C.3 Personnel

A. Staffing Plan

Synergy Public School has intentionally devised a staffing plan that is viable and adequate for the successful implementation of our program of instruction. The staffing plan has been structured to fulfill instructional and non-instructional (operational) obligations as outlined below for Year 1 (Y1), Year 2 (Y2), and Year 3 (Y3).

Year 1 Staffing Plan

In Y1 of operation, Synergy Public School will serve kindergarten through third grade with 200 students. With 25 students in each classroom, we will need eight classroom teachers. We will have two kindergarten teachers, two first grade teachers, two second grade teachers and two third grade teachers. Synergy will have one Physical Education teacher and a part time Special Education teacher. **Figure C.3.1** identifies the 16 staff members, instructional and non-instructional, that we will need to hire in year one.

Figure C.3.1 Year One Staffing Plan

Instructional Personnel	Total FTEs	Non-Instructional Personnel	Total FTEs
Executive Director of Academics	1	Executive Director of Business and Operations	1
Director of Curriculum	1	Office Manager	1
Teachers- General Education	8	Office Assistant/Registrar	0.5
Teacher- Physical Education	1		
Teacher- Special Education	0.5		
General Education Assistant	1		
TOTAL	12.5	**TOTAL**	2.5

Year 2 Staffing Plan

In Y2 of operation, Synergy Public School will serve kindergarten, first grade, second grade, third grade, and fourth grade with 350 students. With 25 students in each classroom, we will need 14 classroom teachers. Synergy will have three kindergarten teachers, three first grade teachers, three second grade teachers, three third grade teachers and two fourth grade teachers. We will have one Art teacher, one Physical Education teacher and one part time Special Education teacher. **Figure C.3.2** identifies the 25 staff members, instructional and non- instructional, that we will need in year two.

Figure C.3.2 Year Two Staffing Plan

Instructional Personnel	Total FTEs	Non-Instructional Personnel	Total FTEs
Executive Director of Academics	1	Executive Director of Business and Operations	1
Director of Curriculum	1	Office Manager	1
Teachers- General Education	14	Office Assistant/Registrar	1
Teachers- Art Education	1		
Teacher- Physical Education	1		
Teacher- Special Education	0.5		
General Education Assistant	3		
TOTAL	21.5	**TOTAL**	3

Year 3 Staffing Plan

In Y3 of operation, Synergy Public School will serve kindergarten, first grade, second grade, third grade, fourth grade and fifth grade with 425 students. With 25 students in each classroom, we will need 17 classroom teachers. Synergy will have three kindergarten teachers, three first grade teachers, three second grade teachers, three third grade teachers, three fourth grade teachers and two fifth grade teachers. We will have one Art teacher and one Physical Education teachers. During Y3 a school Principal, one full time special education teacher and assistant will be added to the staff. **Figure C.3.3** identifies the 32 staff members, instructional and non- instructional, that we will need in year two.

Figure C.3.3 Year Three Staffing Plan

Instructional Personnel	Total FTEs	Non-Instructional Personnel	Total FTEs
Executive Director of Academics	1	Executive Director of Business and Operations	1
Director of Curriculum	1	Office Manager	1
School Principal	1	Office Assistant/Registrar	1
Teachers- General Education	17		
Teachers- Art Education	1		
Teacher- Physical Education	1		
Special Education Teacher	1		
General Education Assistant	5		
Special Education Assistant	1		
TOTAL	29	**TOTAL**	3

B. Recruiting, Hiring, and Training of Staff

At Synergy, we recognize that teacher quality is key in student success and are dedicated to recruiting and retaining extraordinarily passionate and talented teachers.
Synergy will offer teachers a mission-oriented, instructionally focused culture in a collaborative team environment in which they will be given comprehensive professional development in order to achieve the highest level of success.

Recruitment

Synergy executive directors will lead the effort in recruiting, selecting and hiring teachers who have a strong alignment to the belief system and mission of the school. Recruitment will begin with a wide range of outreach strategies that raise awareness and generate interest in Synergy Public School. Our marketing campaign will allow us to recruit teachers both nationally and locally.

The following will be the primary avenues by which Synergy Public School identifies these individuals:

- Local and national schools of education
- Recruitment and Job Fairs
- Digital Listings on employment boards like the Arizona Charter School Association
- Teach For America corps members and alumni
- Word of Mouth

We will continually work to forge new relationships, particularly with schools of education, training outstanding future educators with a desire to change life trajectories for urban youth to find the most committed and capable teachers.

In the recruitment process, Synergy Public School shall be sure to communicate some of the major benefits of teaching at the school, including community impact, opportunities for professional growth, scheduling flexibility, and opportunities for innovation and ownership in some of the decision making of a new school.

Selection & Hiring

Synergy Public School will have a rigorous and selective application process. After potential staff members have been recruited, the screening process will begin. Synergy Public School is primarily looking for mission, vision, values, and program-aligned individuals to work at the school. These individuals will also show a strong commitment for student achievement, a belief in their own efficacy and a desire to improve their own effectiveness, a growth mindset, and general qualities of flexibility, professionalism, work ethic, and drive. They will embody the characteristics of a successful Synergy teacher. Staff will believe that all children can and will learn and joy and rigor creates a culture of achievement. There is no more urgent task than to educate students from low-income, urban backgrounds and that every child deserves to be held to the highest academic and behavioral expectations.

Once potential candidates have been identified, they will complete the following process to

determine mission, vision, values, and program-fit with Synergy Public School.

1. Resume/Application/Letters of Recommendation Screen
2. Essay Response to Questions
3. In-Person Interview
4. Group Interview
5. Reference and Background Checks
6. Final Decision

The following describes each process in detail and its purpose in the staff-selection process.

Resume/Application/Letters of Recommendation Screen

The selection process will begin by candidates submitting a resume, application, letters of recommendation and essay responses to several questions. Candidates will submit their resumes via email to the Executive Director of Business and Operations. The Executive Director of Business and Operations will screen resumes, looking at factors such as high academic achievement, impressive employment experience, and demonstrated leadership experience, as well as general written communication ability. The Executive Director will complete this initial resume, application and letters of recommendation screen using a defined rubric and, if successful, will move the candidate to the next level of the hiring process.

Essay Response Questions

Once the candidate has passed the initial screening, the Executive Directors will evaluate the essay response questions that the applicant submitted with their application. These questions will be designed to assess the applicant's strengths and weaknesses as a teacher, leader, and professional, as well as probe the applicant's beliefs about learning and achievement. We will ask questions that get to the root of why this applicant has chosen to apply to our school, what they believe about our student population's ability to achieve, their experience with and values about racial, socioeconomic status, cultural diversity, how they have demonstrated success in the classroom before, how they have dealt with challenging students and staff members, and what they believe their role should be, as a teacher, at our school. The essay responses will be evaluated using a rubric that aligns to the schools belief system and the mission and vision of the school.

In–Person Interview

Once applications have been reviewed and narrowed to potential candidates, selected applicants will be asked to participate in an in-person interview. These interviews will focus on getting information about the candidate's philosophy of instruction and assessment, communication skills, ability to work with others, and ability to respond to challenging situations. If candidates pass the in-person interview, they will be invited to participate in a group interview.

Group Interview

In the first two years of the school's operations, the Executive Directors and the Director of Curriculum will conduct all in person group interviews. As the school grows and the staff is

more seasoned, the group interviews will include members of the teaching staff. During the interview, teachers will be given several mock situations related to teaching, classroom management, collaborating with peers, and interacting with parents. The teacher will be asked to respond to each situation in as much detail as possible; based on his/her responses, the School Executive Directors will evaluate the ability to think strategically, work well with others, and respond to student needs. Synergy school Executive Directors will use the all the data collected during the interview process to evaluate how well potential teachers communicate and collaborate, since collaboration is vital to the core values of Synergy, these candidates will need to demonstrate a high capacity for working together, compromising, and communicating with efficiency.

Reference and Background Check

Teaching candidates who successfully interview and are selected to teach at Synergy will have 3 professional references checked. Upon completion of the reference checks, offers will be extended to teachers.

Final Decision

A combination of all steps should give the Synergy leadership team a clear sense of whether or not they would like to offer a position to the candidate. If a candidate has successfully navigated the resume screen, written response to questions, in-person interview and group interview they should be seriously considered for a position. With the goal of ensuring that along the way the candidate has shown their true beliefs, the hiring process, should provide a clear sense on the areas that are most critical to success as a Synergy Public School staff member:

Synergy Public 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.

Synergy Public School will comply with all Federal and State laws and provisions as they apply to the certification of our employees. Once a Highly Qualified candidate is selected, it is critical that Synergy Public School ensures all paperwork and fingerprinting is tracked and completed in a timely manner. **Figure C.3.4** identifies sample logistics that will ensure proper accountability, identify how statuses are verified, and track progress toward completion. At all times, Synergy Public School will ensure that teachers are appropriately highly qualified and have met all fingerprinting requirements.

Figure C.3.4 Sample New Hire Steps

Action Step	Timeline	Description
Employment Offer	Immediately Following Decision	Explain details of the job. Provides details of pay/benefits Contingent upon fingerprint card
Payroll and Tax Forms · Direct Deposit Form (with check) · Form I-9	June 2017 (or within one week of receiving an offer)	All forms are submitted to the Executive Director of Business and Operations for processing.

· Form W-4		
Fingerprinting	June 2017 (or within one week of receiving an offer)	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 valid AZ fingerprint clearance card. All staff that will be teaching will need to obtain Identity Verified Print Fingerprint Clearance Card.
Signed Employee Handbook	July 2017	The employee will sign acknowledging they have received and read the staff handbook.
Benefits Determination	July 2017	During this meeting staff will review options for medical coverage and select package.

Professional Development

Synergy Public School can recruit and hire effectively, but if we do not grow, support and coach our teachers, we will not be able to fulfill our mission. Professional Development is one of the most important aspects of Synergy Public School. There is a nine-day summer intensive training prior to school starting. The focus of this training is to establish a clear understanding of all Synergy systems and expectations. In addition, topics regarding standards identified in the Arizona College and Career Readiness Standards (ACCRS) will be covered to ensure the proper implementation of curriculum, instruction and assessments. Summer professional development will serve as the time to train teachers on the expectations for creation of curriculum at Synergy Public School. Teachers will be trained on how to unpack the standards and use the conceptual, procedural, and representational (CPR) document, use of the backward design model for curriculum creation and unit/lesson planning. This process will become the standard and expectation for all teachers as they develop curriculum throughout the school year.

Early release Wednesday's will enable additional time for the staff to meet throughout the year to analyze data as a staff and engage in more specific planning with their instructional teams as well as training. During weekly professional learning communities, teachers will engage in examining the standards, student work and weekly assessments to drive the development of upcoming lessons.

In addition to these trainings, the Executive Directors will provide support to the teaching staff through coaching in a variety of ways: walk-through observations, weekly informal observations, and formal observations with a rubric.

Walk-Through Observations

Daily walk-through observations will occur by the Synergy leadership team. These walk-throughs will used to observe for evidence of school-wide initiatives, instructional delivery, instructional management, and instructional needs. Classroom visits will be brief, focused and frequent. Teachers will be trained on the walk-through observation criteria and form during the nine-day professional development prior to the start of school.

Weekly Informal Observations

The Executive Directors will conduct an informal observation at least twice a week in new teacher classrooms and at least once a week for veteran teachers. We want to make sure that new teachers receive the support necessary to efficiently move their students toward their goals. It is the goal of Synergy Public School's instructional leadership team to always be available to support teachers in the classroom, and leaders will do their best to be present. Feedback conversations will take place weekly during the early release Wednesday professional development. Feedback conversations are non-evaluative and will be aimed at improving a teacher's performance and identifying concrete areas of growth with teacher input or new instructional methodologies to implement based upon best practices. Outcomes of feedback conversations may lead to specific actions plans or professional development opportunities for teachers. Teachers will be trained on the weekly informal observation criteria and form during the nine-day professional development prior to the start of school.

Formal Observations

The Executive Directors will conduct a formal evaluation of each teacher's performance twice a year, once in the fall and once in the spring. Teachers will be trained on the purpose of formal observation and the observation instrument during the nine-day professional development that takes place prior to school starting. Each formal observation will be conducted by a different member of the Executive Director team to increase the reliability of the classroom observation. According to the research done by the Gates Foundation, increasing the number of observers can boost the reliability of the observation significantly. When the same administrator observes a second lesson, reliability increases from.51 to .58, but when the second lesson is observed by a different administrator from the same school, reliability increases more than twice as much from .51 to .67.[1] The Executive Directors will co-observe teachers formal observations during

[1] http://metproject.org/downloads/MET_Ensuring_Fair_and_Reliable_Measures_Practitioner_Brief.pdf

the first quarter of school in order to ensure and support inter rater reliability.

Formal evaluations will be preceded by a Pre-Observation Conference and followed by a Post-Observation Conference. During the Pre-Observation Conference, the Executive Director will discuss the teacher's professional development goals and what to expect during the upcoming lesson. Teachers will be asked to share their lesson plan and how they task analyzed their lesson. How they have ensured that the content is accessible for all students in their classroom, including subgroups and individual students. They will be required to share pre-assessment data to determine that the lesson is being taught at the correct level of difficulty and finally they will share the ways in which they will check for understanding during the lesson. Evaluations will assess teacher content knowledge, instructional planning and delivery, assessments, learning environment, professionalism and student progress. Post-Observation Conferences will take place within 3-5 days following the formal evaluation. During the Post-Observation Conference, teachers will share the student outcomes from the lesson including the post assessment results. They will also analyze their own strengths and weaknesses to determine the effectiveness of their lesson. Results from the observation will be shared with teachers.

An internal rubric, developed by the Executive Directors and Director of Curriculum, will be used in these biannual evaluations. This rubric will be in compliance with Arizona Revised Statute 15-203(A)(38) that requires an instrument to include quantitative data on student academic progress and will be aligned to the professional teaching standards. The rubric will follow the guidelines of Arizona's Framework for Measuring Educator Effectiveness, such that classroom data accounts for 33-50%, school-level data does not exceed 17%, and teaching performance is 50-67% of the rubric.

At the conclusion of the second formal evaluation, as prescribed in A.R.S. § 15-203, Synergy Public Schools will classify each teacher in one of the following four performance classifications: Highly Effective, Effective, Developing and Ineffective Data from informal observations, weekly observations and formal observations will be used to inform the teacher classification ensuring the use of multiple measures to determine effectiveness.

<u>Highly Effective</u>: A highly effective teacher consistently exceeds expectations. This teacher's students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537. Teachers receiving this classification label will receive a 3% increase in salary based upon available funds.

<u>Effective</u>: An effective teacher consistently meets expectations. This teacher's students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching standards, as determined by classroom observations as required by ARS §15-537. Teachers receiving this classification label will receive a 3% increase in salary based upon available funds.

<u>Developing</u>: A developing teacher fails to consistently meet expectations and requires a change in performance. This teacher's students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537. The developing classification is not intended to be

assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly reassigned teachers for more than two consecutive years.

Ineffective: An ineffective teacher consistently fails to meet expectations and requires a change in performance. This teacher's students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537.[2]

Teachers rated "Ineffective" will not be offered a contract renewal with Synergy Public School and teachers rated "Developing" will be considered for rehiring based upon coach-ability, desire to grow, and willingness to improve their instructional practice. If rehired, the teacher will be placed on a Performance Plan. Performance Plans will involve specific growth targets for a teacher relating to instructional performance and student progress, as measured by assessment data. Monthly, the Executive Directors and any teacher on a Performance Plan will meet to discuss progress regarding the plan and the teacher's professional growth. Administration will also suggest additional professional development opportunities for teachers on Performance Plans and report progress of teachers on Performance Plans to the Governing Board.

All Teachers will be trained on the formal evaluation rubric instrument at the beginning of the school year annually. Throughout the year, teachers will receive professional development that will support their growth as a professional and their effectiveness as a Synergy teacher.

C. Ensure Salaries and Employee Related Expenses

All salaries and employee related expenses are accounted for in the Start-up and Three-Year Operational Budgets and fully described in the Budget Assumptions. The compensation for employees of Synergy Public School is competitive and commensurate to the credentials and expertise each position entails. This is a crucial hiring asset to attract high quality staff.

Start-Up Employee Salaries:

Executive Directors: Assumes a stipend of $1,000 a month per Executive Director from February 2017 through May 2017 for a total of $8,000 and a stipend for the months of June and July 2017 in the amount of $10,000 for the Executive Director of Academics and $10,000 for the Executive Director of Business and Operations for a total of $28,000. Also assumes an additional 10% in required employer contributions for a total of $2,800 for Directors.

Director of Curriculum Assumes a stipend of $6,250 (based on annual salary of $75,000) for the month of July 2017. Also assumes an additional 10% in required employer contributions for a total of $625.

Teachers (General Education/ Physical Education/Special Education): Assumes

[2] http://www.azed.gov/teacherprincipal-evaluation/files/2014/04/201415framework.pdf?20150112

an in-service stipend of $1,875 (based on annual salary of $45,000) for 10 teachers (8 General Education Teachers, 1 Physical Education Teacher, and 1 Special Education Teacher) to partake in a nine day orientation on curriculum planning, training, professional development, and school start-up processes. Also assumes an additional 10% in required employer contributions for a total of $187.50 per teacher, for a grand total of $20,625.

Office Manager: Assumes an in-service stipend of $2,916 for one office manager for the month of July (based on an annual salary of $35,000) to participate in training, professional development, and school start-up processes. Also assumes an additional 10% in required employer contributions for a total of $292.00

Start-Up Employee Benefits/Insurance:

For the first three years of operation, Synergy Public School will not offer retirement or 401k options. This will be revisited in July of 2020. The Executive Director of Academics and the Executive Director of Business and Operations will have insurance benefits from their previous employers through June 2017.

The general education teachers and educational assistants will not begin active insurance until August of 2017. Assumes employer-paid employee health insurance coverage of $300/month for each of the full- time employees for the in-service month of July 2017. Therefore, the office manager, Director of Academics, and Director of Curriculum for one month of insurance is $900. Assumes no cost for the Director of Business and Operations, as she will receive insurance through previous employer early retirement benefits. Quotes are based on communication with Holmes Murphy Insurance.

Year 1 to Year 3 Employee Salaries

Executive Director of Academics: The Executive Director of Academic's salary will increase from $85,000 in Year 1 to $87,550 in Year 2 to $90,176.50 in Year 3. The school Executive Directors long-term compensation plan will be designed and approved by the Governing Board.

Executive Director of Business and Operations: The Executive Director of Business and Operations salary will increase from $65,000 in Year 1 to $66,950 in Year 2 to $68,958.50 in Year 3. The Executive Director of Business and Operations will have retired with the Alhambra School District and the Arizona State Retirement System with her 80 points and will be collecting a monthly benefit. The School Directors long-term compensation plan will be designed and approved by the Governing Board.

Director of Curriculum: The Director of Curriculum's salary will increase from $75,000 in Year 1 to $77,250 in Year 2 to $79,567.50 in Year 3.

School Principal: The School Principal will earn a salary of $65,000 in Year 3.

Office Manager: The Office Manager salary will increase from $35,000 in Year 1

to $36,050 in Year 2, to $37,131.50 in Year 3. Up to a 3% increase may be applied annually based on available funds and job performance.

Office Assistant/Registrar: The Office Assistant/Registrar salary will be $10,400 (0.5 FTE) in Year 1. In Year 2 the salary will be $21,000 for a full time office aide and $21,630 in Year 3 with up to a 3% increase may be applied annually based on available funds and job performance.

General Education Teacher: The General Education Teacher's average salary will increase from $45,000 in Year 1 to $46,350 in Year 2 to $47,740.50 in Year 3. Up to a 3% increase may be applied annually based on available funds and job performance. Job performance can include student achievement, observation data, and individual student growth.

Physical Education Teacher: The Physical Education Teacher's average salary will increase from $45,000 in Year 1 to $46,350 in Year 2 to $47,740.50 in Year 3. Up to a 3% increase may be applied annually based on available funds and job performance. Job performance can include student achievement, observation data, and individual student growth.

Art Education Teacher (Year 2): The Art Teacher's starting average salary will be $45,000 in Year 2 and increase to $46,350 in Year 3. Up to a 3% increase may be applied annually based on available funds and job performance. Job performance can include student achievement, observation data, and individual student growth.

Special Education Teacher The Special Education Teacher's salary will be $22,500 part time in Year 1 based of an average annual starting salary of $45,000 and will increase to $23,175 in Year 2. In Year 3 the Special Education Teacher will earn a full time salary of $47,740.50. Up to a 3% increase may be applied annually based on available funds and job performance. Job performance can include student achievement, observation data, and individual student growth.

General and Special Education Assistant: The Education Assistant's salary will be $15,000 for his/her first year of service, with a 3% annual increase that may be applied annually based on the Education Assistant's job performance and available funds. In Y1, the General Education Assistant average salary will be $15,000 for the 1 FTE. In Y2, the averaged General Education Assistant salary would be $15,075 for the 3 FTE. In Y3, the averaged General Education Assistant salary would be $15,395 for the 5 FTE. In Y3, the Special Education Assistant is added at a salary of $15,000.

Year 1 to Year 3 Employee Benefits

Synergy Public School will pay required employer contributions including Social Security, Medicare, Unemployment, and Worker's Compensation, which are assumed to be 10% of each employee's total salary.

Synergy Public School will offer a competitive health benefits package. Employees who are classified as at least halftime are eligible for health, dental, and vision insurance. Synergy Public School will cover up to $300 of the cost for insurance for each employee that works at least halftime (0.75 or more FTE). Halftime is defined as working at least 30 hours per week. Holmes Murphy Insurance brokerage firm quoted Synergy Public School this rate, which would cover at least 100% of the insurance costs for individual employees with the ability for employees to add additional coverage for dependents.

Synergy Public School will not offer retirement contributions, such as a 403(b) retirement plan, during the first 3 years of operation.

Full time staff will receive all paid holidays and eleven days, to encompass 4 personal days and 7 sick days, per year. Sick days may roll over year-to-year up to a maximum of 50 cumulative days for fulltime staff in any given year. Halftime staff will receive all paid holidays and 5 days, to encompass 2 personal days and 3 sick days, per year. Days may roll over year-to-year up to a maximum of 25 cumulative days for halftime staff in any given year. Employees may not "cash out" unused days, but may "donate" days to other staff.

During teacher absences, other teachers, administrators, or other qualified school employees or Pre-selected volunteers with fingerprint clearance cards will cover classes. Synergy Public School will also budget for substitute teachers when coverage within the school is not possible.

- This assumes that teaching staff in Y1 (9 FTE) will have a total of 99 days off, but likely only use 50% or 50 days. We assume current staff can cover half of them, leaving approximately 25 days with coverage needed. At a rate of $75/day, we have budgeted $1,875 for substitute teachers in Y1.
- This assumes that teaching staff in Y2 (16 FTE) will have a total of 176 days off, but likely only use 50% or 88. We assume current staff can cover half of them, leaving approximately 44 days with coverage needed. At a rate of $75/day, we have budgeted $3,300 for substitute teachers in Y2.
- This assumes that teaching staff in Y3 (19 FTE) will have a total of 209 days off, but likely only use 50% or 104.5 days. We assume current staff can cover half of them, leaving approximately 53 days with coverage needed. At a rate of $75/day, we have budgeted $3,975 for substitute teachers in Y3.
- This assumes that absences from the Special Education Teacher in Y3 will result in the cancellation of services for that day and the make-up of the instructional service time for Special Education students as mandated by IEP's to remain in compliance.