CHARTER HOLDER SUCCESSION PLAN

Part A: Discussion of Succession Plan for Directors and Officers of the Corporation.

Governing Board:

The Governing Board finds it imperative for the longevity of its charter to appoint and retain Directors that support the school's mission and seek to promote it within the community. In fulfillment of the foregoing objective, Espiritu is committed to taking all steps necessary to ensure that each succeeding Director has a demonstrated background in community leadership and community service as each Director plays a pivotal role in the promotion and support of the school within the close-knit community.

A vacancy or vacancies in the Governing Board will be deemed to exist on the occurrence of the following: (i) the death, resignation, or removal of any Director, (ii) the declaration by resolution of the Governing Board of a vacancy of the office of a Director who has been declared of unsound mind by an order of court or convicted of a felony or has been found by final order or judgment of any court to have breached a duty under A.R.S. Section 10-2006, or (iii) the increase of the authorized number of Directors.

Any Director may resign, which resignation shall be effective on giving written notice to the Governing Board, the President, the Secretary, unless the notice specifies a later time for the resignation to become effective. If the resignation of a Director is effective at a future time, the Governing Board may appoint a successor to take office when the resignation becomes effective. No Director may resign when the Corporation would then be left without a duly appointed Director or Directors in charge of its affairs.

Any vacancy on the Board of Directors shall be filled by a Director appointed by the Governing Board of the Corporation in accordance with the Governing Board's recruitment policies.

No reduction of the authorized number of Directors shall have the effect of removing any Director before that Director's term of office expires. Any Director or appointed officer shall hold office until the expiration of the term for which appointed and the appointment of his successor is appointed.

The Nominating Committee is the year round committee appointed by the Governing Board that would be responsible for the identification of prospective Governing Board members that would fulfill the composition desired by the Governing Board and that would present the slate of such prospective members to the Governing Board for final selection and appointment. In particular, the Nominating Committee is responsible for the: (i) development a written description of the duties and responsibilities that are required of each member of the Governing Board; (ii) determination and analysis of strategies to ensure diversity of Governing Board members; and (iii) establishment curriculum and conduct Orientation Training sessions for new members of the Governing Board to ensure that each member can effectively carryout their management and oversight functions in accordance with its Charter Contract, State and Federal law, and the Bylaws.

The purpose of having a year round Nominating Committee is that that there be a constant pool of prospective members that could contribute to and be asked to serve on Governing Board in case such a vacancy occurs. The Nominating Committee will have an on-going slate of individuals that

maintain the adequate depth of critical thinking skills and diversity of experience and viewpoint to represents Espiritu's vision. Each newly elected Director will be asked to attend an Orientation Training within the first three (3) weeks of his or her appointment in order to familiarize themselves with the mission, vision and standards of Espiritu.

Officers:

The Governing Board shall appoint all officers of the Corporation for terms of one (1) year, or until their successors are appointed and qualified. Subject to the rights, if any, of the officer under any contract of employment, any officer of the Corporation may be removed with or without cause by the Governing Board at any time.

The Governing Board retains the right to remove an officer at any time to ensure that each Officer is representing themselves and the school in the manner desired by the Governing Board.

Any officer may resign at any time by giving written notice to the Corporation. Any such notice of resignation shall take effect at the date of the receipt of that notice or at any later time specified by that notice and unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any, of the Corporation under any contract to which the officer is a party. The Governing Board shall appoint a new officer, which shall hold office until the expiration of the term for which appointed and the appointment of his or her successor is appointed.

ACADEMIC SUCCESSION PLAN

Part B: Discussion of Succession Plan of School's Instructional Leadership.

Current Status:

A. *Philosophy*

Espiritu believes that leadership is critical to the viability of the school's mission, vision and value of the school. Effective leadership will increase the school's ability to improve student academic achievement and promote the school within the community.

One of the fundamental characteristics of leaders in the school system is their ability to develop and participate in effective teams through a trusting and mutually supportive environment. To implement the development of such leadership, such leaders must be given ongoing opportunities for growth within the current school administration. The Governing Board expects and holds such leaders accountable for maintaining high standards of academic achievement, surrounding themselves with the appropriate staff members to perform the job at hand, creating a culture of discipline in the school, and thinking introspectively about issues facing the school community and the community at large.

This leadership development plan consists of a series of modules – focused on the management elements of the job – that are offered after school and during the summer recess. Assistant, aspiring, and potential principals are expected to acquire the expertise they need as they work their way through the system in various capacities. Once members become principals, they attend monthly administrative meetings where they participate in integrated professional development activities to complement the other important information that they are receiving. They take advantage of the various leadership development opportunities offered through the Arizona Department of Education as well as local universities.

Espiritu has implemented a thoughtful, coherent succession plan that has changed the manner in which future leaders are identified, developed, and promoted. Espiritu intends to take every measure to retain those individuals whom the school has so heavily invested throughout the leadership succession process.

B. *Identification*

A majority of our leadership candidates come from within the established school system which therefore makes their performance history traceable. Although many candidates are groomed from within, Espiritu may at times seek candidates externally whom have exceptional talent and can further assist in achieving the mission and goals set out by the Governing Body.

Espiritu believes that the leadership selection process requires first, a potential candidate to express an interest in a leadership position (principal or assistant principal). The applications are then reviewed by human resources against prevailing state and federal requirements.

C. *Development*

Aspiring principals are offered a series of management modules that have been developed by a collaborative team of professional development staff and experienced principals. Module foci may include, but are not limited to: law, budget, and operations. The Governing Board, in consultation with the Chief Executive Office/Servant Leader, has the ultimate decision-making responsibility for the focus on professional leadership development in any given year.

Current principals receive intensive training in the summer workshops. They also receive limited training during the monthly administration meetings throughout the year. Current principals are also required to attend trainings hosted by Arizona Department of Education throughout the school year.

D. *Promotion*

Espiritu has traditionally used a "Current and Potential Leaders Pool" (C&AL) approach for the identification of candidates. Interviews are conducted on an annual basis to identify qualified candidates. Consideration of these new candidates for promotion along with candidates from previous pools begins on the first of June. This interview process includes a timed writing sample on an assigned question as well as a formal interview with a panel chosen for their familiarity with specific positions. The interview panel establishes a cut score based on an approved rubric. All persons who make the cut score are included in the C&AL of acceptable candidates.

E. *Movement*

The movement of principals is based on the specific need of individual schools, including whether there is a serious issue of performance at a given school. The Governing Board makes a recommendation to the CEO/Servant Leader when it becomes aware of a need for change within a specific school (ex. academic underperformance). If the CEO/Servant Leader agrees, then the principal is called in for a conference with the executive officer and asked to sign a form acknowledging that he or she knows that this recommendation will be forwarded to the CEO/Servant Leader and the Governing Board for approval. The principal is afforded all the opportunities for input in this decision; however, it is considered the prerogative of the CEO/Servant Leader based on what he or she believes is best for the school system. Once the decision has been made, the necessary changes are put in place.

F. *Retention*

The past data has enabled Espiritu to make some broad generalizations about its retention rates. First, the principals are getting younger. The reason for that appears to be that there are fewer qualified candidates in the pipeline, forcing the administration to promote staff earlier in their careers. Second, principals are leaving the positions earlier than in the past. Though there is no sufficient data to make a definitive assessment in this developing trend, the number of vacancies that must be filled each year is primarily the result of retirement eligibility and, in some cases, a result of increasing time demands or performance/accountability issues. The salaries and benefits for principals are comparable with most other school systems.

Succession Considerations to be Implemented:

A. *Philosophy*

In this age of unprecedented accountability in education, Espiritu's Governing Board and school administration has geared up to develop future leaders to a level that will enable them to meet new challenges.

The difficulty of attracting a sufficient quantity and quality of leadership is directly related to the overwhelming expectations of the position. The traditional response to this dilemma has been to simply *find* replacements for vacant positions. Espiritu, on the other hand, puts all its efforts in developing present and future capacity in a planned and systematic fashion using true and tried models.

It is expected that the primary duty of a principal is to act as the instructional leader of their school site. To accomplish this, support staff will be available to assist the principal. The staff would assist with non-instructional duties, thus giving principals more time for acquiring the skills necessary to be instructional leaders. Not only will they have greater opportunity to take advantage of all the additional training available from the Arizona Department of Education, but the District's professional development office has also been charged with ensuring that the outcomes and evidences in practice are integrated in as many internal training opportunities as possible. The hope is that immersion in the evidences in practice will provide guidance to teachers and set clear expectations.

Although an attempt has been made to foster a positive, ethical, supportive, and proactive culture that supports leadership, it would be prudent to solicit the views and recommendations of the principals through a survey form. The professional development office will aggregate the anonymous responses and the results will be shared with senior staff at a leadership meeting. The results will be analyzed and the findings will be instituted immediately to address issues of concern. The survey results will be shared with principals in one of the monthly administrative meetings. It is understood that the survey may reveal issues of concern to the Schools leaderships but the exercise is worth the effort since excellence is the goal.

The Espiritu stakeholders are critical to the future success of the school system. This involves a thoughtful and comprehensive public information campaign to garner their support:

• ***Promote respect for the office of the principal***.

List and describe the roles and responsibilities of the principal such that there is an understanding and appreciation of the enormity of the position of a school principal.

• ***Communicate the importance of highly qualified leaders to the overall mission of the school***.

It is critical to emphasis that outstanding schools do not achieve its status overnight and without learned and dedicated principals, teachers, and staff. The role of instructional leader is a key to overall success of the institution.

- ***Explain why leadership succession is both important and cost-effective in the long run***.
  There is a heavy price to be paid in terms of costs and student achievement for losing great principals and aspiring leaders. Building capacity suing successful and effective models will strengthen the entire system.

Like all local school districts, Espiritu faces many challenges, not the least of which is the funding issue. The school leadership is committed to professional development with a percentage of the dedicated budget earmarked for leadership development.

B. *Identification*

During the process of formulating the succession model, the Governing Board became aware of the interdependent roles and responsibilities that executive officers, principals, human resource personnel, instruction/curriculum personnel, and professional development specialists have in the identification and ongoing development of candidates for leadership positions.

First, principals identify persons on staff with leadership potential. Once identified, the principal is responsible for making certain that these persons are assigned a variety of experiences over time that will allow them to assume formal and informal leadership roles, learn instructional leadership content and skills, and continue to grow professionally. This is especially important for the development of the competency of assistant principals by providing opportunities for immersion in instructional leadership. Ultimately, the goal for the principal is to encourage as many quality candidates as possible to apply for leadership positions.

Human resources personnel have a key role in leadership succession. They manage the hiring process and are often the first person with whom a new teacher comes in contact. They have access to the personnel files, including information on the kinds of professional development activities the potential leader has experienced through the Leadership Development Data Tracking System (see Section C, Development). Human resources personnel will participate in ongoing conversations about potential candidates for leadership positions, and they will be at the table when promotions and transfers are being considered. The role of the human resources department is so significant that the director for human resources will now have a significant role of responsibility in the coordination of the leadership succession effort during the identification phase of the plan. All managers in the human resources department will have a component on their annual evaluations for the identification and development of potential leaders.

As the process continues from the identification phase towards the promotion and movement phases of the plan, the executive officers and the CEO/Servant Leader will assume primary responsibility for the succession planning efforts.

Executive officers will solicit principals' opinions regarding potential future leaders in their schools. In their visits to schools and classrooms, the executive officers will be encouraged to visit the classes of these potential leaders and to observe them as they deliver school-based professional development for staff. The executive officers' annual evaluation will include a component for the identification and development of potential leaders for the schools assigned to their areas.

The professional development staff will be deeply involved in succession planning too. They are expected to assist in identifying potential leadership talent through the various professional

development activities. They will be asked to advise leadership on a regular basis as to how potential and aspiring leaders are participating in and/or facilitating professional development opportunities. Whenever they serve as team leaders for professional development experiences, they are expected to provide the aspiring and potential leaders with feedback on their professional development work. They will bring to the table, in monthly meetings with the director of human resources, the list of potential candidates from across the School District. Professional development personnel will have as a component on their own evaluations, the identification and development of potential leaders resulting from their contacts through internal professional development opportunities.

Additionally, the key instructional/curricular staff will be involved in the succession planning effort. The content supervisors regularly monitor the classroom performance of teachers in their respective disciplines to determine their instructional strengths and their adherence to the written curriculum. They also monitor curriculum writing during the summer months, and thus have the opportunity to see potential candidates through a different lens. Like all of the other players in this effort, these instructional/ curricular staff members will have as a part of their annual evaluation the effectiveness of their role in the identification and development of potential leaders.

Incentives

It is critical for us to have in place a variety of measures that will provide incentives for people to self-identify for leadership positions in our school system. In our view, the same incentives for retaining people in leadership positions also serve to create a sense of desire in potential leaders to follow a leadership development path. (See Section F, Retention.)

Redefining the Pool

Although the C&AL has historically been the school system's primary identification mechanism, this approach is being dramatically redesigned.

This approach is no longer able to guarantee a sufficient supply of candidates in the pipeline, but rather well defined succession efforts will go a long way to building internal capacity throughout our system. Instead of a discrete pool, we will expand the number of people to whom we will provide leadership development opportunities, guide the development of personal portfolios, and continue to encourage the pursuit of leadership opportunities. The new C&AL will consist of all of the potential and aspiring leaders. By broadening the scope of our efforts to include those aspiring to be principals as well as those with potential to be assistant principals, it is hoped that more professional staff will be interested in leadership positions from within the school system.

The information gathered from the data tracking system (see Section C, Development) as well as annual evaluations and recommendations from other responsible parties in the School system will be used in making decisions about candidate's readiness for promotion.

Technology

Technology will play a major organizational role in our planned succession model. For our leadership succession efforts, we will expand the use of our present database to include the various leadership experiences of potential candidates. We will use the employee identification number in

helping to facilitate the identification of candidates, the monitoring of career paths, and tracking of professional development.

For instance, each principal will designate a staff member to maintain a potential leader database that will detail all of the school-based leadership opportunities that a particular staff member has had. The human resources database will be integrated with the principal's database in a manner that allows human resources personnel to access information so that a complete picture can be shown of each potential leader's school-based leadership experiences.

Communication

We will describe to our various stakeholders how we intend to identify candidates in the future. We will meet with our teachers and administrators to explain the redefined process. We will distribute a special newsletter to all employees outlining the major elements of our newly developed identification efforts and how they affect current employees. When we hire new employees, we will make part of their orientation program a complete description of our planned succession efforts so that they understand our underlying philosophy of systemic capacity building.

C. *Development*

Needs Assessment

The Governing Board and the school administration believe that each candidate has unique experiences, needs, and interests that we must recognize if we are to properly prepare the next generation of leaders. As a result, a needs assessment package has been developed that allows us to identify specific individual requirements. Using a tracking mechanism, we will also be able to determine where each candidate is on the leadership continuum and what types of training are still required in order to be adequately prepared. The needs assessment package is in three sections and is intended to be a 360° type of exercise. The candidate will first complete a self-assessment and then provide a selected number of colleagues with the Observer Assessment for School Leadership Candidates instrument. The candidate will collect and review the observer instruments and revise his/her own self-assessment instrument as desired. The candidate's supervisor will also complete an Observer Assessment for School Leadership Candidates instrument. The supervisor will meet then with the candidate and compare the various assessments. The supervisor and candidate will reach consensus on the instructional leadership needs assessment, which will be updated annually and will become the basis of the candidate's professional development plan. The supervisor and candidate will also collaborate on completing the Collaborative Assessment of Management Development Needs.

Leadership Development Data Tracking System

Espiritu has created a comprehensive Leadership Development Data Tracking System (LDDTS) that has multiple components. Our Human Resources Department is responsible for maintaining this system. The first component of the system is the Individual Data Form. Human Resources will maintain this form for all potential leaders. This system also includes current credentials, qualifications, up-to-date recommendations, evaluations, and various other forms found in this succession planning guide. Our interest is to house in one place all of the critical information we need on potential leaders to help us make informed, equitable, consistent, and transparent decisions.

Leadership Development Design and Implementation

It is critical that the present, potential, and aspiring principals are included in the design, delivery, and implementation of leadership development initiatives. The principals and candidates will be expected to assist in the implementation of the designed professional development experience because we want all principals to know how to deliver professional development.

Instructional leadership is the primary responsibility of principals in our school system, and the Espiritu philosophy and school wide plan to be the guide in this effort. Accordingly, there is a great deal of emphasis on developing in the candidates the skills necessary to be the kind of instructional leader identified in the outcomes and evidences practice found in the district framework. The potential and aspiring leaders will continue to attend professional development opportunities sponsored by the Arizona Department of Education. Principals must facilitate on-site opportunities for assistant principals in instructional leadership by allowing for job shadowing, co-observing and mutually determining feedback, modeling feedback conferences, designing and conducting professional development for staff, chairing committees with an instructional focus, and meeting regularly with the principal to examine data and discuss strategies to improve student achievement.

In addition, potential and aspiring leaders continue to receive development opportunities in the area of management responsibilities and other topics of interest necessary for leaders to do their jobs. The general list of these topic areas will continue to change over time as new best practices are identified

Feedback

The process of providing constructive feedback to potential and aspiring principals who participate in the design and implementation of leadership development activities is critical to the growth of these individuals. Because the participant's immediate supervisor may not be part of this exercise, the feedback needs to come from the person who has the lead in the planning of the identified activity. That person is responsible for conducting a conference with the aspiring or potential leader once the activity is planned and implemented. Because there is no supervisory relationship, there will be no written record of this conversation; it is for personal development purposes only. There will however, be a log kept for professional development conversations that have taken place. This is to ensure that when things get busy, Espiritu continues to maintain pride and priority to the development of its leaders.

Communication

Various stakeholders need to be reassured that persons placed in the position of a school principal are ready to assume the required responsibilities. There is a particular concern that in tight budgetary times there may be a reduction in professional development budget. In order to minimize that possibility and at the same time instill confidence in the stakeholders a public information campaign, emphasizing the critical role that principals play in positively affecting student achievement, will be organized

1. Strategic issuance of "Good News" releases showing the impact specific principals have had in their schools

2. Reference to the importance of school leadership in all public speaking engagements of senior leaders

3. The inclusion of a highly visible section of the system website that describes the critical role played by principals

4. Timely submission of op-ed pieces about how the system develops principals

Sustaining a Professional Learning Community

Participation in professional learning communities enhances the professional growth Espiritu is committed to establishing professional learning communities for each of the leadership development activities offered throughout the school year. Each person involved in the design and implementation process as well as those who participate in the activity itself will be part of that specific professional learning community. The expectation will be that the activity does not start and end with the completion of a specific event. Rather, it continues throughout the year with regular electronic communication and face-to-face communication as is desired and practical.

Participants may be part of multiple professional learning communities depending upon the number of leadership development activities in which they are engaged. The person with the lead in each activity will have the ultimate responsibility to make certain that the professional learning communities are established and sustained throughout the experience. Hopefully, these communities will also help build a network of colleagues upon whom potential and aspiring leaders can depend as questions arise. In participating in professional learning communities themselves, principals and potential leaders are again modeling a best practice for all teachers at the school and therefore reinforcing their role as an instructional leader.

Partnerships

Multiple cohorts are established for potential and aspiring leaders within the organization. They are beginning to explore partnerships with local universities and Teach for America.

D. Promotion

Equity/Consistency/Transparency

As the school moves forward with planned succession, the primary objective is to ensure equity, consistency, and transparency in the promotion process. The first step in creating equity, consistency, and transparency is for the human resources department to conduct a general review of potential candidates in the LDDTS. It is a first step in making a fair system as this is an open system to which all employees have access to their own information,. Each candidate's learning experiences will recorded in LDDTS and these records will be used to make promotion decisions.

Those whose data sheets demonstrate initial readiness will have their personnel files screened once more by human resources to assure that they qualify for a given position. Assuming they do qualify, they will be notified in writing that they are under consideration for possible promotion. Completing and submitting the Leadership Interest Form will indicate their interest in the position. Likewise,

those not being considered will be informed in a personal conference with their immediate supervisors and provided information as to what paper credentials and/or learning experiences they need in order to be considered.

Involvement of School Community

Community input around the type of principal desired and issues requiring change is essential for the future of the school. As soon as a position becomes available, the Parent Board of Service at that school shall be notified. They will be requested to submit a list of the attributes they consider most important for a new principal in their school. They will also be asked to inform the executive officer in writing what they consider to be the most significant challenges faced by the school and what they consider being possible approaches to dealing with those challenges. Assuming the timeline works well, this will usually be done between the time notification is received of a vacancy (about February 1) and the time when replacement decisions are anticipated (about March 1). This input will be considered by the Succession Review Team — managers, the director of human resources, and instruction/curriculum personnel — as they make recommendations for promotion and movement of principals.

Promotion Decisions

As previously stated, a variety of personnel have interdependent roles and responsibilities in making promotion decisions in order to assure the equity, fairness, and transparency in the process. Once the submission date has passed for receipt of the Leadership Interest Forms (January 31 of each year), there will be a new cohort of candidates from which the administration and the Governing Board will make promotion decisions. At this point, the Succession Review Team will be assembled to screen all of the candidates once again. This review includes the data sheets from the Leadership Development Data Tracking System, credentials, qualifications, annual evaluations, and recommendations from both the immediate supervisor and the Parent Board of Service of the school. The director of human resources has the responsibility to assure that all recommendations are available. Each candidate will be discussed individually by this Succession Review Team, and this team will identify those candidates who have demonstrated a readiness to move to the final stage prior to a promotion recommendation. The final step in the process is an Oral Portfolio presented to a small team that replicates the representation on the Succession Review Team and a timed writing sample.

The Oral Portfolio will be delivered to the team within a 45 minute period. The content will include such aspects as an overview of their experiences in developing and implementing professional development; examples of their data driven decision-making work, including root cause analysis; a descriptive experience involving the teaching-learning processes and content; and how they have used the Espiritu Succession Plan to self-assess and guide their work. The process must include the integration of technology in the presentation. In addition, each candidate will discuss his or her level of expertise with specific instructional levels, demographics, and specific populations so that appropriate school matches are more evident.

The ability to communicate effectively both orally and in writing are critical skills a principal must possess. The timed writing sample is a preferred means to determine the writing skills of our candidates. The Succession Review Team will determine the topic for the writing sample. This team will also design a scoring rubric to include both writing skills and content germane to the position for

which the candidate is applying. The review teams will make recommendations “to promote” or “not yet ready to promote” to the Succession Review Team. That team will then make final recommendations for promotion and specific placement of personnel to the CEO/Servant Leader. In making these recommendations, the Succession Review Team will do its best to match candidate strengths to school needs. The CEO/Servant Leader will make the final decision regarding the candidates he/she wishes to forward to the School Governing Board.

The majority of these decisions will be made by February. However, because vacancies may emerge during the spring and summer, the Succession Review Team will meet monthly from February until schools open with all principals in place. With any process, there always remains a degree of subjectivity in the decision making. The aim is to remove as much of it as possible, while at the same time bringing equity, consistency, and transparency to the process. Once the Servant Leader has approved the promotions, the appropriate staff will meet personally with selected candidates to let them know of the proposed assignment. There may or may not be an alternative placement for a person who declines and the declination will not be held against the candidate in future promotion decisions. If the candidate accepts, he/she will sign a consent form, which will allow the name to be passed on to the Governing Board. If for some reason the candidate turns down the promotion offer, the manager will communicate that to the Succession Review Team at one of its monthly spring meetings. The executive officer will also be responsible for identifying alternative recommendations for the proposed assignment should the CEO/Servant Leader so desire.

Feedback

Part of the equity, consistency, and transparency philosophy is the ability to provide constant feedback throughout the promotion process to those who seek leadership positions. As the process of developing potential leaders begins; the degree of feedback increases considerably. Candidates receive feedback through the 360 degree feedback forms. They also receive feedback from their immediate supervisors on both their instructional as well as their non-instructional needs. They receive additional written feedback from their team leaders who are responsible for completing the confidential Feedback Form.
As the promotion process continues, those candidates who have been chosen to move beyond the paper readiness stage will be notified. A conference will be conducted with all who did not move on to the next stage to inform them and provide feedback for future consideration. The potential leader’s immediate supervisor is responsible for conducting this interview based on a conversation with the appropriate executive officer.

Transitions/Timeline

One of the most serious issues faced is the difficulty in providing sufficient time for an effective transition of leadership. Methods must be identified for moving the timeline backward so that decisions are made much earlier than June of a school year.

At minimum, a three-month window for successful transitions to take place would be adequate. The intent is, if retirement is known far enough in advance and if practical, to move the potential candidate to that school for a full year’s transition with the outgoing principal. This will require business to be conducted differently.

First, encouragement will need to be given to employees who have the intention of retirement to inform earlier than in the past. Notification should be received no later than February 1 for the subsequent school year. Cooperation can be obtained if thorough explanations concerning promotion decisions are conducted, however; there will be a reliance on the good will of current principals in this regard, and there is the belief that they will cooperate fully with this request for the good of their schools and their children if a positive, supportive, healthy culture is in place.

Communication

The District will use the same vehicles and media mentioned earlier in the plan, for communicating the promotion efforts. (See section B - Identification)

E. Movement

Overarching Philosophy

It is also important that decisions regarding the transfer of principals must be connected to an overarching philosophy of succession planning. Espiritu's Governing Body and school administration believe that stability in its schools and its school communities is more important than regular movement of principals. Its schools should be viewed as a portfolio rather than separate entities because every transfer affects at least two school communities – the one from the sending school and the one from the receiving school. Often entire feeder systems are affected by movement of principals. If the transition period is to be taken seriously, the Governing Body and school administration will have to make thoughtful decisions much earlier with the advice and input from a variety of people, most importantly the affected principals and assistant principals. This is a practice that must be adopted.

Supportive Research

Research shows that change takes time, particularly if that change is to be sustained. Moving a leader in the middle of a change effort, for the most part, takes the school backward rather than forward. Some educators suggest that it is not the leaders who let their schools down; it is the system in which they lead. Systems must pay attention to sustainable leadership if change itself is to be sustained. Sustainable leadership is a shared responsibility that does not deplete resources and that cares for the surrounding community. They also suggest that leadership succession is the last challenge of leadership, since one is planning for one's own obsolescence. Research such as *Bodilly, S., Keltner, B., Purnell, S., Reichardt, R., & Schuyler, G. (1998). Lessons from New American Schools' Scale-up phase (MR-942.0-NAS). Santa Monica, CA: The Rand Corp* and *Boyd, V. & McGree, K. (1995). Leading change from the classroom: Teachers as leaders. Issues ... about Change, 4 (4). Austin, TX: Southwest Educational Development Laboratory*, support our strategies and its effectiveness.

Movement Decisions

As described in a previous section, a variety of people have interdependent roles and responsibilities in making decisions on the movement of principals and assistant principals. The managers will have the primary role in forwarding the names of principals they believe should be moved to the Succession Review Team. If it is an assistant principal who is to be moved, the manager will

collaborate with the principal in forwarding that recommendation. It is critical that principals play a major role in determining who will be on their Leadership Team since it is the responsibility of the total team to lead the focus on teaching and learning in the school. In both instances, the affected persons will have had multiple conversations with their immediate supervisors long before this occurs. The Succession Review Team will be the same team that makes promotion recommendations since they are matching all qualified candidates with schools. Both promotion and movement will be considered together so that decisions can be made that strengthen the whole system.

There are many factors that go into decisions as attempts are made to match leaders with schools. Certainly, the demographics of each school are considered. Most importantly, however, are the test data that show trends in student performance in subject areas and among specific subgroups of students.

Choices

Although the CEO/Servant Leader will make the final decision, a person being moved should also have input on that movement decision. Essentially, the candidate may still be moved, but their appeal will be heard. Where appropriate, an alternative placement will be offered. This is why it is so important that the conversations between the person being moved and his/her immediate supervisor begin early. If the person being recommended for movement wishes to decline the transfer, we want to have in place a method to deal with such requests. A mechanism should be in place whereby an individual can request a transfer, once again in a “no-fault” manner. The Governing Body and school administration is committed to accepting such self-initiated transfer requests in order to help keep our leaders motivated and energized.

Timeline

Similar to the manner in which the Governing Body and school administration has chosen to promote individuals to the level of principal, it is desired to move up the timeline for the movement of principals as well. Moving up this timeline creates other possible issues (e.g., “lame duck” status), but in the final analysis, multiple benefits of successful transitions far exceed the problems created by early announcements. Accordingly, final decisions on the promotion and movement of principals will be made no later than March 1 of each year, thereby allowing for effective transitions to new positions.

Incentives for Challenging Assignments

There is a need to provide incentives in order for skilled leaders to be willing to assume positions at our most challenging schools. For the school that our system has in Restructuring Planning as a result of *No Child Left Behind*, school administration plans to take advantage of the statewide Distinguished Principals’ Program resulting from House Bill 995. This program provides a healthy financial incentive for distinguished principals to assume the responsibility of principal of schools in this improvement status.

There a number of other challenging schools in the district that are not in this improvement status yet, but for which outstanding principals are needed. A way must be found through local funds to provide incentives for Espiritu’s best and brightest to want to lead these schools.

Communication

The movement of principals may be the most challenging part of this communication plan because of the raw emotion that such movement creates. Whenever a principal is to be moved to a new assignment, the following steps will be taken:

- Immediately upon the announcement of the transfer of the principal, the executive officer will attend a special staff meeting at both the school losing the principal and the school receiving the principal to describe the process for making the decision. Parent Board members will be invited to this meeting.

- Assurances will be provided that the transfer was planned in a thoughtful manner and that both schools will receive much attention to make certain that the transition goes smoothly.

- The transition will include a comprehensive checklist of topics that need to be discussed by the departing and the arriving principals. This checklist will be shared with the executive officer, and there will be another checklist of topics that need to be discussed between the executive officer and the two principals. These checklists will be consistent district wide, but there will be open-ended questions as well to allow for individual circumstances.

F. Retention

Satisfaction/Needs Assessment

One common theme from principals is that they want and need to be more involved in the placement of personnel in their schools. This is a job satisfaction issue that deserves attention. Therefore, as mentioned under "Movement Decisions," the Governing Body intends to include principals in discussions about the selection, placement, and movement of these critical Leadership Team members. In addition, the principals' voices in the process will be key in encouraging potential leaders coming up the pipeline.

In order to ascertain what would help retain potential, aspiring, and current leaders, a Leadership Satisfaction/Needs Assessment instrument has been developed and would be completed anonymously. This instrument will be distributed in July of each year to all current leaders as well as those who have been identified as potential or aspiring leaders. It will help prioritize retention efforts, since resources are not abundant to do everything desired in this regard. Results of this needs assessment will be utilized as we develop our funding requests to the county council for the following school year.

Career Counseling and Support

It is important that Espiritu provide effective career counseling and support for the potential and aspiring leaders as well as the assistant principals and principals. Veteran principals tend to find their own support systems the longer they are in the position.

Principals are the first line of support for potential or aspiring leaders as well as assistant principals assigned to their staff. They should be facilitating career counseling for these personnel and

providing the kinds of experiences that will make them well-rounded leaders. The director of human resources and managers are also expected to provide counseling support as appropriate to these potential leaders. Each of these positions (principals, director of human resources, and managers) will have a component as part of their annual evaluations that speaks to how well they provide this support. Managers are also directly responsible for providing career guidance and counseling to principals. When a principal is new, the manager will spend considerably more time in that building than in those where there are successful principals. Since managers are not always available, and because the very nature of the reporting relationship may make a principal more reluctant to be totally candid with his/her supervisor, each first year principal will be assigned a mentor. This mentor will be responsible for meeting at least weekly with the new principal to discuss anything that the new principal wishes plus items on an established timeline-based agenda of needs. The mentors will be recently retired principals.

Incentives

An attractive incentive package will encourage potential leaders to consider a leadership track and at the same time remain in the leadership position. The Governing Body may consider implementing compensation for principals commensurate with their responsibilities, in the near future. Since principals in the district are compensated slightly higher than veteran classroom teachers, it is a struggle to find capable and qualified candidates for these positions. A onetime salary increase may be considered.

Communication

This succession planning document has communication woven throughout its pages because it is an important part of the transparency the Governing Body is trying to build into the new model.