C.3 Personnel

SySTEM Phoenix recognizes that excellent teachers are fundamental in affecting dramatic gains in student achievement. All recruiting, hiring, and training structures are designed to find and support mission aligned staff members.

A. Staffing Plan

In Year One of operation, SySTEM Phoenix will serve 100 sixth grade students. Four regular education teachers will work in conjunction with one Special education teacher to support average classrooms of 25 students. Though dual certification is preferred, instructional staff will collectively be highly qualified in middle school certification in Mathematics, Science, English and Social Studies. In each successive year, SySTEM Phoenix will add an additional grade level consisting of 100 students and four additional instructional staff members. The table below details the staff necessary for the first three years of operation.

Table C.3.1: Staffing Projections for Years One, Two, and Three

	Y1	Y2	Y3
Students	100	200	300
Grades	6th	6th, 7th	6th, 7th, 8th
Teaching Faculty Staff	4	8	12
SPED Faculty	1	1	1
Administrative Staff	2	2	3
Support Staff	1	1	1

Voluntary Non-Instructional Staff

SySTEM Phoenix instructional staff will partner with community and STEM industry partners through mentor and volunteer programs to coordinate authentic learning experiences for the STEM in Action and Service Learning courses.

Special Education Staff

In order to accommodate the needs of students who qualify for Special Education services, SySTEM Phoenix will hire a full-time, highly qualified and state certified Special Education teacher to provide services. Any services required that fall outside the scope of duties and certification of the Special Education teacher will be contracted out (i.e. Occupational Therapist, Speech-Language Therapist, etc). Funds have been allocated for contracted SPED services accordingly: $10,500 in Y1, $19,500 in Y2, and $28,500 in Y3. The Chief Academic Officer will oversee all SPED services and management of the IEP writing process.

B. Recruitment, Hiring, and Training Plan

Recruitment

Due to the specialized nature of the academic program and high expectations for staff members, SySTEM Phoenix will conduct an extensive nationwide recruitment effort, funds are allocated from the AZCSP grant to be used before the start-up year begins to communicate the vision of SySTEM Phoenix and identify individuals with the ability and desire to make it a reality. To establish a footprint both in and beyond the greater Phoenix area, recruitment strategies will span everything from in-person to social media, and include both formal and informal networking efforts.

Job descriptions will clearly explain the scope of responsibilities for each position. Recruitment materials will highlight the sustainability of high expectations due to the organizational structures in place to support professional growth, collaboration and a rewarding work environment. Weekly schedules and curriculum samples will be readily available to provide candidates a comprehensive understanding of the day-to-day expectations for each position.

Hiring

SySTEM Phoenix will evaluate candidates based on rigorous selection criteria essential to all hires fit with the school's mission and vision. Additionally, candidates must demonstrate alignment with the school's fundamental beliefs. These include: (1) STEM competencies and scientific values are necessary for success in the 21st century workforce, (2) Socioeconomic status does not determine access to or achievement in STEM fields, (3) Citizens who understand Arizona's STEM challenges will invest in solving them, (4) Integrated, meaningful educational experiences result in deeper learning. The table below details the criteria each candidate will be evaluated on throughout the hiring process.

Table C.3.2: Selection Criteria

Commitment to SySTEM Phoenix students and mission
Proven record of success in the classroom
Expert knowledge of and enthusiasm for academic subjects and STEM integration
Excitement to learn and grow as a teacher and a leader
Highly Qualified in subject area *(1 area required, multiple preferred)*
2+ years teaching experiences, urban public or charter (*preferred*)

Candidates will undergo a multi-step hiring process designed to collect a representative sample of key skills and dispositions. Candidates enter the process upon submittal of a completed application. Throughout the process, candidates will have consistent and timely communication to ensure they understand where they are in each stage of the process and next steps. The table below details the hiring process for instructional staff.

Table C.3.3: Step-by-Step Hiring Process

Activity	Day	Who is Responsible
1. Submit Application	1	Candidate

2.	Application Screen	2	School Leaders
3.	Reference Check	2	School Leaders
4.	Candidate contacted for phone interview or rejected	3	School Leaders or Office Manager
5.	Phone interview conducted	4	School Leaders
6.	Phone interview evaluated	4	School Leaders
7.	Candidate contacted for in-person interview or rejected	5	School Leaders or Office Manager
8.	In-person interview conducted	7	School Leaders
9.	In-person interview evaluated	7	School Leaders
10.	Candidate contacted for panel interview or rejected	7	School Leaders or Office Manager
11.	Panel interview conducted	11	School Leaders and Hired Teaching Staff
12.	Panel interview evaluated	11	School Leaders and Hired Teaching Staff
13.	Candidate is offered position or rejected	12	School Leaders

Application Screening

The purpose of the application screening is to collect as much information about a candidate as needed to determine a preliminary skills and dispositions fit. Candidates will first complete an online application which will include their professional background and references as well as responses to three short essay questions. Applications will be screened based on a selection criteria rubric. This screening should take approximately 1 to 3 minutes. The short essay questions of those passing the initial screening will then be scored for content alignment and quality. References will then be contacted for those with high scoring essays.

Any application not passing the screening will receive an email thanking them for their time and interest, but informing them of our decision not to move forward. Successful applicants will receive an email with details and timelines for the next steps and will be contacted over the phone to schedule a phone interview and answer any questions.

Phone Interview

The purpose of the phone interview is to determine mission alignment. Applicants must fundamentally believe that all students require STEM education to prepare for the demands of a 21st century workforce and that it is the actions of the teacher that ensure all students are successful.

In-Person Interview

Successful candidates will then be invited for an in-person individual interview and given an article on Problem-Based Learning for review. The interview will include a lesson demonstration and follow up questions to gauge the candidate's personal dispositions, willingness to learn and receptivity to feedback. Candidate's answers will be scored on alignment with the following qualities adapted from Problem-Based Learning expert Doug Johnson as the qualities of a teacher who enjoys Problem-Based Learning. The table below provides a list of these qualities as well as an explanation of how it translates into student and teacher success.

Table C.3.4: Qualities of Teachers Who Enjoy Problem-Based Learning[1]

Quality	Impact
Comfortable with a loss of control over time, the final product, and "correct" answers.	If some parts of the curriculum don't get "covered," if conflicting evidence causes confusion, or a controversial solution to a problem is suggested, these teachers roll with the punches. They have the intellectual confidence to handle ambiguity.
Expect active students rather than passive students.	They have developed new rules of behavior that stress student responsibility. Students are expected to be active learners.
Believe that given enough time, resources, and motivation, all students are capable of high performance.	It's not just the talented and gifted student who can make choices, solve problems creatively, and complete complex tasks. These teachers know that most students rise to the level of performance expected of them, and that great ideas can come from anyone in the class.
Recognize that the teacher's expertise must be in the learning and research process not just in a subject area.	Teachers are not simply information dispensers, but guides for information building students. Teachers are co-learners in the classroom, especially when learning new technology tools, and students get the satisfaction that comes from teaching as well.
Understand your personal enthusiasm is more important than ever	The best projects are designed by teachers who are enthusiastic about what they are doing and how they are doing it.
Know that any project may not always work the first time.	Teachers keep trying, reflect on their experiences, and grow.

Panel Interview

In the last round, candidates will be invited back for a panel interview which evaluates inter and intrapersonal capacities through a more informal discourse.

Training

High expectations for student achievement must be balanced with extensive efforts to continually train and support staff improvement. The table below details the multiple levels of support new and continuing hires receive.

Table C.3.5: SySTEM Phoenix's Training Program

Level	Training
School-wide	Culture: Mission, Vision, and Values School Systems: Procedures, Protocols Instruction: Problem-Based Learning, STEM Immersion and Integration

[1]Johnson, Doug. (2010). *What are the qualities of a teacher who enjoys project-based learning?* Retrieved from: http://doug-johnson.squarespace.com/blue-skunk-blog/2010/12/17/what-are-the-qualities-of-a-teacher-who-enjoys-project-based.html

	Compliance: State and Federal Laws
Collaborative Working Groups	Co-Planning Action Research Data Analysis SMART Goals Peer Observation
Individual	Coaching Sessions Classroom Observations Individual Professional Development Plan Evaluation

C. Compensating Staff

Chief Academic Officer and Chief Operations Officer

During the start-up year, the Chief Academic Officer and Chief Operations Officer salaries will be based on a $60,000 base salary, prorated for service from January 2014 through July 2014. Assuming 10% of required employer contributions per FTE, the total expenditure for two Officers during this seven-month period will be $11,000 per month, paid twice per month. During Y1, Chief Officer salary will remain at $60,000 and increase by $1,000 in Y2 and again by an additional $1,000 in Y3. The officer salary is below that of comparable positions in charter and district schools in the area to support SySTEM Phoenix's growth model of adding only one grade level per year. As the school grows beyond Y3, the Chief Officer salary will be adjusted to competitive salary rates based on school and individual performance metrics. The following table projects yearly expenditures for Chief Officer salaries for the first three years of operation.

Table C.3.6: Chief Officer Salary Projections

Year	Chief Officer Staff	Base Salary + 10% *(Required Contribution)*	Total Expenditure
Y1	2	$60,000 + $6,000	$132,000
Y2	2	$61,000 + $6,100	$134,200
Y3	2	$62,000 + $6,200	$136,400

Teachers

Teacher salaries, including a Special Education Teacher salary, will be based on a $35,000 average salary starting July 1, 2014. Assuming 10% of required employer contributions per FTE at $3,500 the total monthly expenditure for five teachers in one month is $16,042. The following table projects yearly expenditures in teacher salaries for the first three years of operation.

Table C.3.7: Teacher Salary Projections

Year	Teaching Faculty	Base Salary + 10% *(Required Contribution)*	Total Expenditure
Y1	5	$35,000 + $3,500	$192,500
Y2	9	$36,000 + $3,600	$356,400
Y3	13	$37,000 + $3,700	$529,100

Any and all raises above basic cost of living expenses will be tied to a teacher's performance in terms of student achievement. Proposition 301 monies for performance-based pay will be allocated appropriately based on student achievement data. Teachers can receive additional stipends for extra duties directly correlated to student learning such as Professional Learning Community leadership roles and summer curriculum development work if additional grant funds are secured.

Office Manager

The Office Manager will receive a $30,000 base salary starting July 1, 2014. Assuming 10% of required employer contributions per FTE at $3,000, the total monthly expenditure for one Office Manager for one month is $2,750. The table below projects yearly expenditures in Office Manager salary for the first three years of operation.

Table C.3.8: Office Manager Salary Projections

Year	Registrar Staff	Base Salary + 10% *(Required Contribution)*	Total Expenditure
Y1	1	$30,000 + $3,000	$33,000
Y2	1	$31,000 + $3,100	$34,100
Y3	1	$32,000 + $3,200	$35,200

Dean of Students

The Dean of Students will be hired in Y3 at a $40,000 base salary, starting August 1, 2016. Assuming 10% of required employer contributions per FTE at $4,000 the total monthly expenditure for one Dean of Students for one month is $3,667. The table below projects yearly expenditures in Dean of Students salary for the first three years of operation.

Table C.3.9: Dean of Students Salary Projections

Year	Dean of Students Staff	Base Salary + 10% *(Required Contribution)*	Total Expenditure
Y1	N/A	N/A	N/A

Y2	N/A	N/A	N/A
Y3	1	$40,000 + $4,000	$44,000

Required Employer Contributions

SySTEM Phoenix estimates required employer contributions, (including Social Security, Medicare, and FICA) at 10% of employee salaries, estimating a total cost of $32,500 in Y1, $47,700 in Y2, and $67,700 in Y3.

Employee Benefits

SySTEM Phoenix will offer employee benefits including medical benefits, in addition to optional vision and dental insurance plans. Based on a conservative insurance cost estimate of $350 per employee for medical benefits, expenditures for medical benefits are projected at $33,600 in Y1, $50,400 in Y2, and $71,400 in Y3.

Employees will also have the option to participate in a Simple IRA retirement plan with up to 3% of the employee's salary matched. Assuming all employees choose to participate in the plan, expenditures for the retirement plan are projected at $9,750 in Y1, $14,310 in Y2, and $20,310 in Y3.