Business Plan

C.3 Personnel

Staffing plan

John Hancock Academy

Staffing Plan

Year/Student Enrollment (SC)		**Year 1/350**		**Year 2/510**		**Year 3/570**	
		Number	**FTE****	**Number**	**FTE**	**Number**	**FTE**
Personnel Type							
Instructional							
Classroom Teachers (Regular Education)*		14	14.00	19	19.00	21	21.00
Special Education Teachers		1	0.50	2	1.00	2	2.00
Arts/Music Teacher		1	0.50	1	0.50	1	1.00
Paraprofessional Teachers (Aids)		14	9.50	19	13.00	21	15.00
	Subtotal:	**30**	**24.50**	**41.0**	**33.50**	**45.0**	**39.00**
Non-Instructional							
Curriculum Director (Coordinator)		1	0.50	1	0.50	1	1.00
Special Education Coordinator		1	0.50	1	0.50	1	1.00
Before/After School Program Coordinator		1	0.50	1	0.50	1	1.00
	Subtotal:	**3**	**1.50**	**3**	**1.50**	**3**	**3.00**
Administrative							
Executive Director		1	0.25	1	1.00	1	1.00
School Principal		1	1.00	1	1.00	1	1.00
Assistant Principal		1	0.50	1	0.50	1	1.00
Business Manager		1	1.00	1	1.00	1	1.00
Office Manager		1	0.50	1	1.00	1	1.00
Registrar /Attendance Clerk		1	0.50	1	1.00	1	1.00
School Busing Coordinator		1	0.50	1	0.50	1	0.50
School Maintenance		1	0.50	1	0.50	1	0.50
	Subtotal:	**7**	**4.75**	**7**	**6.50**	**7**	**7.00**
	TOTAL:	**40**	**30.75**	**51**	**41.50**	**55**	**49.00**

Recruiting of Personnel

The recruitment of teachers will be in April and May of each year or as needed. John Hancock Academy will utilize various means of advertising locally, regionally and nationally to ensure that all possible applicants will have the opportunity to apply for various positions at the school and attract highly qualified teachers with diverse representations, such as local newspapers, Arizona Education Employment Board, and employment agencies that specialize in providing applicants for teaching positions in schools and others.
Vacancies my also be posted in the school office, school website and newsletter. Postings will reflect the minimum experience and desired qualifications for the position.

During teacher recruitment, resumes and transcripts will be reviewed carefully for the desired qualifications before hiring decisions are made. The Gaddie Educational Model uses the Gallup Organization's Perceiver Interview (strength-based selection methodology) to measure teacher talent. The themes found in an excellent teacher are: Mission, Empathy, Rapport Drive, Individualization, Perception, Listening, Investment, Input Drive, Activation, Innovation, Gestalt, Objectivity, and Focus. According to Gallup® Management Consulting, "Finding and keeping the right people can have a huge impact on the organization's financial performance. Poor selection practices — and bad hires — can disrupt even the best-run organizations. To drive organizational success, you must select people who truly have the potential to be top performers. That potential is based in the individual's talents." [1]

Hiring of Personnel

All teachers and staff will be hired by June of each year. John Hancock Academy, Inc. establishes the following foundational hiring and employee policies as a general guidelines:

1. John Hancock Academy will be an equal opportunity employer. The school will ensure compliance with the federal, state and local rules , regulations and statutes related to civil rights in hiring and employment and that this charter school is non-sectarian in its employment practices.

2. Employment Contracts: All qualified applicants for employment will be hired and dismissed on an "at-will basis". Employment contracts will be annual, "at-will" contracts, renewable yearly based on performance evaluation.

3. Salaries: John Hancock Academy will pay teachers and other support staff services based on fair market price. Starting salaries will be based on the state averages for starting teachers and will exceed those averages. This will ensure competitive hiring conditions to attract high quality personnel. The salary will be updated on a yearly basis to account for inflation factors (3% annual adjustment). Increases in salary are recommended by the Executive Director to the Governing Board

[1] "Gallup® has a unique approach: the selection science methodology developed by Don Clifton, the Father of Strengths-Based Psychology. **The Elements That Predict Performance:** Skills, knowledge, experience, and talent each factor into the final hiring decision. Most organizations spend a lot of time and money measuring the first three. However, they do not devote the same level of resources to assessing the most important factor: the applicants' talents. Gallup's highly refined, scientific approach to studying success and talents revealed that top performers in any role exhibit similar talents — recurring patterns of thought, feeling, and behavior that naturally equip them to excel in the role. Identifying these talents and hiring people whose talents are similar to those of top performers are crucial steps toward individual and organizational success**. Why select for talent?** Speed: People operating from talents suited to the role are easier to manage, learn the role faster, and adapt to variance in the role more quickly. Productivity & Precision: People operating from their greatest talents are more productive, produce at higher quality, and exceed expectations. Longevity: People operating from their greatest talents stay longer, miss less work, and build stronger customer relationships." Source: From http://www.gallup.com/consulting/122996/Strengths-Based-Selection-Brochure.aspx, accessed on June 13, 2012.

for approval and will reflect the employee's level of experience, responsibility, performance, the marketplace, and the school's ability to pay.

- John Hancock Academy's non-instructional employee salaries (12% required employer contributions + 8% benefits is added on). They are projected as follows:
    - Executive Director (.25 FTE at $60,000 for Year 1 and 1.0 FTE thereafter);
    - Principal (1.0 FTE at $55,000 for Year 1 and thereafter);
    - Assistant Principal/Curriculum Director (1.0 FTE at $45,000 in Year 1 and thereafter),;
    - Before/After School Program Coordinator (.25 FTE at $25,000 for Year 1, 0.5FTE for Year 2, and 1.0 FTE for Year 3);
    - Business Manager (1.0 FTE at $50,000 in Year 1, and 1.0 FTE thereafter);
    - Office Manager (0.5 FTE at $28,000 for Year 1 and 1.0 FTE thereafter);
    - Registrar /Attendance Clerk (0.5 FTE at $25,000 for Year 1 and 1.0 FTE thereafter);
    - School Busing Coordinator (0.5 FTE at $30,000 starting from Year 3);
    - School Facility Maintenance (0.5 FTE at $30,000 starting from Year 3);

- Salaries for the regular education teachers, which include the specialty teachers for Arts/Music (14.0 FTE in Year 1; 19.0 FTE in Year 2; and 21.0 FTE for Year 3), are estimated to start at $34,000 in Year 1 (12% required employer contributions + 8% benefits is added on) .
- Salaries for the special education teachers (0.5 FTE in Year 1 and 1.0 FTE thereafter) are estimated to start at $36,000 in Year 1 (12% required employer contributions + 8% benefits is added on).
- Salaries for the Paraprofessional Teachers (Aids) (9.5 FTE in Year 1; 13.0 FTE in Year 2; and 15.0 FTE in Year 3) are estimated to start at $22,000 in Year 1 (12% required employer contributions + 8% benefits is added on). The paraprofessional Teachers (Aids) will also be responsible for the after-school tutoring program at John Hancock Academy.

4. Employee Related Expenses (ERE): John Hancock Academy will pay all Employee Related Expenses (ERE) such as Social Security tax, Medicare tax, State Unemployment Tax, Federal Unemployment Tax and Worker Compensation Insurance, estimated at 12%.

5. Benefits: estimated at 8%.
    a. John Hancock Academy will provide health insurance benefits, dental and vision plans.
    b. John Hancock Academy will provide a 401K retirement benefits package or equivalent to full time employees with a matching amount that builds over years.

6. Additionally:
    a. John Hancock Academy will pay for all official holidays.
    b. John Hancock Academy will pay up to six days for sick and personal leave for full time teachers and staff.

Such employee benefits policies and their implementation will ensure the sustainability of the human resource capital and substantially contribute toward the long-term viability of the school operations.

7. Incentives: Incentives will be paid based on performance. Performance criteria will follow the guidelines as established by state statute - A.R.S. §15-203(A)(38)[2] and SB 1040[3]. John Hancock

[2] A.R.S. §15-203(A)(38): The State Board of Education shall…*"on or before December 15, 2011 adopt and maintain a model framework for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent and fifty per cent of the evaluation outcomes and best practices for*

Academy will offer a bonus, upon availability of funds[4], to teachers for high student performance and academic achievement in their class.

Teachers:

Qualifications:

- Teachers are an integral part of the school and shall be primarily responsible for the education of students in the classroom. The teachers shall have a firm belief and knowledge in the instructional methods and curriculum at John Hancock Academy. They shall understand and be committed to the philosophy of the school. They shall have a strong desire to help all students learn to their individual potential and accordingly shall set high expectations for their students. Teachers are expected to insure that all students meet the curriculum goals and provide a challenging yet supportive learning environment in the classroom. Teachers provide the leadership and knowledge needed to plan for each student's learning and the development and implementation of the curriculum and methods of instruction.
- The minimum qualifications for this position is two years of successful teaching in a public or private school, or have an applicable teaching experience.
- Have a baccalaureate degree from an accredited college or university in general and/or educational studies, including degree in education, or related professional fields such as engineering, business, physics, economics.
- Teachers at John Hancock Academy need not be certified (Arizona charter schools are exempt of the certification requirement for teachers in Arizona)[5], but be Highly Qualified as mandated by the No Child Left Behind (NCLB) federal legislation. John Hancock Academy will follow the criteria established by the state for highly qualified teachers to meet that federal mandate. [6]
- An applicant must have the knowledge, skills, experience, ability and talent to carryout the responsibilities of this position. He/She need to demonstrate strong proficiency in instruction and management, and the ability to lead students to significant academic gains through previous teaching experience.
- Working knowledge of Common Core and Arizona State Standards
- Strong computer skills

Additional Qualifications - Teachers at John Hancock Academy need to:

- Demonstrate a high level of personal integrity, professionalism, and drive to succeed.
- Demonstrate the ability to give and receive constructive feedback.
- Demonstrate the ability to form and maintain positive relationships with students and families.
- Demonstrate strong organizational, planning, and implementation skills.

---

professional development and evaluator training. School districts and charter schools shall use an instrument that meets the data requirements established by the State Board of Education to annually evaluate individual teachers and principals beginning in school year 2012 –2013.", accessed on June 13, 2012.

[3] SB 1040: On April 25, 2011, the State Board of Education (SBE) unanimously passed the proposed Arizona Framework for Measuring Educator Effectiveness. This action resulted from the passage of SB 1040 that directed the SBE to adopt and maintain a model framework for teacher and principal evaluation that includes quantitative data on student academic progress. *http://www.azed.gov/teacherprincipal-evaluation/*, accessed on June 13, 2012.

[4] The Three-Year Operational Budget as presented in the charter application does not include any incentives to be paid to teachers. As explained, John Hancock Academy will develop its incentives policy, subject to the availability of funds - either surplus at the end of the fiscal year, or Prop 301 funds as allowed by law, for which the school qualifies to receive.

[5] Charter School Law: Arizona Revised Statutes: Education Code: A.R.S. §15-181 to §15-189 accessed at http://www.ade.az.gov/charterschools on June 13, 2012.

[6] Arizona Highly Qualified Attestation Form: http://www.azed.gov/highly-qualified-professionals/files/2012/05/elementary-attestation.pdf, accessed on June 13, 2012.

- Demonstrate desire for continuous improvements through professional development
- Participate in the teacher performance evaluation system as developed and adopted by John Hancock Academy in accordance with the Arizona Framework for Measuring Educator Effectiveness.
- Have a valid fingerprint clearance card.

Instructional Aides:
Qualifications:

- Highly Qualified as mandated by the No Child Left Behind (NCLB) federal legislation.
- Preferable Associates Degree, or college credits, or comparable qualifying experience.
- Experience teaching struggling students of diversity.
- Experience in after-school tutoring.
- Knowledge of Common Core and Arizona State Standards
- Have a firm belief in the instructional methods and curriculum at John Hancock Academy, understand and be committed to the philosophy of the school.
- Strong classroom management, verbal and written communication skills, computer skills, resolving conflict skills, presentation skills,
- Self-motivated, motivating others, listening skills.
- Have a valid fingerprint clearance card.

Special Education Teachers:
Qualifications:

- Have a Bachelor's degree from an accredited college or university in special education.
- Must have an Arizona Special Education Certification.
- Minimum two years of successful special education teaching in a public school setting.
- Hold and maintain current CPR and first aid certification.
- Excellent experience in teaching and working with diverse students in the field of special education
- Working knowledge of Common Core and Arizona State Standards
- Have a firm belief in the instructional methods and curriculum at John Hancock Academy, understand and be committed to the philosophy of the school.
- Ability to work collaboratively.
- Outstanding instructional skills, including the ability to motivate and challenge students and maintain an orderly classroom environment.
- Demonstrated expertise in special education processes and instruction, planning and implementation of programs to enable students with disabilities to function successfully in the regular classroom.
- Computer skills

Additional Qualifications:

- Demonstrate a high level of personal integrity, professionalism, and drive to succeed.
- Demonstrate the ability to give and receive constructive feedback.
- Demonstrate the ability to form and maintain positive relationships with students and families.
- Demonstrate strong organizational, planning, and implementation skills.
- Participate in the teacher performance evaluation system as developed and adopted by John Hancock Academy in accordance with Arizona Framework for Measuring Educator Effectiveness.
- Have a valid fingerprint clearance card.

Training of Personnel

John Hancock Academy has planned 3 days of orientation to present the program of instruction and administrative issues training of its newly hired teachers, which will occur in July 2013 and each year thereafter. New teacher orientation and training will be held by the School Principal.

New teacher orientation will be followed by additional 4 days of in-service training before the first day of class, which will occur in July 2013 and each year thereafter. These days will be used to present the Gaddie Educational Model in details to all teachers, discussions of the organization goals and analysis of prior year student achievement goals, curriculum alignment to standards, lesson planning requirements, working with the student management database and assessment systems, such as Galileo, etc. In-service training before the start of school will be presented by the Executive Director and the School Principal.

Consistent with the Gaddie Educational Model, on-going training of personnel will be pursued in three basic ways:

1. Weekly teachers' meetings will be held where teachers and the School Principal are able to share successes and any changes needed to fulfill the overall mission of the school.
2. The School Principal will meet individually with each teacher to reassure, inspire, correct with kindness if necessary, and generally lead the teacher to become the master teacher needed to insure the academic success of each student.
3. Teachers and staff members will be encouraged to continue to grow on their own with the use of seminars, in-service, additional schooling, etc.