Business Plan C3 Personnel

Phoenix Collegiate Academy Elementary believes that exceptional teachers are the key lever for student academic achievement and every staff member that is recruited, hired and trained is committed to the belief that all students deserve an excellent education.

In Y1 of operation, Phoenix Collegiate Academy Elementary will serve first, second, third and fourth grade with 185 students. With 25-30 students in each classroom, we will need 7 classroom teachers. We will have 2 Special Education Teachers full-time, as well. In addition, we will employ a Teaching Aide (the internal title we use is "Teaching Fellow") and one Specials Teacher (this person will instruct in P.E., Music and Art). To handle all administrative components there will be a Principal, Operations Director and Receptionist. In addition there will be a janitor.

Figure C3.a describes the staffing plan for Year 1 of Phoenix Collegiate Academy Elementary (2015-16).

Figure C3.a: Staffing Plan Year 1

Grades Served	Number of Students	Instructional Staff	Non-Instructional Staff
1st	25	7 teachers	1 Janitor (0.5 FTE)
2nd	50	2 SPED certified teachers	1 Principal
3rd	50	1 Specials Teacher	1 Operations Manager
4th	60	1 Teaching Fellow	1 Receptionist
Total	185 students	11 FTE Instructional Staff	3.5 FTE Non-Instructional Staff

In Y2 of operation, Phoenix Collegiate Academy Elementary will serve kindergarten through fourth grade with 260 students. With 20-30 students in each classroom we will need 10 classroom teachers. In addition, there will be two Special Education certified teachers and two Teaching Fellows. Lastly, there will remain one Specials Teacher to instruct in music, art and P.E. To handle all administrative components there will be a Principal, Operations Manager, Receptionist, and a Janitor.

Figure C3.b describes the staffing plan for Year 2 of Phoenix Collegiate Academy Elementary (2016-17).

Figure C3.b: Staffing Plan Year Two

Grades Served	Number of Students	Instructional Staff	Non-Instructional Staff
Kindergarten	40	10 teachers	1 Principal
1st	50	3 SPED certified teacher	1 Operations Manager
2nd	50	2 Specials Teacher	1 Receptionist
3rd	60	2 Teaching Fellow	1 Janitor
4th	60		
Total	260 students	17 FTE Instructional Staff	4 FTE Non-Instructional Staff

In Y3 of operation, Phoenix Collegiate Academy Elementary will serve kindergarten through fourth grade with 305 students. We will need 12 classroom teachers. Three Special Education certified teachers and three Teaching Fellows will support in all grade levels. There will be two Specials Teachers to teach Music, Art and P.E. To handle all administrative components there will be a Principal, Assistant Principal, Operations Manager, one Receptionist, a Janitor and one Teacher Coach. The Teacher Coach will be responsible for academic initiatives and teacher coaching throughout the year.

Figure C3.c describes the staffing plan for Year 3 of Phoenix Collegiate Academy Elementary (2017-18).

Figure C3.c

Grades Served	Number of Students	Instructional Staff	Non-Instructional Staff
Kindergarten	60	12 teachers	1 Principal
1st	50	3 SPED certified teacher	1 Asst. Principal
2nd	75	2 Specials Teacher	1 Operations Manager
3rd	60	2 Teaching Fellow	1 Receptionist
4th	60		1 Janitor
Total	305 students	19 FTE Instructional Staff	5 FTE Non-Instructional Staff

C3b. Recruiting, Hiring, and Training Instructional Staff

Recognizing that teacher quality is the single greatest factor in determining student achievement we are dedicated to recruiting and retaining the best and brightest talent available. Our staff recruitment efforts will be national, exhaustive, and selective. Phoenix Collegiate Academy, Inc., the Charter Management Organization, will support this effort financially and the Director of Talent will lead this work.
We will recruit the most committed and most capable teachers, offer a mission-oriented and achievement-focused team environment, and provide comprehensive professional development.

With a strong partnership with Teach For America and the Arizona Teaching Fellows program, we will work with these groups in helping us expand our network to access any and all effective pipelines to ensure we are able to attract the highest caliber of educators. Upon authorization, positions will be advertised and posted on:
§ Teach For America's newsletters and online (local and national)
§ Phoenix Collegiate Academy, Inc.'s website
§ Career and Education websites
§ Schools of Education
§ Excellent Schools Network Job Board

We will also depend heavily on referrals—tapping into our network of current educators at Phoenix Collegiate Academy Middle and High Schools.

All Phoenix Collegiate Academy Elementary instructional staff must have a deep alignment and commitment with the mission and vision of the school. In addition to the faithful adherence to our mission, there are additional beliefs upon which the school bases its culture and norms around the potential for student success. These include: (1) All children can and will learn, (2) All staff receives targeted, mission-driven, and individualized professional development, (3) Joy and rigor create a culture of achievement, 4) Interim assessments allow for targeted intervention, (5) A longer school day/year and strategic daily schedule maximize student achievement, and (6) A strong, pro-active partnership between home and school fosters strong learning for every child.

Phoenix Collegiate Academy Elementary has created a detailed hiring process that will allow the Principal to hire Highly Qualified teachers with a baccalaureate degree from an accredited college/university, screen for mission and school culture alignment, and meet the qualifications of the specific role. The qualities sought in our candidates are based on our core values (plus humility). As a result, we look for the following qualities:

- *Commitment To Urban Education:* Belief that there is not a more urgent task than to educate students from low-income, urban backgrounds.
- *Mission Alignment:* Belief that every student should be held to the highest academic and behavioral expectations. Understanding that a structured environment is essential for learning.

- *Entrepreneurial Spirit:* Openness to change, willingness to problem-solve, and interest in developing new ideas & programs.

The hiring process for any Phoenix Collegiate Academy Elementary staff member will be as follows:

1. Resume and Cover Letter screening by Phoenix Collegiate Academy, Inc. CMO level staff.
2. Written sample on five mission-fit questions by CMO level staff.
3. Phone screen for 30 minutes by district level staff
4. School Visit and Sample Teaching which includes:
    a. In-person interview with the Principal
    b. Sample lesson with students on an assigned objective
    c. Feedback on sample lesson
    d. Re-teaching of the sample lesson with feedback incorporated
    e. Group interview with grade level and content area teachers
    f. Classroom and school observation
5. Reference Check

Resume, Cover Letter, and Written Interview Screening
A resume and cover letter are a chance for a candidate to communicate who they are in a limited amount of space. What they choose to share (content) and how they share it (professional quality, proper grammar, spelling, etc.) provides us with important information on whether or not to move forward. The goal of step one is to screen in or screen out candidates within 1 – 3 minutes of review. If they meet the basic qualification, their written interview will be reviewed. Candidates are asked to respond to a series of five questions. This review is completed at the CMO level.

One sample question is outlined below and includes a scoring system to be used in evaluation. The goal of the written interview screener is to screen out as many candidates as possible in very little time.

Each response should be considered either "Strong/Aligned" or "Weak/Misaligned." A response may be judged in those two buckets. If it is "Strong/Aligned," it should be scored on a scale of 1 – 3 (3 being the strongest, most aligned response). If it is "Weak/Misaligned" it should receive a 0. Following each question will be a detailed example of the types of ideas and thoughts that the reviewer should be looking for during evaluation. This list is not inclusive, but should indicate a clear pattern as to what is acceptable and aligned.

After reading the responses to these five questions, we would move forward with those answers that consistently score "Strong/Aligned". Candidates that reflect answers which are "Weak/Misaligned" should result in a generic email or letter articulating that "we've received your written responses to our questions and thank you for your time and energy. However, we're not interested at this time…"

In reviewing written responses, we will also be looking for the quality of writing and the candidates' general ability to articulate clear, cohesive, and supported ideas. Any written responses that have been completed with multiple errors in grammar, punctuation, word choice, etc. or lack command of the written language should be automatically eliminated from the hiring process.

Sample Question and Evaluation Tool
QUESTION: What makes teaching difficult in our community?

(Strong/Aligned Response)	(Weak/Misaligned Response)
- High expectations with high levels of accountability at all levels (students, teachers, leaders, etc.) - Structure/disciplined learning environments - Relentlessness - Extra support / time for students - High quality teachers who take responsibility for their student's performance - No-excuses	- Anything suggesting that they are making excuses for students' lack of success. - Overall focus on tangential issues vs. high expectations - Home lives are tough, so need to counsel them - Must have families involved, or there's nothing the school can do - Focus on having curriculum reflect their cultural backgrounds
3,2,1	0
Average Score for written responses	

If a candidate scores an average of 2 or higher, then we will proceed to the next step.

Phone Screens
The goal of the phone screens is to determine if the candidate is truly a mission fit: (a) at their core, does this candidate believe that all children can learn and that school and teachers can make that happen, no matter what and (b) has a powerful, whatever it takes work ethic. The phone screen is also used to determine if the candidate has a strong record of success in the classroom. This will be completed at the CMO level.

Sample Questions and Evaluation Tool (to be scored using a similar system as the written responses from the resume screen)

QUESTION: Highest Expectations
Is it fair for us to expect our students to achieve as the same levels on assessments and state metrics? Why or why not?

(Strong/Aligned Response)	(Weak/Misaligned Response)
-Absolutely -We have to set high standards so kids can strive to get there -Kids that come in with a lot of challenges will need more support to get there, but we can't change the expectations for them	-No, it's not fair -I think you should aim to see a lot of growth in a year, but you shouldn't hold them to the exact same standards as kids who started out better off, it's too much to ask.
4, 5, 6	1, 2, 3
Average Score for phone screen responses	

If a candidate scores an average of 4 or higher, then we will proceed to the next step.

School Visit and Sample Teaching
The teacher candidate will come to Phoenix Collegiate Academy Elementary and teach a demonstration lesson. The teacher candidate should be provided with the following information prior to coming to model their lesson.
· An explicit standard (learning outcome) to be covered during the lesson.
· A brief amount of information about what the students have been learning up until this point and what they'll be learning following this point (provide context).
· A time constraint, i.e. you'll have 20 minutes to deliver your lesson.
· Information regarding what resources will be available to them for delivering their lesson, i.e. LCD projector, overhead, whiteboard with dry erase markers, poster paper, etc.

Although it can be extremely valuable to see how someone responds when they are unsure of the situation they are entering, the goal of the demo lesson is to determine how well the teacher candidate can deliver a lesson and the means in which they communicate/work with students and adults.

During the school visit and lesson, if deemed appropriate and available (and starting in our second year), teachers either within the grade level team of the proposed candidate or in the same department as the proposed candidate should be welcomed to participate in the evaluation. This is a chance to extend leadership opportunities to teachers who have demonstrated a desire to lead.

The teacher will be evaluated on their lesson, including planning and execution, and on their ability to take and incorporate feedback based on this sample lesson. Using a rubric that is normed for all prospective teachers, evaluators will determine a score and this will be used as a part of the final decision for a job offer. This rubric is based, in part, off the Teaching as Leadership framework from Teach For America. The Principal will complete this portion of the process.

On Site Interview
This is the final opportunity to meet with the candidate. This is the time to ask any lingering questions of the candidate and also to debrief the entire interview process. It is important to gauge the candidate's opinion of the process in order to determine whether they have the commitment, stamina, and sense of urgency required of the position. This is also a time to answer more specific questions that the candidate should have and to speak candidly about the role. If a person makes it to this level, they are more than likely one of a select few people remaining in the process, so it is critical to flush out the nuanced differences between remaining candidates, determine their interest and dedication to the role and mission, and find the best fit. The Principal will complete this portion of the process.

References
All candidates should have at least three references checked. This will be completed by the CMO level Director of Talent. Each reference check should cover the following topics:

- What can you tell me about this person?
- What are this person's strengths and areas for growth?
- How many days were they absent last year?
- If this person was not going to succeed in this job, what would be the reason?

After the final interview, the Principal (and other administration team members starting in year three) will review all steps and make a final decision.

Phoenix Collegiate Academy Elementary will not discriminate against any potential or current employee on the basis of ethnicity, national origin, gender, sexual orientation, religion, race, disability, or any other protected classification, in accordance with applicable law.

New Hire Logistics and Compliance
Phoenix Collegiate Academy Elementary will comply with all provisions of No Child Left Behind (NCLB) and applicable Arizona laws as they apply to the certification of our employees. Once a Highly Qualified candidate is selected, it is critical that the school ensures all paperwork and fingerprinting is tracked and completed in a timely manner[5]. Figure C3.d identifies sample logistics that will ensure proper accountability, identify how statuses are verified, and track progress toward completion.

Figure C3.d: New Hire Logistics

Step	Due Date	Notes
Signed offer letter	On the date in the Offer Letter	Dependent upon when offers are made. Offer letter will reference that hiring is conditional upon submitting applicable fingerprint clearance card (including need for identity verified prints if member of instructional staff).
Payroll and Tax Forms · Direct Deposit Form (with check) · Form I-9 · Form W-4	July 2014 at the start of Teacher Professional Development (or within one week of receiving an offer)	All forms are submitted to the Operations Manager for processing.
Distribute New Hire Packet · Staff Handbook · PCA Elementary Staff bio · Personnel Form	July 2014 at the start of Teacher Professional Development	Materials returned will be a signed form acknowledging the candidate has read the staff handbook, completed bio and personnel form.
Fingerprinting and Background Check	July 2014 at the start of Teacher Professional Development (or within one week of receiving an offer). No staff will be allowed to instruct children without a valid fingerprint clearance card.	Pursuant to **A.R.S. § 15-183.C.5**, all persons engaged in instructional work directly as a classroom, laboratory or other teacher or indirectly as supervisory teacher, speech therapist or principal shall have a valid AZ fingerprint clearance card. All staff that will be teaching will need to obtain Identity Verified Print Fingerprint Clearance Card.

Training of Staff

Phoenix Collegiate Academy will employ many strategies to ensure staff is fully trained to succeed in our mission of preparing students for middle and high school and college entry. We will utilize a summer professional development training, weekly Friday afternoon professional development sessions and full-day

professional development opportunities, and have a system of regular and constant classroom observations. All of these training opportunities will inform how we evaluate and coach teachers.

Summer Staff Professional Development

To ensure our instructional leaders are prepared and ready to deliver rigorous standards-based instruction on a daily basis, we have 15 days of staff development during the summer. Key topics covered during summer professional development include:

· Curriculum Planning & Development
· Instructional Practices
· Assessments
· School Culture Building and Norming
· School Routines and Structures

Throughout the summer staff will participate in role plays, evaluate scenarios, create and adapt curriculum, learn systems that include everything from how students enter the building to how they sharpen pencils. We will also use this time to begin planning individualized professional development plans for each teacher.

Professional Development during the School Year

Teachers participate in weekly Friday afternoon professional development sessions. For three hours per week, teachers and the leadership team plan and discuss curriculum, analyze student data to modify or adjust lesson planning and continuously seek ways to improve the quality of instruction we deliver to students. The CMO will provide coverage for teachers that is allowing us to contract external professional development as needed, and offer teachers opportunities to visit high-performing schools to observe best practices. Three full days are devoted to data evaluation following our six-week assessments where teachers and instructional leaders evaluate students' small group levels, determine lesson modifications and evaluate whether any skills or concepts need to be retaught. Data-driven instruction allows teachers to recognize what information is not being accessed by some or all students and helps them to understand why. As a staff, we analyze the results of data on a weekly basis and analyze the results of internal assessments through extended professional development blocks. The goal of each data analysis session is to make program improvements to ensure all students are achieving mastery on all objectives. The action plans required from this information may include re-teaching, spiraling material more extensively, individual tutoring, small group sessions, or increased homework on a specific objective. Teachers will be expected to use the information gathered to modify their planning. Teachers will work with the Principal and Teacher Coach (Y3) on those modifications, as needed. We will monitor student mastery of standards as well as reading levels and fluency.

Classroom Observation

Ensuring each teacher's professional and instructional growth throughout the year is a critical component of Phoenix Collegiate Academy's model. Our proposed Principal, Amanda King, has received extensive training on supporting teacher growth and development as part of the Building Excellent Schools (BES) LENS program and the Arizona Charter Schools Association Aspiring Leaders Fellowship. The Principal (with the Teacher Coach starting in Y3) will have a regular and set schedule of observation where every teacher is receiving feedback at least once per week and twice per week for brand new teachers. In a school where the staff, parents and our surrounding community feel and recognize that 'only the best teachers work at PCA' and by continually providing opportunities to demonstrate leadership, observe best practices, and participate in customized training sessions, teachers become part of a school culture where they are challenged and valued.

Salary and Payroll Tax

Principal

During the start-up year, the CMO assumes costs until July 2015. The Principal will receive an annual salary of $47,500 from July 2015 to August 1st, 2015. With 10% of required employer contributions per FTE at $47,500, the total expenditure for one month is $4,354.17. The Principal's salary will start at $48,000 and with salary and payroll tax it amounts to $48,400 for the 11 months between August 1st and June 30th included in year 1 budget. The Principal's compensation plan will be designed and approved by the COO of Phoenix Collegiate Academy, Inc. Assuming satisfactory performance, the principal's salary will rise in year 2 and year 3. The total cost in year 2 will be $54,000 and year 3 will be $58,000 (including payroll taxes)

Operations Manager

During the start-up year, the Operations Manager will receive a salary starting in July of 2015 (the first day of staff professional development). The salary for this role is $40,000. Increases will be based on a 3% COLA in year 2 and year 3.

Teachers
During the start-up year, teachers will receive a salary starting in July of 2015 (the first day of staff professional development). The first month is accounted for in the startup budget.

- Assumes 7 FTEs in year one. Assumed average teacher salary is $36,500. The total annual expenditure for seven teachers is $255,500.
- Assumes 10 FTEs in year two. Assumed average teacher salary is $ $37,595. The total annual expenditure for ten teachers is approximately $ $413,545.
- Assumes 12 FTEs in year three. Assumed average teacher salary is $ $38,722.85. The total annual expenditure for twelve teachers is approximately $ $511,141.62.

Special Education Teachers
During the start-up year, the Special Education teacher will receive a salary starting in July of 2015 (the first day of staff professional development). The July salaries are accounted for in the startup budget.

- Assumes 2 FTEs for a Special Education Teacher in year one. Assumed average salary is $37,000. The total annual expenditure for two teachers is approximately $74,616.
- Assumes 3 FTEs for a Special Education Teacher in year two. Assumed average salary is $38,100. The total annual expenditure for three teachers is approximately $114,300.
- Assumes 3 FTE for a Special Education Teacher in year three. Assumed average salary is $39,253. The total annual expenditure for three teachers is approximately $117,759.

School Receptionist
During the start-up year, the School Receptionist will receive a salary starting in July of 2015 (the first day of staff professional development). Assumed average salary is $27,000. Total annual expenditure is $27,225 in year 1 and increases based on a 3% assumed COLA in years 2 and 3.

Janitor
Assumes 0.5 FTE for a janitor in year one. In year 1 the total annual salary is $27,000. The total annual expenditure is $14,850 it increases based on a 3% assumed COLA in years 2 and 3. The janitor is 0.5 FTE in year 2 and full time in year 3. No janitor is required before Aug 1.

Teaching Fellows and Specials Teachers
During the start-up year, teaching fellows will receive a salary starting in July of 2015 (the first day of staff professional development).

- Assumes 1 FTE for a Teaching Fellow and 1 FTE Specials Teacher in year one. Assumed average salary is $30,000.
- Assumes 2 FTEs for Teaching Fellows and 1 FTE Specials Teacher in year two. The total annual cost for two teachers is $90,000.
- Assumes 2 FTE for Teaching Fellows and 2 FTE Specials Teachers in year two in year three. With benefits, the total annual expenditure for three teachers is approximately $120,000.

Assistant Principal (Y3)
Assumes 1 FTE for an Assistant Principal in year three. The total annual expenditure is approximately $50,000 in year three.

Required Employee Contribution
In addition to salaries, Phoenix Collegiate Academy Elementary pays for Social Security, Medicare, State Unemployment and Workman's Compensation. This is assumed in the above total expenditures.

Benefits
Phoenix Collegiate Academy Elementary will competitively bid for employee insurance each year. We estimate that costs for medical, dental and vision insurance will be 6% of total employee expenditures in year 1, 7% in year 2, and 8% in year 3. Employee insurance costs will be covered by Phoenix Collegiate Academy Elementary.