in the summer from August 1-August 9, 2016 (56 hours). During the school year, the staff will receive an additional 32 hours of professional development (4 hours on 8 different days) for a total of 88 hours of professional development each year.

The critical skills and experience needed for oversight of staff development include: a belief in the efficacy of lifelong learning; an interest in, and knowledge of, sources of effective professional development; and effective communication and teaching abilities in order to present material effectively to adult learners.

FINANCIAL MANAGEMENT

The Principal will be initially responsible for oversight of the financial management of the school. The Principal will be aided in this task by contracted services, the School Office Manager, and/or the Director of Operations.

The critical skills and requirements for these positions have been outlined above. Additionally, skills evident in individuals responsible for financial management should include: strong leadership; broad experience and knowledge in business and financial management; ability to handle multiple projects/deadlines simultaneously; the ability to make departmental decisions and lead a team; the ability to present data effectively; excellent interpersonal and communication skills; is a self-starter with the ability to manage and complete projects independently; is self-directed, enthusiastic, and goal oriented; can work under tight deadlines while still maintaining attention to detail, quality, and accuracy; holds a BA/BS or higher in Finance, Business Administration, Management, Accounting, or related field; having a CPA or MBA is a preferred; experience at executive level in business or finance; thorough knowledge of Microsoft Office products, including Excel and PowerPoint; experience working with financial software, QuickBooks preferred; experience working with databases, Access or others preferred.

CONTRACTED SERVICES

The Principal will be responsible for oversight of contracted services. The Principal will be aided in this task by the School Office Manager and members of the board. The school policy will be to receive three competing quotes for any particular service before committing to a contractor or vendor. This will ensure due diligence in a competitive marketplace.

The Principal, Office Manager, and Business/HR manager will need the following skills to oversee contracted services: the ability to research services; the interpersonal skills to work with vendors; the ability to hold contractors accountable; the ability to handle multiple projects/deadlines simultaneously; excellent interpersonal and communication skills; is a self-starter with the ability to manage and complete projects independently; is self-directed, enthusiastic, and goal oriented; and can work under tight deadlines while still maintaining attention to detail, quality, and accuracy.

PERSONNEL

The Principal will be responsible for oversight of personnel/human resources. The Principal will be aided in this task by contracted services, the School Office Manager, and/or members of the board.

In years 1 and 2, Personnel/Human Resources will be contracted out to Effortless HR. This firm will work closely with the Principal and Office Manager. Consequently, both the Principal and the Office Manager positions will require following critical skills: perform administrative functions, including budgeting, project management, and communications; oversee operation and maintenance of the front office; perform research related to purchasing, general operations, and human resource practices; and manage the school's information resources and files; computer skills, familiarity with basic financial and office software, including QuickBooks and Microsoft Office, and willingness to learn and apply new skills as needed.

GRANTS MANAGEMENT

The Principal will be responsible for oversight of grant management. The Principal may research 3rd parties to acquire and service our grant needs and proposals will be submitted to the board for approval. The crucial skills required for grant writing and management include: excellent writing skills; clear understanding of the project process; strong research skills; discipline and organization; ability to keep track of grant application deadlines and follow-up on submitted applications; and ability to keep track of trends in the field and be aware of changes in the priorities of funding institutions, as well as new funding sources.

STUDENT ACCOUNTABILITY INFORMATION SYSTEM (SAIS)

The Office Manager (whether contracted or in-house) will be responsible for administering the school's student management system, PowerSchool, including uploads and downloads to SAIS and oversight of attendance and other student issues. The School Office Manager will be directly supervised by the Principal. In addition, the Principal, other office staff, and other administrators (in year 3 and afterward) will be thoroughly trained in the student management system.

The Office Manager will be responsible for ensuring that all laws, regulations, standards, trainings, and practices are met when it comes to SAIS and related Department of Education mandates. The experience and critical skills required for administrating SAIS include: administrative experience; the skills and temperament to perform detailed, repetitive work effectively and efficiently; the ability to support and work in close collaboration with the Principal, as well as work independently; the ability to work in a hectic, face-paced environment that requires multi-tasking; excellent people skills, computer skills, familiarity with basic financial and office software, Microsoft Office, and PowerSchool, and the willingness to learn and apply new skills as needed.

ENROLLMENT

As a tuition free public charter school, FHS accepts all students without restriction to geographic boundaries. Pursuant to A.R.S. §15-184, Focus High will not discriminate based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, or athletic ability.

ENROLLMENT PRIORITY

FHS will enroll all eligible students until capacity is reached. According to HB2494 enacted in 2013, which amended ARS§15-184, priority enrollment will be awarded to the following students:

- Children of employees or governing board members
- Children with siblings already attending

Primary enrollment preference will be given to (1) students who are children of employees or governing board members and (2) siblings of returning students. Students currently enrolled in and attending Focus High in good standing remain enrolled for the following school year and are not required to submit a new application. Remaining enrollment spots will be made available via the equitable enrollment process.

All non-priority-eligible students will have an equal opportunity to attend Focus High School. This will be ensured by utilizing a lottery system[5] for any grade that reaches site capacity before the end of pre-enrollment.[6]

Interested students or their families will complete letters of intent to enroll that will be made available online at www.focushighschool.com by February 1, 2016. Letters of intent to enroll will only include contact information and no additional personal information. This will ensure that no other factors – including language, racial or ethnic background, gender, or special education status – will be taken into account in enrollment procedures. Letters of intent to enroll will be available online each year during pre-enrollment (February 1 - May 31).

[5] Lottery system adapted from Western School of Science and Technology, Inc. an Arizona based Charter School

[6] Year 1 pre-enrollment period runs 2/1/2016 through 5/31/2016. Subsequent years' pre-enrollment period will be the first day of February through the last day of May.

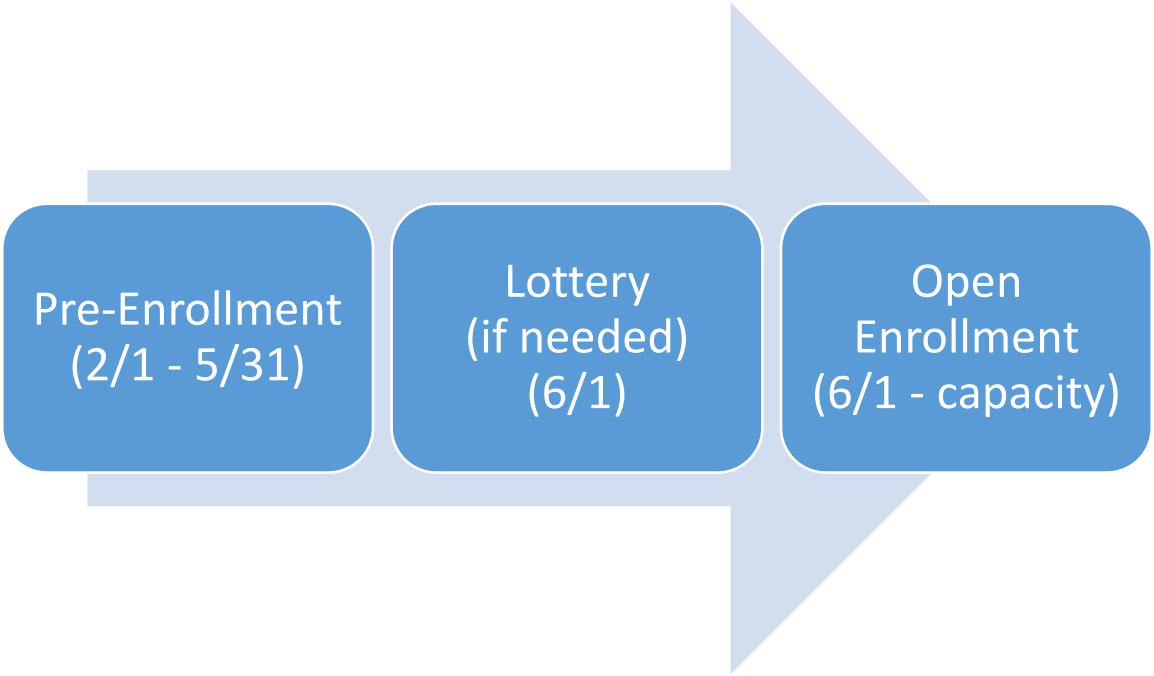
If by the end of the pre-enrollment window there are more students who have completed letters of intent to enroll than available openings in a given grade level, a blind lottery will be held to determine enrollment. On June 1, 2016, a third party will randomly pick names of students who submitted an intent to enroll until the grade level has been filled. After the grade level has been filled, the remainder of the forms will be picked to establish the order of the waiting list should any previously selected students choose not to or fail to enroll. After the lottery, families will be contacted regarding their enrollment status and will be able to officially enroll. It is important to note that the charter contract will be signed prior to any student completing an enrollment packet.

All forms will be provided in both English and Spanish.

Compliant with ARS §15-184, Focus High will include all students in the lottery who have submitted the Intent to Enroll Form on time, and will enroll all students selected through the lottery who complete and submit the school's enrollment forms until a grade is full.

If a completed enrollment packet is not received within ten business days of the lottery, the student's spot is automatically withdrawn and the next student on the waiting list is invited to enroll.

Pre-Enrollment will run February 1, 2015 – May 31, 2015. Open enrollment begins June 1, 2016 and will remain open until site capacity is reached.



ENROLLMENT PROCEDURE AND PACKET

Students interested in and eligible to enroll must complete an enrollment application and submit all necessary forms along with a copy of their Birth Certificate and Immunization Records. The enrollment

application and the following forms will be made available on Focus High's website at www.focushighschool.com:

- Health Screening
- School Policies Support Agreement
- Media Release
- Home Language Survey
- Emergency Contact Card
- No Child Left Behind Survey
- McKinney-Vento Homeless Survey
- Records Request Form
- IEP and Evaluation[7]

APPLICATIONS FOR RE-ENROLLMENT

As stated above, students currently enrolled in and attending Focus High in good standing remain enrolled for the following school year and are not required to submit a new application or go through the lottery process. Students expelled from the school for behavior problems must reapply for admission and will follow the procedures outlined above for new students. Students who withdraw before the last day of the current school year must also reapply for admission and will follow the procedures outlined above for new students.

[7] An IEP and/or evaluation is not required for admission but is required for services.