III. Succession Plan

A. Charter Holder Succession Plan

CPLC Community Schools is committed to long term success and stability and has developed a succession plan in the event of a vacancy on the board or on the CPLC Community Schools Leadership Team.

In the event of a vacancy on the Corporate and Governing Board, the remaining board members make recommendations to the Tucson Advisory Board (which meets once per month), which then makes a selection based on a majority vote. Prospective board members are recruited based on the expertise they bring to the organization and their connection to the community served. Currently, the average term length of board members is 6 years. The stability in our board exemplifies the commitment to the organization and to our mission of all the current board members.

B. Instructional Leadership Succession Plan

All of the instructional leadership team is expected to acquire the qualifications to step into a key leadership roles as needed. This means each team member will have an education plan in addition to their regular professional development plan. Lead teachers are considered future candidates to take over leadership positions, and will also be expected to take up leadership responsibilities in the event of vacancies in the Leadership Team.

CPLC Community Schools seeks to hire experienced faculty and staff. New and experienced teachers who meet the Arizona Highly Qualified Teachers requirements and are bilingual are sought. Preference is given to individuals with team teaching, collaborative planning, teacher and student portfolio, curriculum development experience, and a demonstrated commitment to working with disadvantaged minority youth.

Recruitment efforts are particularly concentrated in the Tucson metropolitan area. Position announcements are posted at various sites through the corporation, state, and through partner agencies. Position announcement are also posted in the local newspaper as necessary. Upon review of the applicants, interviews are scheduled. The interview process involves existing school leadership and faculty, and includes an interview protocol (i.e. a rating system) and a requirement that each candidate (teachers only) demonstrate an actual lesson.

Compensation packages are not quite comparable to other Tucson school districts, particularly at the entry-level stage; however, salaries are negotiable in each case. Salaries are based on a salary structure and/or classification system that is tiered to reflect experience, qualifications, credentials, certification, etc. Candidates are offered (in select cases) scholarship assistance in acquiring certification and/or for continuing their education and professional development. All employees are hired on an at-will basis, and personnel policies and an employee contract will explicitly state that employment is at-will.

The salary for full-time teachers ranges from $28,000 to $40,000, depending on the level of education, experience, certification, and demand of the position. In addition to a salary, full-time employees have a benefits package that includes health, dental and disability insurance, and a retirement plan. We also has a tuition reimbursement program for teachers to pursue additional education. To date, three teachers have made use of the program and will be obtaining advanced degrees, which are expected to benefit the individual teachers as well as the schools.

It is our policy that all teachers must be highly qualified (HQ) for the position they are applying for and posses a valid Arizona Fingerprint Clearance Card at the time of hire.

CPLC Community Schools employees are evaluated annually with quarterly reviews. The quarterly reviews revolve around meeting annual goals and implementing best practices in the workplace. Specifically, teachers receive feedback on daily and quarterly classroom observations, interim assessment results, one on one meetings, and coaching and training depending on their classroom needs. All teachers go through an orientation process at the start of the school year and receive monthly professional development in the areas of curriculum development, instructional practice, classroom management, and interventions.

An incentive plan has been created that rewards teachers and staff for significant gains in areas contributing to student achievement. The general topic of all of the evaluation goals are: a) achievement of organizational goals, b) achievement of school goals, and c) achievement of personal goals. Goals are designed to be SMART and all are focused on student achievement. Quarterly progress towards school and personal goals are rewarded, and annual progress toward meeting district goals are also rewarded.