C.3 Personnel

PMG believes that effective teachers with a deep understanding of our culture are critical to the success of students. Therefore, PMG will ensure that every staff member is recruited, carefully selected and hired to be able to serve our target population. PMG also encourages the continual development of its employees and encourages all staff, including teachers to pursue leadership positions and new opportunities within the school site and/or company that will offer individual, professional growth opportunities.

A. Staffing Plan

PIE-AZ plans to open one site during the 2016-2017 school year serving 250 students. The school anticipates adding additional sites during the next two years, for a total of 3 sites and 900 students. The table below shows the planned positions and staff projections over three years.

TABLE C.3.1 PIE-AZ STAFFING MODEL

PIE-Arizona Staffing Model			
Year	Year 1	Year 2	Year 3
Number of Centers	1	2	3
Number of Students	250	600	900
Director of Instruction (DOI)		.5	1
Principal	1	1	1
Lead Teacher			1
* General Education Teacher	5	12	18
Small Group Instructor	3	6	9
Special Education Teacher	1	3	5
Student Advisor		1	1
Compliance Coordinator	1	2	3
Center Coordinator	1	2	3
Total Credentialed FTEs	10	22.5	35
Total FTEs	12	27.5	42
Pupil Teacher Ratio	31	33	33

* General Education Teachers may also serve as tutors or in the case of an English Language Arts Teacher and an English Language Specialist.

STUDENT/TEACHER RATIO

Each general education teacher will oversee the Individualized Learning Plan (ILP) of approximately 50 students, though many other teachers will be engaged with each student in the implementation of the ILP. The student's teacher will be responsible for ensuring that all other faculty working with a student (Small Group Instruction Teachers, Student Advisors, and other ILP resources) are collaborating to support each student's academic achievement. PMG may contract with a special education provider to oversee compliance of special education services at Fifth Arrow. However, PIE-AZ will hire its own Special Education Teacher.

TABLE C.3.2 PIE-AZ NUMBER OF STUDENTS

Grade Level	Number of Students		
	Year 1	Year 2	Year 3
9	50-75	100-125	200-250
10	75-100	200-200	250-275
11	75-100	200-200	250-275
12	50-50	100-125	200-275
Total	250	600	900

The goal of PIE-AZ is to enroll 300 students by the end of year one; however the school has budgeted for 250 students for the first day of school. Fifth Arrow will hire 4 general education teachers and 2 small group instruction teachers during the startup period. In addition, the school has budgeted for one additional general education teacher and one additional small group instruction teacher during year one.

B. Staff Recruitment Plan

The table below lays out the timeline for teacher recruitment.

TABLE C.3.3 TEACHER RECRUITMENT TIMELINE

Teacher Recruitment Timeline	
January	Job announcement posted on educator recruitment websites
March	Application submission deadline
April	Teachers are screened
April	Interview with Principal and Lesson Demonstration
May	Teacher Selection
June	Training
July	School opens

Pathways Management Group will help recruit and retain effective teachers and staff for PIE-AZ through an aligned recruitment-through-retention strategy, including outcome-driven job descriptions, strategic marketing of openings, training, professional development, supervision, evaluation, and an incentive-based compensation package. With the support of the Assistant Superintendent of PMG, PIE-AZ will begin leadership and staff recruitment in January 2016. PMG will recruit, interview and make Principal selection recommendations to PIE-AZ's board of directors by the end of March. The principal will be hired in April and will receive recommendations from the Assistant Superintendent for final interviews for teacher candidates no later than May 2016.

Teacher candidates will be recruited from three primary locations:

1. Strategic Internet /web presence and recruitment.

2. Collaboration with local colleges and universities' teacher intern programs and Teach For America Alumni.
3. Direct referrals from the PIE-AZ Board of Trustees and PMG

PIE-AZ has established a teacher retention rate goal of 85% during the first term of the charter. To reach this goal with the assurance that only teachers of high quality remain at PIE-AZ, the school will implement the retention strategies of high quality teacher training and professional development, informal and formal coaching and evaluation, and an incentive based compensation package. The compensation package will be competitive with the charter school market in Phoenix for teacher compensation. PIE-AZ will also provide leadership development and upward mobility, seeking first to promote from within.

This organization structure supports the mission and goals because it ensures that the leadership team works with PIE-AZ's board to execute PMG's specialized program structure in the best interest of the students.

As part of its contractual agreement with PIE-AZ, PMG will recruit only highly qualified teachers and staff to work at PIE-AZ. As such, PMG will evaluate the internal personnel pool as well as engage educational organizations such as Teach for America alumni network, local teaching fellow programs, etc. PIE-AZ board members as well as members of the network of Pathways in Education Schools' National Advisory Board will make recommendations for potential candidates. All candidates for PIE-AZ positions will be evaluated on their experience, education and expertise and only the most qualified candidates will be offered employment.

PMG will screen candidates for selection in a multi-step, pre-employment process that includes the following:

1. Resume screening
2. Prescreen phone interview
3. 1st Interview at school site
4. 2nd Interview
5. Verbal offer
6. Background and reference checks

I. Resume Screening

A PMG Human Resource Generalist (HR Generalist) will receive candidate resumes via online submission or referral. Using a defined rubric, the HR Generalist will seek to find the ideal candidate that possesses three prioritized qualifications: possession of an administrative credential, history of effective school leadership, and successful record of academic growth with PIE-AZ's targeted population. If the HR Generalist finds the candidate to successfully meet the requirements, they are contacted for a prescreen phone interview.

II. Prescreen Phone Interview

Having successfully passed the resume screening, the HR Generalist will invite a candidate to partake in a thirty minute prescreen phone interview. During the prescreen phone interview the HR Generalist will assess the candidate's communication style, their understanding of PIE-AZ's mission, vision, philosophy and targeted population. They will explain the position roles, responsibilities and compensation. The candidate will be asked a series of questions and using a defined rubric the HR Generalist will evaluate their answers. If the candidate is deemed

successful, within a week the HR Generalist will follow-up and schedule the first in person interview.

III. First Interview

The first in-person interview will be conducted at the proposed site. The interview will take place with the Principal. They will assess the candidate's communication ability, presence, educational vision, mission and practice. The goal of the interview is to determine the candidate's skill set and ability to complement the team. If the candidate is deemed successful and compatible, they are moved forward to the second interview.

IV. Second Interview

In the second in-person interview the candidate will interview with the Assistant Superintendent of Pathways in Education's school network and undergo a mock teaching lesson. Due to the unique model of PIE-AZ and its target student population, the Assistant Superintendent will go over a specific series of questions and scenarios with the candidate. The goal of this interview is to assess the candidate's teaching and lesson planning ability, as well as their fit with the school's culture and education model.

V. Verbal Offer

Upon successful completion of the second interview, the Assistant Superintendent will verbally offer the candidate the position, with the explanation that the position is contingent upon having a positive DOJ/FBI background check, fingerprint clearance card and a negative TB Test.

VI. Background and Reference Checks

PMG's HR Coordinator will confirm the candidate's DOJ/FBI background check, fingerprint clearance card and TB Test clearance. They will then make phone calls to the references provided by the candidate and check for reliability, integrity and leadership characteristics.

VII. Candidate Selection

If the candidate successfully passes the background and reference checks, he/she will then be formally offered the position via email and phone. The HR Coordinator will call to notify the candidate they have successfully cleared. Also, the HR Coordinator will send a formal offer letter signed by the Human Resources Manager via email. The offer letter will provide the candidate with an onboarding date as well as a link to CudaSign. Candidates will use CudaSign, an online program, to read, review and sign important processing documents before their onboarding date. These documents include: Personnel Action Notice (PAN), W-4, direct deposit, employee handbook, code of ethics and worker compensation forms. Once candidates submit all signed documents via CudaSign, they will automatically receive an email with a copy of all signed documents.

PIE-AZ will not discriminate in the staff recruitment, selection, hiring or supporting processes on the basis of ethnicity, race, national origin, gender, sexual orientation, religion, disability, marital status, veteran status, or any other protected classification according to applicable law.

VIII. Orientation and Onboarding

It is PMG's goal to legally and effectively onboard and orient staff members. During an onboarding process, candidates will have the opportunity to sign important legal documents and

receive information on sexual harassment, workers compensation, etc. Additionally, candidates will obtain their pay schedule, holiday calendar and benefits information. Candidates will be notified of their official start date. The table below illustrates the onboarding process.

TABLE C.3.4 PIE-AZ TEACHER AND STAFF ONBOARDING TIMELINE

Action	Timeframe	Explanation
Candidate Selection/ Processing	Occurs immediately after fingerprint card is received and background check along with TB test is cleared	Will explain the responsibilities and duties of the position and salary. Candidates will receive an email notification with a link to process all paperwork via CudaSign before their onboarding date as well as a link to electronically access the Employee Handbook
Onboarding Introduction to PIE-AZ	By May 2016	Brief history of the company, its mission, vision, philosophy and goals.
PowerPoint on Sexual Harassment	By May 2016	PowerPoint presentation on the law and rules regarding sexual harassment, how to prevent it and how to report it.
Mutual Arbitration Document and Workers Compensation	By May 2016	Candidates will sign a mutual arbitration document. Candidates will also receive information on Workers Compensation.
Distribute Pay and Holiday Schedules	By May 2016	Candidates will be given a pay and holiday schedule and/or calendar for their reference.
Benefits	By May 2016	Overview of health, dental, vision and life insurance as well 403(B) retirement plan.
Benefits Determination	Thirty days from start date	Staff members will be notified that they are eligible to obtain health benefits and must elect a plan they deem favorable.

After thirty days of full-time employment staff members will receive an email notifying them of their eligibility to receive benefits. The email will provide them with a username and password and detailed instructions to login to Plan Source and make their selection. Once a staff member elects a plan, it will take up to 7-10 days to receive their health cards.

ONGOING PROFESSIONAL DEVELOPMENT

PMG not only will focus on recruiting and hiring quality staff, but will provide comprehensive professional development to PIE-AZ staff to ensure that students are always the beneficiaries of sound, effective instruction and support. PIE-AZ teachers will be expected to continually develop and hone their skills, and through PMG, will receive a multitude of professional development options throughout the school year.

PMG will conduct an induction/training program to create a foundation and develop teacher capacity for working with the targeted population. Training will take place over a two-week period prior to the opening of school each year so that new teachers have an introduction to the school culture and the

model, and this same training will be offered for teachers who start during the middle of the school year. Training covers the education model, school structure, school culture (respect, academic focus, mission driven decision making), guiding principles, effective strategies for working with diverse populations (special education students, ELL students), developing and maintaining ILPs, and curriculum. Midway through the school year, teachers will meet again to follow up on progress, discuss best practices, and set goals for the remainder of the year. In additional every Friday, teachers will meet in Professional Learning Communities or have the opportunity to participate in specific trainings related to student achievement. Additionally, PMG will arrange for, schedule, and conduct other workshops and seminars. In the first year of operations, PIE-AZ teachers will participate in the following:

- **Diversity Competencies:** a course designed to promote understanding and appreciation for the research based contributions and benefits of diversity through asset-based thinking, suspension of judgment, interpersonal awareness, and locus of control concepts.

- **Effective Communication:** a course based on the book, *Fierce Conversations*, by Susan Scott where teachers will gain skill in effective, necessary, and sometimes difficult conversations with students, families, and coworkers.

- **Using Outlook:** an orientation to the informal and formal communication formats and protocols PIE will use to disseminate important information. Effective time saving strategies for sorting important information and how to use and access public folders will be reviewed.

- **Time Management:** a course designed to equip teachers with strategies to increase productivity.

- **Highly Effective Teacher:** a one day workshop designed from internal research on what it takes to be a “highly effective teacher” within the PIE education model.

- **Equity Professional Development:** equity professional development is focused on familiarizing teachers with achievement gaps that persist nationally for students of color and students from low socioeconomic backgrounds, as well as achievement gaps between boys and girls and older and younger students. This professional development utilizes both whole-group workshops and PLCs to focus on engaging teachers in the development of strategies for holding and expressing high expectations for all students, understanding the impact of teachers on the achievement of students, and developing mindsets that all students are capable of achieving at high levels. The book, *Teaching as Leadership* (Farr, 2010) is used to introduce teachers to Teach for America’s Teaching as Leadership comprehensive rubric.

- **Holding High Expectations for Student Work:** a workshop that follows many of the Equity and Highly Effective Teacher strategies but delves deeper into the high expectations for student work in a PIE school environment. Rubric norming is utilized to show real-life examples of student work that is truly deserving of an "A." Teachers bring work of their own students to this workshop in order to ensure they are grading accurately and with high expectations.

- **No Fear Audit:** an opportunity offered to teachers needing help with the record keeping related to student progress. Topics include efficiency practices, properly managing each new student file, how to use checklists to improve accuracy, and best practices of highly successful teachers who consistently maintain high accuracy in their student files. Follow-up support is provided on a one-on-one basis to ensure teachers effectively utilize strategies learned and feel comfortable with the audit-ready accuracy of all student files.

- **Using Data to Affect Student Achievement:** a one-day workshop guides teachers on how to select/design student programs based on holistic data of each student. Benchmark assessment data, standardized test data, grades, work completion towards graduation goal, and qualitative data including achievement chats and work samples are analyzed in real time at the workshop in order to ensure that teachers learn to read data, look at each students' data holistically, and utilize real student data to begin making decisions immediately. Utilizing Excel to group and look at data in multiple ways is also addressed.

- **Powerful Teaching:** a training which includes topics such as setting SMART Goals with students, positive coaching for student success, holding and communicating high expectations, and taking ownership of students' achievement through data.

PMG's goal is to continually demonstrate the value of respect at all levels, which should lead to effective teamwork, constructive support, clear communication, staff retention, and a positive and effective learning environment for students. Therefore, staff will be encouraged to participate in school-level decisions and develop school initiatives. PMG will help PIE-AZ structure and implement professional learning communities (PLCs) in order to identify the need for training, support, and guidance. Additional requests for professional development will be identified by all staff during discussions in PLCs, and will be determined by data analysis of student performance by teacher, subject, and grade level, by feedback from students, teachers and the community, and the results of standardized assessment. This additional professional development may occur on on Fridays, on line, through publications, or by changing the proposed topics on PIE-AZ's professional development calendar.

Professional Development, in addition to being scheduled annually will be added and/or adjusted to meet specific school/teacher needs. This includes the specific needs of students with disabilities, ELL students and chronically low performing students. Skills learned during the professional development workshops will be used by teachers in their interactions with students. The Principal will create opportunities for teachers to collaborate and observe each other in order to share effective strategies through peer coaching groups, literacy strategy meetings, and ongoing Equity Initiative activities.

The effectiveness of professional development will be evaluated qualitatively and quantitatively. Student data, such as enrollment, retention, state test results, benchmarks assessments, and academic progress will be used to assess professional development activities and make improvements to the PD program. PMG understands that new information and circumstances will continuously arise and expects to modify professional development activities to accurately meet the needs of students and staff.

PMG considers staff evaluation to be an effective professional development tool. The school principal will be an active instructional leader who conducts regular observations of staff as they prepare for student meetings, work directly with students, and reflect upon student needs. The principal will observe performance on a weekly, monthly, and annual basis. An annual performance evaluation will be a formal method of planning, monitoring, evaluating, and recognizing work performance and communicating performance expectations. Staff performance evaluations will be standardized to ensure that all employees are evaluated in accordance with PIE-AZ's mission.

C. Key Leaders and Compensation

The roles listed below are important to the PMG model in ensuring adequate support for teachers and students. These roles also create a checks and balance system to keep key leaders accountable for

their performance and the performance of those they supervise. When searching for ideal candidates for the key leader positions PMG will identify individuals with proven track records of success, a passion for students and education, a sound knowledge of curriculum and instruction, experience in leadership positions and an ability and appreciation to work with people from diverse backgrounds.

Below are brief descriptions of the primary responsibilities and salaries of the PIE-AZ leadership roles.

DIRECTOR OF INSTRUCTION

A Director of Instruction's role is comparable to an Executive Director. He or she will be the primary liaison between PMG, the PIE-AZ board, and each Fifth Arrow campus. He/she will provide regular updates to the Board at each of the meetings on school progress, achievements, and any issues that may arise. By analyzing school data, overseeing financial reports and information, and evaluating the principal, the Director of Instruction, in combination with PMG, will decide on program changes and staffing. The Director of Instruction will begin midway through year two. The Director of Instruction's salary will range from $100,000 - $130,000.

PRINCIPAL

The Principal will work closely with PMG to ensure a successful startup of the school and to regularly evaluate the programs and operations in order to make management decisions in the best interest of the school. The Principal will also be an active and proactive instructional leader who conducts regular observations of the staff and formal annual evaluations of staff. The Principal, Director of Instruction and PMG will gauge community interest, solicit support from appropriate partners, and create a calendar of events to promote the PIE-AZ program. The Principal's salary will range from $80,000 - $110, 000.

LEAD TEACHER

The lead teacher will be responsible for the direct supervision of assigned teaching staff and learning centers. The lead teacher will manage the schedules of teachers, coordinate substitutes and at times serve as a general education teacher (in the event that a teacher cannot perform his or her duties). The lead teacher will also support teacher development and staff development to help improve teacher performance. The Lead Teacher's salary will range from $70,000-$90,000.

STUDENT ADVISOR

The Student Advisor will be the primary resource for students and teachers regarding post-secondary options. They will help students realize post-secondary options by meeting individually with students, using data, conducting workshops and designing activities that will increase the number of college-bound students each year. This position provides direct certificated instructional support 100% of the time. The salary for a Student Advisor will range from $52,000-$70,000.

TEACHER

The general education teacher is one of PIE-AZ's most important resources. Teachers facilitate the progress of 50 students over the course of a week and assist these students with multiple subjects towards graduation. In addition to developing individualized learning plans with students and parents, these teachers track student progress, administer assessments, maintain student portfolios, analyze data, and support students' socio-emotional needs. These teachers also hold daily office hours for students to go over material they are struggling with, or just to receive extra help. This position is primarily responsible for delivering our educational program to ensure data driven; results based

instruction for students in the implementation of the Arizona College and Career Ready Standards. The salary for a teacher will range from $49,000 - $67,000.

SMALL GROUP INSTRUCTION TEACHER

This position is primarily responsible for delivering our educational program to ensure data driven results based instruction for students in the implementation of the Arizona College and Career Ready Standards. The small group instruction (SGI) teacher is responsible for providing the direct instruction portion of the blended program at our school. The SGI teacher delivers lesson plan-based instruction in a classroom setting to an average class size of about 10-15 students. SGI teachers offer instruction in math, English language arts, science and test preparation and are the content experts for their center. This department serves students by providing instruction with excellence, rigor and high expectations for students to achieve college and career readiness. The salary for a small group instruction teacher will range from $52,000-$73,000.

SPECIAL EDUCATION TEACHER

The primary responsibility of the special education (SPED) teacher is to provide instruction and other related services to Special Education students. The SPED teacher will also facilitate diagnostic assessment including administration, scoring and interpretation. SPED teachers will review and revise IEP's as needed. The Special Education teacher will support instruction in reading, math, and written language for students, tutor individual and small groups of students, administer and score academic testing, write individualized education plans and support other academic programs as needed. The Special Education Teacher will work under the leadership of the principal and the director of Instruction. The salary for a Special Education Teacher will range from $49,000 - $67,000.

COMPLIANCE COORDINATOR

This position will be responsible for auditing student files on a monthly basis. The compliance coordinator supports staff and the school in the preparation of student files. This position will collaborate with local districts to acquire official student records and input information into PIE-AZ's internal student record and attendance system. This position will provide additional support to local sites as needed. A compliance coordinator's salary is $39,000.

CENTER COORDINATOR

The center coordinator provides the primary clerical and administrative support for an assigned learning center. This includes meeting with and enrolling students, answering phones, explaining company programs, inputting student information, and providing support for teachers and mentor teachers. The center coordinator also orders curriculum supplies and maintains office inventory. This position does not provide direct instructional support. The salary for a Center Coordinator will range between $13.50- $18.00 an hour.

ADMINISTRATIVE ASSISTANT

The Administrative Assistant provides detailed administrative support to the Director of Instruction as well as confidential administrative and secretarial functions. They answer phones and handle other routine office tasks. This position does not provide direct instructional support. The salary for an Administrative Assistant will range between $13.50- $18.00 an hour.

PMG will remain abreast of Arizona's laws and policies regarding salaries, contracts, hiring and dismissal, evaluation of staff, benefit plans and other staffing members by conducting periodic legal research and engaging in dialogue with in house counsel.