Victory High School

Renewal Application

Business Plan

Business Plan – Succession Plan **Pages 2-4**

Business Plan – Succession Plan

III. Succession Plan:

A. Victory High School Governing Board will adopt the following recommended process for replacing the officers, or board in the event of retirement, resignation, or other circumstances

Victory High School succession plan is as follows:

- Recruit new board member who have expertise and knowledge similar to the board member they will replace through community networking, newspaper advertisements, and flyers placed in community buildings.
- New board members contribute expertise and experience to strategic planning
- Sitting or presiding board members mentor new board members.

B. A succession plan for Victory High School instructional leadership team.

1. **Development of a clear career choice at the school**
   - Mentoring and coaching teachers as they complete 3 year tenure
   - Review skills as evidenced by one: one meetings and annual review
   - Provide leadership training skills
   - Promote to master teacher level
   - Obtain administration certification
   - Assign assistant principal duties
2. **Creation or refinement of incentive plan**
   - Provide flex time when teachers are required to work beyond contract schedule
   - Performance Rating
     - Attendance
     - Professionalism
     - Meeting expectations involving planning, teaching, and communication skills
     - Student achievement
3. **Ongoing professional development**

   Review Arizona Department of Education Event Calendar for training opportunities
   Tentative Job Embedded Professional Development Plan

Month	**Professional Development Plan**
August	Setting Classroom Expectations Introduction to Special Education and Confidentiality Training AIMS Annual Pretest Workshop Classroom Management Strategies
September	Reviewing IEP Goals Reviewing Data for Interventions English Language Learner Strategies Differentiated Instruction
October	Completing IEP Progress Report How to Develop Relationships with Parents and Families Parent Conference Process

	Discipline Initiative Institute
November	Training based teacher needs
December	Training based teacher needs
January	Classroom Management Strategies Spring Pre-Test Workshop Principal Institute
February	Test Taking Strategies
March	Reading and Writing Assessment Strategies Setting a Test Environment Test Taking Accommodations
April	Math and Science Assessment Strategies
May	End of the Year Reports
June	Curriculum Mapping Classroom Management Meaningful Homework Response to Intervention Standards Based Lesson Plans

4. **High standards for hiring highly qualified personnel**

Demonstration of Subject Matter Competency Secondary Teacher (grades 7-12 single subject):

- High level of competence for a secondary teacher in the subject matter s/he teaches is determined by:
- Passing the AEPA Subject Knowledge exam in the core academic content area s/he is assigned to teach; or
- Completing an academic major or graduate degree in the core academic content area s/he is assigned to teach; or
- Completing 24 credit hours in the core academic content area s/he is assigned to teach; or
- National Board Certification in the core academic content area s/he is assigned to teach (generalist certificates are not acceptable).

Individuals that teach Academic Subjects must be Highly Qualified.

Core Academic Subjects:

- The term core academic subjects means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography (Section 9101(11). Arizona has defined the arts as music and visual arts.

Highly Qualified Teacher:

Highly qualified" means that the teacher:

- Has obtained full State certification as a teacher and does not have certification requirements waived on an emergency teaching certificate; and
- Holds a minimum of a bachelor's degree; and
- Has demonstrated subject-matter competency in each of the academic subjects in which the teacher teaches, in a manner determined by the State and in compliance with Section 9101(23) of the ESEA.

Highly Qualified Charter School Teacher:

"Highly qualified" charter school teacher means that the teacher:

- Holds a minimum of a bachelor's degree; and

- Has demonstrated subject-matter competency in each of the academic subjects in which the teacher teaches, in a manner determined by the State and in compliance with Section 9101 (230 of the ESEA.

Charter school special education teachers must be certified and "highly qualified".

5. **Appropriate resources to bring in new personnel**

Partnering with Teach For America:

- Teach For America is the national corps of top college graduates of all academic majors who commit to teach for least two years in urban and rural public schools and become lifelong leaders in the effort to expand educational opportunity. Teach For America's Phoenix region has played a significant role in Arizona education reform for the past 15 years. In that time, nearly 1, 299 Teach For America teachers, called corps members, have taught throughout Phoenix's school districts, changing the life prospects of thousands of local students. In 2010, nearly 350 corps members are directly impacting the lives of more than 20,000 students in the Valley in 13 public districts, 10 charter schools, and 6 ECE sites.

Attend Job Fairs

- Arizona State University
- Rio Salado Teacher Certification Program

Post openings on:

- Arizona Department of Education Web Site
- Jobbing.com

Industry referrals