C.3 Personnel

Western Institute for Leadership Development will be staffed as follows:

STAFFING PLAN The following staff will be in charge of the program of instruction and the operation of the charter school:

Principal: Under general supervision from the Board of Directors, the Principal is responsible for student learning and the overall success of the Western Institute for Leadership Development. S/he develops the financial plan, provides financial oversight and management, and develops revenue streams for the school through grant-writing and other means. The Principal plans, organizes, implements, and oversees the 9th-12th grade curriculum and instructional program, ensures compliance with state mandated instruction, assessment, and reporting, and maintains appropriate communication with the charter authorizer. S/he hires, supervises, and evaluates all personnel, including consultants, that provide educational services for students, including supplementary programs and services which are appropriate for meeting the academic, cultural, emotional, social, physical, creative and other holistic needs of students. S/he trains the school staff in the Western Institute's educational philosophy and methodology to deliver the dual goals of academic excellence and leadership development. The Principal observes classroom teaching on a regular basis and organizes appropriate training and professional development to ensure staff effectiveness in all areas. S/he interacts with the Board of Directors and implements board-directed policies and practices to fulfill the school's mission. S/he engages the community in a continuous innovation and evolution of best practices in education. In addition, the Principal sets and meets enrollment goals, develops and implements a marketing plan, and develops and maintains good relationships with parents, businesses and neighboring community, among other responsibilities.

Classroom Teachers: During the first year, five full time Highly Qualified classroom teachers will report to the Principal and will be primarily responsible for meeting the academic goals of the school. In year two, the number of teachers will increase to seven, and to ten teachers in year three. Each teacher will have at least a bachelor's degree and will teach in their baccalaureate (or master's) major subject area or have at least twenty-four credits in their teaching area. Teachers will be responsible for curriculum development and implementation, plus classroom and school-wide assessment (including the AIMS). Teachers teach four classes per day, plus one elective/X block, mentor a group of students and conduct weekly advisory meetings, attend and participate in weekly all-school meetings, co-curricular activities, and exhibitions of student work. All teachers will be in collaborative relationships with other teachers within and across subject areas. They will engage students while maintaining rigor, and will develop supportive and respectful relationships with students, striving to teach to the diversity of students in the classroom (gender, culture, "ability," ethnicity, etc.) Teachers will manage the classroom, ensure enforcement of school rules, and develop a safe and supportive classroom and school environment for all students. They will participate actively in the professional learning community, and in professional development activities and continuous improvement. Teachers facilitate teacher-student-parent conferences and maintain communication and good relationships with parents; develop connections between students, classes, and subject-matter experts in the community and local colleges and universities; and, when appropriate, write grants for resources that will enrich class and/or project activities.

Instructional Assistants: Four half-time instructional assistants will report to the Principal and assist in student mastery of core academic subjects, particularly English and Mathematics. Consistent with Title 1 requirements, these instructional personnel will have completed at least two years of study at an institute of higher education and possess at least an associate's degree or demonstrate subject matter competence through appropriate assessment. Instructional assistants will provide in school and afterschool tutoring and

academic support in core subject, with an emphasis on English and Math, both one-on-one and in small group settings. Assistants may also work with classroom teachers on project based learning and field trips.

Office Manager: A full-time office manager position will provide administrative support to the Principal as well as have responsibility for facilities and grounds maintenance and upkeep while maintaining an open and respectful culture. In year two a receptionist position will be added to provide the increased administrative support needed with increased enrollment. All clerical staff will be trained in attendance procedures and SAIS management.

Special Education: State certified special education services will be arranged by the Principal and provided by Sema Kelly.

Curriculum Specialist: Refer to Reading and Math Performance Management plans for detailed description of curriculum design and professional development activities.

STAFF QUALIFICATIONS (aligned with No Child Left Behind Highly Qualified Requirements)

Principal: The Western Institute is recruiting a Principal with a master's degree in Educational Administration and Leadership or comparable degree, preferably with an Arizona Secondary Principal's Certificate or eligibility. S/he will have demonstrated expertise and experience in personnel supervision, faculty management and evaluation; educational assessment, planning, program resources; participative management; communication skills; effective teaching and learning styles; educational research; leadership development; cultural based curriculum, school climate development; educational transformation and restructuring; and other appropriate areas of competency. Sensitive to the needs of all students, especially those deemed "at risk" and/or children of special needs. Knowledge of contemporary educational methods and research, as well as, processes and methods for developing school systems.

Classroom Teachers: Teachers in core academic subjects will be Highly Qualified in compliance with Federal No Child Left Behind regulations; they will have completed a baccalaureate degree from an accredited college or university and teach in the subject major, or have at least twenty-four credits in their teaching area. For the first year of operation, five teachers will be Highly Qualified in at least one, and preferably two, core areas – English, Mathematics, Science, Foreign Language, Civics and government, History, Geography, and Arts. One teacher will have at least a bachelor's degree in educational technology and Media Arts and will teach media electives and assist teachers with integrating technology training across the curriculum. Teachers must demonstrate classroom experience, student teaching, or approved internship that demonstrates exemplary teaching ability, plus comprehensive knowledge of State Academic Standards for grade levels/subject area assigned. In addition, the classroom teacher will have a general knowledge of curriculum and instruction, ability to work with youth from all cultures and circumstance, ability to communicate verbally and in writing with administrators, colleagues, and parents, ability to instruct; and maintain emotional control under stress, ability to develop course goals and handle multiple priorities in an efficient manner.

Special Education: Sema Kelly will serve as the Western Institute's Special Education director/coordinator. Sema has an M.Ed. in Special Education, Structured English Immersion Endorsement, Resource Specialist Certificate, and Rehabilitative Therapist Certificate, with 10 years of experience as a Special Education and English Language Learning (ELL) director and teacher. Sema has designed and set up comprehensive programs; performed and taught protocols for assessments, IEP creation, implementation and reporting; and trained and supervised teachers and/or assistants in designing lesson plans and teaching identified students.

Curriculum Specialist: Susan Cameron is the founder of School Curriculum Specialists LLC, an education consultancy dedicated to improving the education of all students through focused school improvement efforts. Susan and her team of exceptional educators assist schools in the development and management of a taught, written, and assessed curriculum for maintaining a viable curriculum base for quality teaching and learning. Susan has served as a classroom teacher, instructional specialist, and mentor teacher for Mesa Public Schools, and curriculum director and staff developer for the Salt River Pima Maricopa Indian Community Schools. She is currently a member of the AZ Charter School Association Advisory Council, on the board of the Arizona Teaching, Learning, and Assessment Consortium, a professional development leadership coach for the Arizona Department of Education, and a Field Director for AdvancEd/NCA serving the accreditation needs of charter schools in Arizona. She is a certified curriculum management auditor for Phi Delta Kappa and Curriculum Management Systems, Inc., and trainer for the book, *50 Ways to Close the Achievement Gap*, by Poston, English, Downey and Steffy.

RECRUITING

The board of the Institute for Transformative Education will develop a recruiting plan for the Principal. In designing the position job description and qualifications required, the board will describe the ideal candidate for this position and recruit accordingly. The Principal will be responsible for a recruitment plan for teaching and administrative staff. The school will hire Highly Qualified teachers with a baccalaureate degree from an accredited college/university. Teachers will be aligned with the school's educational philosophy, demonstrate an understanding of appropriate state standards, and have an attitude of critical thinking, self reflection, and continuous learning.

TRAINING

There will be a culture of continuing learning at Western Institute for Leadership Development. Teaching staff will actively participate in a Professional Learning Community and seek out other professional development and continuing education opportunities to deepen their understanding of their students, subjects and themselves. Trainings will be scheduled regularly and will include SAIS and Arizona State Standards training, integrating and applying subject areas through project based learning, data-driven instruction and differentiation, and other areas as necessary to improve teaching and student learning at the school.

COMPENSATION PLAN

The following compensation plan reflects the desire to recruit, hire and retain the best qualified personnel for each position.

Position	Year One Comp	ERE's*	Insurance**	Year Two Comp	Insurance	ERE	Year Three Comp	Insurance	ERE
Principal	60,000	6,000	7,056	62,000	7,500	6,200	64,000	7,800	6,400
Asst. Principal							45,000	7,800	4,500
Teachers	38,000	3,800	7,056	40,000	7,500	4,000	42,000	7,800	4,200
Instructional Assistants	11,000	1,100		12,000		1,200	13,000		1,300
Office Manager	30,000	3,000	7,056	32,000	7,500	3,200	34,000	7,800	3,400
Receptionist	13,250	1,325		26,500	7,500	2,650	28,000	7,800	2,800

*ERE's (Employee Related Expenses) include payroll taxes, state unemployment, worker's compensation
**Insurance includes Medical, Dental

OVERSIGHT

	Area	Oversight	Notes
1	Personnel – hiring, training, and evaluation	Principal	
2	Contracted Services	Principal	
3	Compliance and Grants Management	Principal	
4	Financial Management	Principal	Working closely with the office manager and financial consultant.
5	Curriculum and Staff Development	Principal	Working closely with the contracted Curriculum Specialist and the Instructional Leadership Team and, in Year 3, with the Assistant Principal.
6	Assessment and mandated testing, including AIMS and AZELLA	Principal	In year three the Assistant Principal will take over this responsibility.
7	Student Accountability Information System (SAIS)	Principal	Working closely with Arizona Charter Schools Association Success Center and, in Year 3, with the Assistant Principal.