C.3 Personnel

Western School of Science and Technology: A Challenge Foundation Academy ("Western Tech: CFA") believes that the most important factor in student learning is the teacher. To that end, Western Tech: CFA will make sure that every staff member – teacher and noninstructional staff alike – is rigorously recruited, selected, hired, supported, and developed to be the best leaders they can be in order to further the goal of increased student achievement.

A. Staffing Plan

In Year 1, Western Tech: CFA will serve 200 students in grades 7, 8, and 9. There will be 25 students per classroom and eight classroom teachers. Teachers will departmentalize and may teach a combination of grade levels. One teacher will be Special Education certified and serve as Special Education Director/Teacher, while another teacher serves part-time as an instructional coach.

Instructional Personnel	FTEs	Noninstructional Personnel	FTEs
School Director	1	Dean of Operations	1
Dean of Students/Counselor	1	Office Manager/Registrar	1
Special Education Director/Teacher	1		
Instructional Coach	.5		
Teacher	6.5		
Instructional Assistants	3		
TOTAL	13	TOTAL	2

Table C.3.1: Year 1 Staffing Plan

In Year 2, Western Tech: CFA will expand to 300 students in grades 7 through 10. There will be 25 students per classroom and thirteen classroom teachers. Teachers will departmentalize and may teach a combination of grade levels. One teacher will be Special Education certified and serve as a Special Education Director/Teacher, and an additional Special Education certified teacher will be brought on board. Another teacher serves as part-time Instructional Coach.

Instructional Personnel	FTEs	Noninstructional Personnel	FTEs
School Director	1	Dean of Operations	1
Dean of Students/Counselor	1	Office Manager/Registrar	1
Special Education Director/Teacher	1	Receptionist	1
Instructional Coach	.5	Nurse	1
Special Education Teacher	1		
Teacher	10.5		
Instructional/Duty Aides	4		
TOTAL	19	TOTAL	4

Table C.3.2: Year 2 Staffing Plan

Western Tech: CFA will expand to 400 students in grades 7 through 11 in year 3. There will be 25 students per classroom and eighteen classroom teachers. Teachers will departmentalize and may teach a combination of grade levels. The school will continue to employ two Special Education teachers

(included in the total teacher count above), one of whom will continue to serve as the Special Education Director.

Instructional Personnel	FTEs	Noninstructional Personnel	FTEs
School Director	1	Dean of Operations	1
Dean of Students/Counselor	1	Office Manager/Registrar	1
Special Education Director/Teacher	1	Receptionist	1
Instructional Coach	1	Nurse	1
College Counselor	1	Food Service Manager	1
Special Education Teacher	1		
Teacher	16		
Instructional/Duty Aides	4		
TOTAL	26	TOTAL	5

Table C.3.3: Year 3 Staffing Plan

B. Recruitment, Hiring, and Training Plan

As mentioned above, Western Tech: CFA believes that teachers – and all school personnel – are crucial to student achievement and the success of our school. Thus, the recruitment process for new staff will be extensive, recruiting nationally to attract the absolute best to teach at Western Tech: CFA.

The following will be the primary avenues by which Western Tech: CFA identifies these individuals:

- Teach For America corps members and alumni
- Arizona Teaching Fellows and alumni
- Job-posting websites
- Local and national schools of education
- TeamCFA Academic Committee job fair referrals
- Professional associations (for positions other than teachers)
- Word of mouth

In the recruitment process, Western Tech: CFA 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.

After potential staff have been recruited, the screening process will begin. Western Tech: CFA is primarily looking for mission-, vision-, values-, and program-aligned individuals to work at the school. These individuals will also show a strong commitment to 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.

Generally, once potential candidates have been identified, they will complete the following process to determine mission-, vision-, values-, and program-fit with Western Tech: CFA.

1. Resume Screen
2. Cover Letter Screen
3. Phone Screen
4. In-Person Interview
5. Sample Lesson
6. Sample Lesson Plan
7. Feedback Response
8. Reference Check

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

Resume Screen

Candidates will submit their resumes via email to the Dean of Operations (or School Director before the Dean of Operations is brought on board). The Dean of 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 Dean of Operations will complete this initial resume screen using a defined rubric and, if successful, will look at the candidate's cover letter.

Cover Letter Screen

At the same time candidates submit their resumes via email to the Dean of Operations (or School Director before the Dean of Operations is brought on board), they will submit a cover letter detailing their educational philosophy. The Dean of Operations, after screening resumes, will look at candidates' cover letters to determine alignment between the candidate's and school's mission, vision, and values, as well as general written communication ability. The Dean of Operations will complete this cover letter screen using a defined rubric, and, if successful, will invite the candidate to an initial phone screen.

Phone Screen

The Dean of Operations (or School Director before the Dean of Operations is brought on board) will invite candidates who have successfully passed the initial resume and cover letter screens to an approximately thirty-minute phone screen. The phone screen will be conducted by the School Director and the candidate's potential immediate supervisor (or solely School Director in the case of staff with no other immediate supervisor). The screen will cover the candidate's background and mission-, vision-, values-, and program-alignment with Western Tech: CFA, as well as general spoken communication ability. There will be a defined list of questions gleaned from the best practices of highly-successful charter schools, and candidates will be assessed using a defined rubric. If candidates are deemed successful, within one week, they will be invited to an in-person interview.

In-Person Interview

The in-person interview will consist of four parts: a campus tour, an in-person interview regarding the candidate's education practice, a thirty-five minute sample lesson, for which a sample lesson plan is

submitted, and a short session in which feedback is offered to the candidate and the candidate has a chance to respond to the feedback. This step will be completed by the School Director and the candidate's potential immediate supervisor (or solely School Director in the case of staff with no other immediate supervisor). This will take place at Western Tech: CFA in Years 2 and 3; before then, it will take place at Pioneer Preparatory School: A Challenge Foundation Academy, another TeamCFA school.

The goal of the in-person interview session is to assess the candidate's spoken communication ability, presence, mindsets, and educational practice. Candidates will also be invited to ask questions regarding the campus tour to assess for general interest and educational knowledge. The goal of the sample teach is to assess the candidate's classroom presence and teaching ability, while the submitted lesson plan assesses the candidate's lesson planning ability. Lastly, the goal of the feedback response session is to assess the candidate's growth mindset and receptiveness to feedback. All of the above will be assessed using defined rubrics.

Reference Check

Should a candidate prove to be a good fit, lastly, his or her professional references, which were submitted at the in-person interview, will be checked to assess for veracity, integrity, and other characteristics.

Final Decision

After the reference check, the School Director and immediate supervisor (or solely School Director in the case of staff with no other immediate supervisor) will consider the totality of that candidate's interview process and make a selection as to whether or not to offer the candidate a position.

Western Tech: CFA 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.

Onboarding and Orientation

From both a legal compliance and a school culture perspective, Western Tech: CFA will aim to effectively onboard and orient staff members quickly and effectively. The following steps will be the onboarding and orientation process for new staff members.

Action	Timeframe	Explanation
Final Employment Offer	Immediately after employment decision is made	Will explain position roles, responsibilities, compensation, and make clear that a position is contingent upon having a valid fingerprint clearance card
Payroll and Tax Forms (Direct Deposit if applicable, I-9, W-4)	By July 7, 2014	Will ensure successful financial onboarding for candidates
Signed Employee Handbook	By July 7, 2014	Will ensure compliance with

and Contact Form		Western Tech: CFA policies and ensure that contact information is accurate and current
Employee Orientation	Beginning July 7, 2014	Will ensure the staff is a cohesive team and has internalized Western Tech: CFA mission, vision, values, and program; will ensure the staff has prepared for curriculum and instructional planning; will ensure the staff has legal and compliance training.
Benefits Determination	During Summer Professional Development	Will ensure that staff have made informed decisions regarding benefits

Western Tech: CFA will be compliant with all statutes relating to fingerprint clearance cards. Pursuant to A.R.S. § 15-183.C.5, all instructional employees will maintain fingerprint clearance cards, and employment offers will be contingent upon receipt by the school of the offered candidate's fingerprint clearance card. In addition, considering the amount of time it may take successful applicants to acquire fingerprint clearance cards, every effort will be made to make all hires by May 15 of each year. This way, successful applicants will have an ample time for the application, processing, and receipt of fingerprint clearance cards before the first day of staff development on July 7.

An important part of the summer onboarding process will be summer professional development. Summer professional development sessions will be designed by the School Director to familiarize all staff with the expectations and procedures for employees at Western Tech: CFA, as well as to develop staff to implement those effectively. Sessions will cover the creation of effective, rigorous, and standards-aligned Essential Learning Outcomes, scope and sequence documents, and pacing guides, the creation of rigorous standards-aligned Quarterly Common Assessments, planning and delivery of effective instruction, best practices for instruction, the effective usage of hybrid learning for instruction, opportunities for differentiation in instruction, usage of assessment data to drive instruction, effective co-observation techniques, and proper and effective collaborative team Results Meetings and Data Analysis Meetings.

A strong culture will also be intentionally built during these summer sessions, including a focus on building trust and camaraderie among team members.

Two days of summer professional development will be strictly devoted to teacher preparation for the school year and classroom setup.

Ongoing Professional Development

Western Tech: CFA will not only aim to recruit, select, and hire an effective staff, it will also provide structures, support, and development such that staff is able to continuously improve their effectiveness as educators.

The following structures will ensure continuous improvement of staff effectiveness throughout the school year:

- Teacher co-observations and debriefs.
- Weekly content area collaborative team meetings to discuss student performance, share best practices, debrief from teacher co-observations, and conduct action research projects.
- Bi-monthly school-wide professional development sessions which may be differentiated. Sessions will be based upon needs identified by survey feedback, collaborative team requests, or the results of observations or evaluations. Sessions will be conducted by Western Tech: CFA staff or outside consultants with expertise in the area to be discussed. Occasionally, staff will also attend off-site professional development sessions or conferences.
- Continuous coaching and feedback based upon informal observations.
- Action research.

Professional development will be differentiated and based upon teacher need, as determined by survey, observation, and evaluation results and collaborative team requests.

Structurally, at least two-and-a-half hours will be built into every week for collaborative team or full-staff professional development time.

Teacher Evaluation[1]

Western Tech: CFA has developed a comprehensive system to monitor and evaluate the effectiveness of instructional practices of the school's teachers.

Teacher Performance Levels

Teachers perform at different levels. Western School will thus differentiate learning paths and evaluation opportunities based on teachers' performance levels from the previous semester's summative evaluation.

The following performance levels will be used, from least to most effective: Ineffective, Marginally Effective, Effective, Highly Effective, Exemplar.

In addition, teachers new to Western School will be ranked as New To Western pending results of the first formal observation.

Formal Evaluations

The School Director will conduct a formal evaluation of each teacher's performance each semester. Formal evaluations will be preceded by a Pre-Observation Conference and followed by a Post-Observation Conference. During the Pre-Observation Conference, the School Director will discuss the

[1] This section is adapted from presentations by Dr. Mickey Dunaway and Dr. Ildi Laczko-Kerr on academic systems.

teacher's professional development goals from the past semester and what to expect during the upcoming lesson. Evaluations will assess instructional practice and the effectiveness of a teacher's lesson plans, gradebook, assessments, and assessment results. Pursuant to new state requirements, 40% of teachers' formal summative evaluations will be based upon their students' assessment results – relating to both proficiency and growth – and their usage of data to improve students learning. The Post-Observation Conference will present the results of the Formal Evaluation, including:

- Determination of a teacher's performance level according to a defined rubric modeled upon rubrics used at high-performing charter schools.
- Determination of specific progress, assets, and areas of growth in a teacher's practice, including specific coaching opportunities and action steps moving forward.
- Determination of whether or not a teacher will be asked back to Western Tech: CFA (during the second semester formal evaluation).
- Determination of a teacher's level of performance-based compensation.

Teachers rated "Ineffective" will not be offered a contract renewal with Western School and teachers rated "Marginally Effective" 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 School Director 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.

A teacher must move from "Marginally Effective" to "Effective" by the next year's Spring Formal Evaluation to be asked back to Western Tech: CFA.

Informal Observations

Western Tech: CFA endeavors to support and coach all teachers to higher levels of performance and effectiveness.

To that end, school administrators, instructional coaches, and/or Exemplar teachers will complete informal observations and coaching conversations with teachers throughout the year. The number of informal observations each year will depend upon a teacher's performance level according to the following scale:

INEFFECTIVE = 12 informal observations yearly (6 per semester)
NEW TO WESTERN = 12 informal observations yearly (6 per semester)
MARGINALLY EFFECTIVE = 8 informal observations yearly
EFFECTIVE = 6 informal observations yearly
HIGHLY EFFECTIVE = 4 informal observations yearly
EXEMPLAR = 2 informal observations yearly

Coaching conversations are non-evaluative and will be aimed at improving a teacher's performance and identifying concrete areas of growth or new instructional methodologies to implement based upon best practices. Outcomes of coaching conversations may lead to specific actions plans or professional development opportunities for teachers.

Western Tech: CFA personnel conducting observations and coaching conversations will be trained through professional development sessions in effective coaching practices to ensure the effectiveness of informal observations and coaching conversations.

School Leader Evaluation

As mentioned above, Western Tech: CFA shall operate with a philosophy of continuous improvement. This applies to both teachers and school leaders. Since the Governing Board is responsible for the evaluation of the School Director, it shall also be the responsibility of the Board to adequately develop the School Director.

The Board shall develop annual goals, specific performance metrics, and a Professional Development Plan for the School Director annually at the July Annual Retreat. Monthly, the School Director shall provide the data required by the Board, pursuant to his or her goals and Professional Development Plan. The Board shall monitor this data and suggest professional growth opportunities for the School Director. Should he or she meet his or her annual goals earlier than anticipated, the Board shall be responsible for formulating new goals. A summative evaluation of the School Director's performance towards his or her annual goals and Professional Development plan will be submitted by the Board's Governance Committee and reviewed by the full Board at the June Board meeting.

During the June meeting, the Board shall also evaluate the School Director's performance against a defined rubric. Per state statute, 40% of the School Director's evaluation will be based upon student achievement outcomes. The Board shall conduct a Post-Observation Conference to present the results of this evaluation, including:

- Determination of specific progress, assets, and areas of growth in a teacher's practice, including specific coaching opportunities and action steps moving forward.
- Determination of whether or not the School Director will be asked back to Western Tech: CFA.
- Determination of the School Director's level of performance-based compensation.

Throughout the year, pursuant to the School Director's goals and Professional Development Plan, leaders shall seek out professional development opportunities that align with both Western School's mission and vision.

The following are examples of potential professional development opportunities for key school leaders:

- Working with an experienced consultant or school leader mentor;
- Attending professional development conferences and sessions, including, but not limited to, the following:
    - TeamCFA training sessions on TeamCFA school sites, and
    - Arizona Charter Schools Association sessions;

- Visiting exceptional schools to observe and learn how to implement best practices.

C. Compensating Staff

Compensation at Western Tech: CFA shall be both competitive and commensurate with experience and performance. This will be crucial for Western Tech: CFA's efforts to recruit the best talent to work at the school.

For the sections below, required employer contributions (payroll taxes, unemployment taxes, and 401(k) matching of 4%) are considered to be 13.65% of salary.

The following details the plan for compensating staff during the start-up year.

Principal

- Assumes the Founding School Director for Western Tech: CFA will be paid for service starting February 1, 2014 and will be paid $30,000 for six months based on a $60,000 annual salary. Total salary assumes 13.65% required employer contributions for a total of $34,095.
- Throughout this document, required contributions are assumed to be 13.65%, including payroll taxes, unemployment taxes, and 401(k) matching of 4%.

Clerical

- Assumes the Office Manager/Registrar for Western Tech: CFA will be paid for service starting February 1, 2014 and will be paid $15,000 for six months based on a $30,000 annual salary. Total salary assumes 13.65% required employer contributions for a total of $17,047.50.

Other

- Assumes the Dean of Operations for Western Tech: CFA will be paid for service starting February 1, 2014 and will be paid $24,000 for six months based on a $48,000 annual salary. Total salary assumes 13.65% required employer contributions for a total of $27,276.

Employee Benefits

- Assumes all employees elect the maximum 4% employer contribution to the 401(k) starting February 1, 2014, but includes the total in "required employer contributions" for each position.

Employee Insurance

- Assumes all employees elect the maximum $350 monthly allowance for health and dental insurance starting February 1, 2014 for six months for a total of $5,250.

The following details the plan for compensating staff during operational years one through three.

Director/Principal

- Assumes 1 full-time employee ("FTE") for the Founding School Director at $60,000 annual salary in Year 1. Total salary assumes 13.65% required employer contributions for a total of $68,190. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes enrollment and performance goals are met and salary increases to $66,000 in Year 2 and $72,000 in Year 3, with 13.65% required employer contributions for a total of $75,009 and $81,828, respectively.
- Throughout this document, required contributions are assumed to be 13.65% based on payroll and unemployment taxes.

Teacher-Regular Education

- Assumes 7 FTE for the Teacher-Regular Education at $40,000 annual salary each in Year 1. Total salary assumes 13.65% required employer contributions for a grand total of $318,220. Cost is based on comparable positions at TeamCFA charter schools with an additional incentive for a 200-day calendar and to recruit and retain talent.
- Assumes 11 FTE for the Teacher-Regular Education at $41,200 (3% increase, assumes performance goals are met) annual salary each in Year 2. Total salary assumes 13.65% required employer contributions for a grand total of $515,062.
- Assumes 16 FTE for the Teacher-Regular Education at $42,436 (3% increase, assumes performance goals are met) annual salary each in Year 3. Total salary assumes 10% required employer contributions for a grand total of $771,656.22.

Teacher-Special Education

- Assumes 1 FTE for the Special Education Teacher at $40,000 annual salary in Year 2. Total salary assumes 13.65% required employer contributions for a total of $45,460. Cost is based on comparable positions at TeamCFA charter schools with an additional incentive for a 200-day calendar and to recruit and retain talent.
- Assumes performance goals are met and salary increases 3% to $41,200 in Year 3, with 10% required employer contributions for a total of $48,824.

Instructional Assistants

- Assumes 3 FTE for the Instructional Assistants at $20,000 annual salary each in Year 1. Total salary assumes 13.65% required employer contributions for a grand total of $68,190. Cost is based on comparable positions at TeamCFA charter schools.

- Assumes 4 FTE for the Instructional Assistants at $20,600 (3% increase, assumes performance goals are met) annual salary each in Year 2. Total salary assumes 13.65% required employer contributions for a grand total of $93,648.
- Assumes 4 FTE for the Instructional Assistants at $21,226 (3% increase, assumes performance goals are met) annual salary each in Year 3. Total salary assumes 13.65% required employer contributions for a grand total of $96,493.40.

Clerical

- Assumes 1 FTE for the Receptionist at $20,000 annual salary in Year 2. Total salary assumes 13.65% required employer contributions for a total of $22,730. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes performance goals are met and salary increases 3% to $$20,600 in Year 3, with 13.65% required employer contributions for a total of $23,412.

Other (Dean of Operations)

- Assumes 1 FTE for the Dean of Operations at $48,000 annual salary in Year 1. Total salary assumes 13.65% required employer contributions for a total of $54,552. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes performance goals are met and salary increases to $53,000 in Year 2 and $58,000 in Year 3, 13.65% required employer contributions for a total of $60,235 and $65,917, respectively.

Other (Dean of Students/Counselor)

- Assumes 1 FTE for the Dean of Students/Counselor at $48,000 annual salary in Year 1. Total salary assumes 13.65% required employer contributions for a total of $54,552. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes performance goals are met and salary increases to $53,000 in Year 2 and $58,000 in Year 3, 13.65% required employer contributions for a total of $60,235 and $65,917, respectively.

Other (Special Education Director/Teacher)

- Assumes 1 FTE for the Special Education Director/Teacher at $42,000 annual salary in Year 1. Total salary assumes 13.65% required employer contributions for a total of $47,733. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes performance goals are met and salary increases 3% to $43,260 in Year 2 and 3% to $44,558 in Year 3, with 13.65% required employer contributions for a total of $49,165 and $50,640, respectively.

Other (Office Manager/Registrar)

- Assumes 1 FTE for the Office Manager/Registrar at $30,000 annual salary in Year 1. Total salary assumes 13.65% required employer contributions for a total of $34,095. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes performance goals are met and salary increases to $31,000 in Year 2 and to $32,500 in Year 3, with 13.65% required employer contributions for a total of $35,232 and $36,936, respectively.

Other (Nurse)

- Assumes 1 FTE for the Nurse at $30,000 annual salary in Year 2. Total salary assumes 13.65% required employer contributions for a total of $34,095. Cost is based on comparable positions at TeamCFA charter schools.
- Assumes performance goals are met and salary increases 3% to $30,900. Total salary assumes 13.65% required employer contributions for a total of $35,117,85.

Other (Instructional Coach)

- Assumes 1 FTE for the Instructional Coach at $45,000 annual salary in Year 3. Total salary assumes 13.65% required employer contributions for a total of $51,143. Cost is based on comparable positions at TeamCFA charter schools.

Other (College Counselor)

- Assumes 1 FTE for the College Counselor at $45,000 annual salary in Year 3. Total salary assumes 13.65% required employer contributions for a total of $51,143. Cost is based on comparable positions at TeamCFA charter schools.

Other (Food Service Manager)

- Assumes 1 FTE for the Food Service Manager at $20,000 annual salary in Year 3. Total salary assumes 13.65% required employer contributions for a total of $22,730. Cost is based on comparable positions at TeamCFA charter schools.

Benefits

Assumes all employees will elect the maximum $300 allowance for health insurance per month and a $50 allowance for dental insurance per month. This comes to $63,000 in Year 1, $96,600 in Year 2, and $130,200 in Year 3.

Assumes all employees will elect the maximum 4% employer match to the Safe Harbor 401(k) plan; this amount is included in the "required employer contributions" above.

Staff will receive all paid holidays and three personal days and six sick days per year. Days will roll over year-to-year up to a maximum of eighteen. Employees may not "cash out" unused days, but may "donate" days to other staff. Teachers, administrators, instructional assistants, other staff members, or volunteers with valid fingerprint clearance cards will cover classes when teachers are absent.