C.3 Personnel

C.3.a Staffing Plan

Phoenix Collegiate Academy High School 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 High School will serve ninth through twelfth grade with 250 students. No class will have more than thirty students. We expect the breakdown to be forty Seniors, sixty Juniors, seventy Sophomores and eighty Freshmen. Based on the complexity of scheduling, we will employ 12 classroom teachers. Freshmen and Sophomores will be split into three cohorts and Junior and Seniors into two. Therefore, there will be a 9th and 11th grade teacher for each core subject (math, English, Spanish, science, history and elective) and one 10th and 12th grade teacher for each core subject. Based on trends of special education students PCA Middle School is seeing, we will hire three Special Education teachers. In year one, to handle all administrative components, there will be a Dean of Students, a Dean of Curriculum, and Operations Manager and a Receptionist. In addition, there will be a facilities janitor. (See Table 1, below.)

Table 1: Year One Staffing Chart

Grade Level	Number of Students	Instructional Staff	Non-Instructional Staff
9th	80	4 teachers	Dean of Students
10th	70	4 teachers	Dean of Curriculum
11th	60	2 teachers	Operations Manager
12th	40	2 teachers	Receptionist
		3 Special Education teachers	Janitor

In Y2 of operation, Phoenix Collegiate Academy High School will serve ninth through twelfth grade with 260 students. No class will have more than 30 students. We expect the breakdown to be 50 Seniors, 60 Juniors, 70 Sophomores, and 80 Freshmen. Based on the complexity of scheduling, we will employ 12 classroom teachers. Freshmen and Sophomores will be split into three cohorts and Junior and Seniors into two. Therefore, there will be a 9th and 11th grade teacher for each core subject (math, English, Spanish, science, history and elective) and one 10th and 12th grade teacher for each core subject. Based on trends of special education students PCA Middle School is seeing, we will hire three Special Education teachers. In year two, to handle all administrative components, there will be a Dean of Students, a Dean of Curriculum, and Operations Manager and a Receptionist. In addition, there will be a facilities janitor. (See Table 2, below.)

Table 2: Year Two Staffing Chart

Grade Level	Number of Students	Instructional Staff	Non-Instructional Staff
9th	80	4 teachers	Dean of Students
10th	70	4 teachers	Dean of Curriculum
11th	60	2 teachers	Operations Manager

12th	50	2 teachers	Receptionist
		3 Special Education teachers	Janitor

In Y3 of operation, Phoenix Collegiate Academy High School will serve ninth through twelfth grade and 280 students. No class will be more than 30 students. We expect the breakdown to be 60 Seniors, 60 Juniors, 80 Sophomores and 80 Freshmen. Based on the complexity of scheduling, we will employ 12 classroom teachers. Freshmen and Sophomores will be split into three cohorts and Junior and Seniors into two. Therefore, there will be a 9th and 11th grade teacher for each core subject (math, English, Spanish, science, history and elective) and one 10th and 12th grade teacher for each core subject. Based on trends of special education students PCA Middle School is seeing, we will hire four Special Education teachers. In year one, to handle all administrative components, there will be a Dean of Students, a Dean of Curriculum, and Operations Manager and a Receptionist. In addition, there will be a facilities janitor. (See Table 3, below.)

Table 3: *Year Three Staffing Chart*

Grade Level	**Number of Students**	**Instructional Staff**	**Non-Instructional Staff**
9th	80	4 teachers	Dean of Students
10th	80	4 teachers	Dean of Curriculum
11th	60	2 teachers	Operations Manager
12th	60	2 teachers	Receptionist
		4 Special Education teachers	Janitor

C.3.b 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

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

All Phoenix Collegiate Academy High School 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 High School has created a detailed hiring process that will allow the School Leaders 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 High School staff member will be as follows:

1. Resume and Cover Letter screening by Phoenix Collegiate Academy, Inc. CMO level staff.
2. Written sample on four 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 School Leaders
    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 teachers
    f. Classroom and school observation
5. Reference Check

Resume and Cover Letter 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. This will be completed at the CMO level.

Written Sample
If after reviewing the resume, a candidate is deemed as having potential, that individual will receive a follow-up email with a series of questions. Candidates are asked to respond to a series of four

questions. The candidate is given three business days to respond. This will be completed at the CMO level.

One sample question is outlined below and includes a scoring system to be used in evaluation. The goal of step two 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 four 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 in a shoddy manner with multiple errors in grammar, punctuation, word choice, etc. or lack command of the written language should be automatically eliminated from the hiring process.

<u>Sample Question and Evaluation Tool</u>
QUESTION: What do you think are the key factors to ensuring success working with a predominantly low income, urban population of students?

(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**
Total Score for written responses	**_____/12 (four questions total)**

If a candidate scores 7 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. This will be completed at the CMO level.

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

QUESTION: Highest Expectations
Our students are usually entering multiple grade levels behind their more affluent peers. Is it fair for us to expect them 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.
3,2,1	**0**
Total Score for phone screen responses	**_____/12 (four questions total)**

If a candidate scores 7 or higher, then we will proceed to the next step.

School Visit and Sample Teaching
The teacher candidate will come to Phoenix Collegiate Academy High School 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 (strict enforcement).
- 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 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 off the Teaching as Leadership framework from Teach For America. This portion of the process will be completed by the School Leaders.

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. This portion of the process will be completed by the School Leaders.

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?
- 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 School Leaders will review all steps and make a final decision.

Phoenix Collegiate Academy High School 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 High School will comply with all provisions of ESEA 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. Table 4 identifies sample logistics that will ensure proper accountability, identify how statuses are verified, and track progress toward completion.

Table 4: 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 2015 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 High School Staff bio ☐ Personnel Form	July 2015 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	July 2015 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 two 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 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 end-of-quarter 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 School Leaders 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 School Leaders, Joshua Roth and Ben Kail, have received training on supporting teacher growth and development as part of the Beat The Odds Principal Program, Building Excellent Schools Annual Summit and development by the PCA CMO office. The School Leaders will have a regular and set schedule of observations 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.

C.3.c Salary and Payroll Tax Narrative

Dean of Curriculum

During the start-up year, the existing charter, Phoenix Collegiate Academy, will assume all costs through July 2015. The Dean of Curriculum will receive a yearly salary of $51,00 through July 2015 from PCA Middle School's existing Charter. There will be no additional expenses for salaries in the Start-up budget. The Dean of Curriculums annual salary will start at $53,000 in August of 2015. The School Leaders compensation plan will be designed by the COO and approved by the CEO of Phoenix Collegiate Academy, Inc. Assuming satisfactory performance the leader's salary will rise in year 2 and year 3. The total salary will be $55,650 and $58,432.50, respectively. Employees of PCA HS will not be members of the Arizona State Retirement System, so there is not an automatic employer match.

Dean of Culture
During the start-up year, the existing charter, Phoenix Collegiate Academy, will assume all costs through July 2015. The Dean of Culture will receive a yearly salary of $51,00 through July 2015 from PCA Middle School's existing Charter. There will be no additional expenses for salaries in the Start-up budget. The Dean of Culture annual salary will start at $53,000 in August of 2015. The School Leaders compensation plan will be designed by the COO and approved by the CEO of Phoenix Collegiate Academy, Inc. Assuming satisfactory performance the leader's salary will rise in year 2 and year 3. The total salary will be $55,650 and $58,432.50, respectively. Employees of PCA HS will not be members of the Arizona State Retirement System, so there is not an automatic employer match.

Operations Manager
During the start-up year, the Operations Manager will receive a salary from the school starting in August of 2015. Prior to this, the Operations Manager will be paid by the CMO so there are no star- up costs. The salary for this role is $44,500. Increases will be based on a 5% COLA in year 2 and year 3.

Teachers and Special Teachers
During the start-up year, teachers will receive a salary starting in August of 2015. Prior to this, the teachers will be paid by the CMO so there are no start- up costs.

- Assumes 12 FTEs in year one. Assumed average teacher salary is $40,000. The total annual expenditure for twelve teachers is $480,000.
- Assumes 12 FTEs in year two with a 5% increase. The total annual expenditure for twelve teachers is approximately $504,000.
- Assumes 12 FTEs in year three with a 5% increase. The total annual expenditure for twelve teachers is approximately $529,200.

Special Education Teachers
During the start-up year, the Special Education teacher will receive a salary starting in August of 2015. Prior to this, the teachers will be paid by the CMO so there are no start- up costs.

- Assumes 3 FTE for a Special Education Teacher in year one. Assumed average salary is $42,000. The total annual expenditure for teachers is approximately $126,000.
- Assumes 3 FTEs for a Special Education Teacher in year two. Total costs with a 5% increase is $132,300.
- Assumes 4 FTE for a Special Education Teacher in year three with a 5% increase. Total salaries are 185,220.

School Receptionist
During the start-up year, the School Receptionist will receive a salary starting in August of 2015. Prior to this, the receptionist will be paid by the CMO so there are no star- up costs. Assumed average salary is $30,000. Each year salary increases based on a 5% assumed COLA in years 2 and 3.

Janitor
Assumes one FTE for a janitor in year one. The Janitor does not begin until students arrive in August so there is no cost in the Start-up Budget. In year 1, the total annual salary is $30,000. Each year it increases based on a 5% assumed COLA in years 2 and 3. The janitor is one FTE in years 2 and 3.

Required Employee Contribution
In addition to salaries, Phoenix Collegiate Academy High School pays for Social Security, Medicare, State Unemployment and Workman's Compensation. This is assumed in the above total expenditures. Phoenix Collegiate Academy High School will not be participating in the Arizona State Retirement System, so there is no required match for the employee or employer.

Benefits
Phoenix Collegiate Academy High School will competitively bid for employee insurance each year. We estimate that costs for medical, dental and vision insurance will be 8% of total employee expenditures in year 1, 8% in year 2, and 10% in year 3. Employee insurance costs will be covered by Phoenix Collegiate Academy High School.