C.3 Personnel

Staffing Plan

Only one administrator will be required to implement the program of instruction and operate a charter school for the three years proposed in this application. The Head of School, Tamara Lee, is qualified to oversee all aspects of the organization to include the Educational, Operational and Business plans and is consistent with her resume included in this application. Tamara will oversee curriculum and plan staff development. She will analyze student assessment data and ensure that instruction is result driven based on these findings. She will oversee the operational and financial workings of the school and be in compliance with all expectations with a keen awareness of due dates.

The staffing plan for teachers and support staff outlined below is consistent with our program of instruction as well as our educational philosophy. During the last five year, operating as a private school, The Caepe has implemented a model of classes that consists of students in grade combinations rather than single grade classes. This model is consistent with our differentiation of instruction and small group model and allows teachers to meet the needs of each child. This model is consistent and aligned with the Common Core Standards, benchmark-learning goals, and expectations aligned with student assessment data. The proposed teacher and staff is based on projected enrollment and consistent with the three year operational budget. The proposed models outlined in table C.3.1-3 below align with our student teacher ratio and include an understanding that instructional assistants for special education staffed for increased enrollment each year will rotate in core academic classes based on class size, student needs and assessment data.

C.3.1 Year 1 Staffing

Year 1	Grade	Projected Enrollment
Teacher 1	K	20
Teacher 2	1	12
Teacher 2	2	12
Teacher 3	3	6
Teacher 3	4	6
Teacher 3	5	6
Teacher 4	6	6
Teacher 4	7	6
Teacher 4	8	6

The Year 1 Staffing chart indicates 1 fulltime teacher (4 total) for the following grades Kindergarten, a grade 1 & 2 combined class, a grade 3,4, & 5-combined class, and a grade 6,7 & 8 combined class. The grade 1 & 2 combined class will also have an instructional assistant. This staffing is consistent with the budget.

Figure C.3.2 Year 2 Staffing

Year 2	Grade	Projected Enrollment
Teacher 1	K	20
Teacher 2	1	20
Teacher 3	2	12
Teacher 3	3	12
Teacher 4	4	6
Teacher 4	5	6
Teacher 4	6	6
Teacher 5	7	6
Teacher 5	8	6

The Year 2 Staffing chart indicates 1 fulltime teacher (5 total) for the following grades Kindergarten, grade 1, a grade 2 &3 combined class, a grade 4,5 & 6-combined class, and a grade 7 & 8 combined class. The grade 2 & 3 combined class will also have an instructional assistant. Year 2 will also include a .5 Special education assistant to service the needs of our students consistent with their IEPs. This staffing is consistent with the budget.

Figure C.3.3 Year 3 Staffing

Year 3	Grade	Projected Enrollment
Teacher 1	K	20
Teacher 2	1	20
Teacher 3	2	20
Teacher 4	3	12
Teacher 5	4	12
Teacher 5	5	6
Teacher 6	6	6
Teacher 6	7	6
Teacher 6	8	6

The Year 3 Staffing chart indicates 1 fulltime teacher for the following grades Kindergarten, grade 1, grade 2, grade 3, a grade 4 & 5 combined class, and a grade 6, 7 & 8 combined class. There is also a .5 teacher in this year to provide supplemental instruction for middle school mathematics. The primary grades will also have an instructional assistant that rotates time in each class. Year 3 will also include a .75 Special education. This staffing is consistent with the budget.

Classroom Teacher Salary Year 1-3

All teachers of The Caepe School will contribute to its mission of educating children while enriching their lives. Specifically, The Caepe School believes that every child is unique, each with his or her own set of strengths and challenges. The average salary for a TCS teacher is $33,000 per year and this is consistent with state teacher salaries and the three-year operational budget.

Recruitment
The Caepe School will adhere to all federal, state, and local statutes pertaining to personnel. The Caepe is an equal opportunity employer and does not discriminate against individuals based on age, race, color, religion, sex, national origin, sexual orientation, disability, or veteran status.

The Caepe School has learned that its best candidates for employment have come through "word-of-mouth" and considers only leading candidates for positions within The Caepe School.

The Caepe School is always looking for caring adults who can spark imagination, build self-esteem and help children discover new things every day. Interested persons may request applications in person or visit The Caepe School website and apply online. Curriculum vitae may be e-mailed, faxed or mailed along with a completed job application for consideration.

In addition to web-based information available to potential applicants and "word-of-mouth", the Caepe will post available positions on the school website and announce using other social media outlets to continue to attract leading candidates.

Hiring
The Head of School will screen prospective candidates after reviewing their curriculum vitae and application. The Head of School will determine those eligible for an interview. Once an application has been received, reviewed, and approved by the Head of School the candidate proceeds to the next phase, interview.

If a candidate is successful with an interview with a team that includes the Head of School and two teachers currently on the TCS team, s/he will present a demonstration lesson at the Caepe.

If a candidate is successful with the demonstration lesson, the candidate proceeds to the next phase, a second team interview to discuss the specifics of the available position.

If a candidate is successful with the team interview, the Head of School has the final determination if a candidate is to be offered employment given the terms of compensation already agreed upon by the Governing Board.

English Language Learners
The Caepe School will comply with Arizona Revised Statute, Article 3.1 English Language Education for Children in Public Schools as well as applicable federal statute. We do not anticipate any children that require this service enrolling at The Caepe School however we will adjust accordingly as students register.

Special Education and Gifted Students
The Caepe School will comply with Arizona Revised Statutes, Articles 4 and 4.1, Special Education for Exceptional Children and Gifted Education for Gifted Children, respectively, as well as applicable federal statute. The Caepe School will be contracting services for this need.

Training and Staff Development

The Head of School will complete a formal observation and written evaluation of teachers two times per year for teachers with more than five years experience and three times per year with teachers with less than five years experience. Teachers will be provided with a copy of the evaluation to discuss the results and any concerns or questions they may have. This report will become part of the teachers' permanent file.

Professional/Training days are designated on the school calendar and will include the following topics and focus:

- Common Core Curriculum mapping and implementation
- Differentiated instruction and Gifted education strategies
- Responsive Classroom training
- Learning outcomes based on the research given the Common Core standards and assessment data
- Utilization of authentic student assessment and immediate performance data feedback
- Examination and conclusions of collected assessment data trends & teacher observations
- Communication and collaboration with teachers, parents and community to set goals for individual students
- Enhancing comprehension of meaningful lesson design to include more emphasis on research, differentiation, critical thinking, and technology in the classroom, and therefore adjusting and increasing effectiveness, as measured by student performance assessments

An inclusive, focused plan for professional development promotes accessibility and a continuing learning environment for the entire community and will improve processes for effective lessons and results to drive instruction based on research. Assessment tools and Computer technology training for staff as well as ongoing support to implement effectively is an integrated and necessary component of our professional development. The ability of the faculty and staff at The Caepe School to identify, support, and follow through on the most effective teaching strategies is not only contingent on staff expertise in content area, but also their use and comfort level of technology. Our team is willing and able to a continued commitment in finding and in participating in quality professional development opportunities such as those offered by the Arizona Association of Charter Schools and other organizations in in alignment with our mission and vision.