



Goal 3 Update: Onboarding & Leadership Pipeline

Belton ISD Board of Trustees
Board Workshop
May 12, 2025



Goal 3 KPM

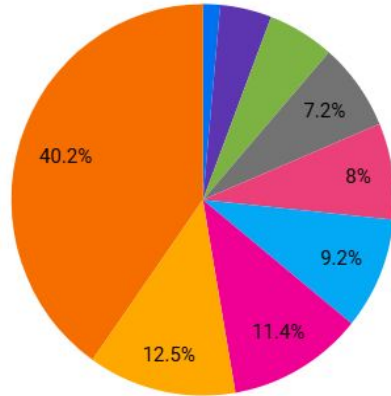
By June 2025, 100% of new employee onboarding plans will be formally assessed at 30, 60, & 90 days post hire and year end, with documented feedback used to identify and implement improvements.

Process

- Built on 2023-2024 KPM
- Focus Group
- Survey Created
- Survey started August 1
- Data shared with Leaders
- Feedback reviewed with Leadership Team & ideas created for improvement

Onboarding - All Staff

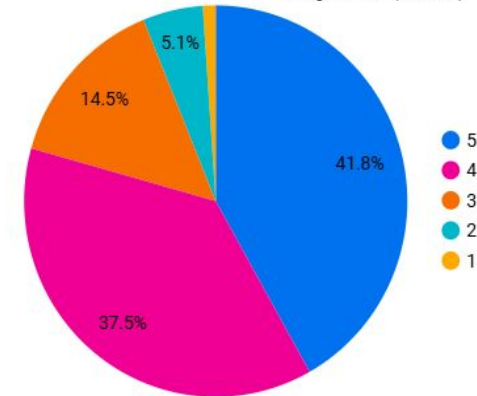
Employees by Position



- Administrator (Principal, Assistant Principal, Director, etc.)
- Administrator
- Non-Teaching Professional (Counselor, Nurse, Coordin...)
- Auxiliary (Custodian, School Nutrition, Security Officer,...)
- Auxiliary
- Non-Teaching Professional
- Clerical Paraprofessional
- Educational Aide
- Teacher

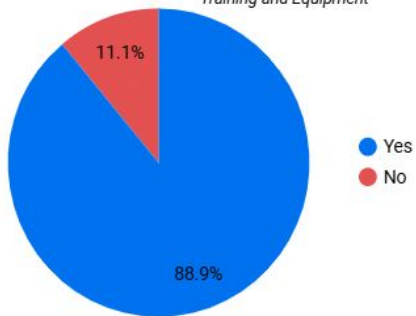
Overall Onboarding Experience

Rating from 1-5 (5 is best)



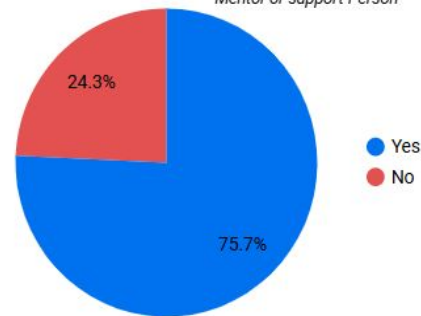
Resources Available

Training and Equipment

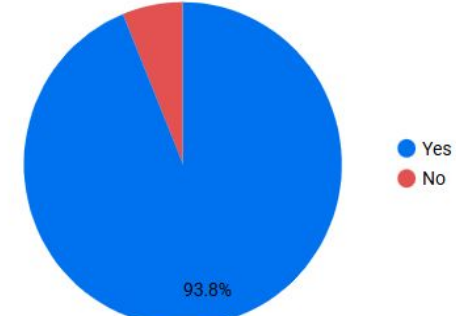


Have Support Person

Mentor or support Person

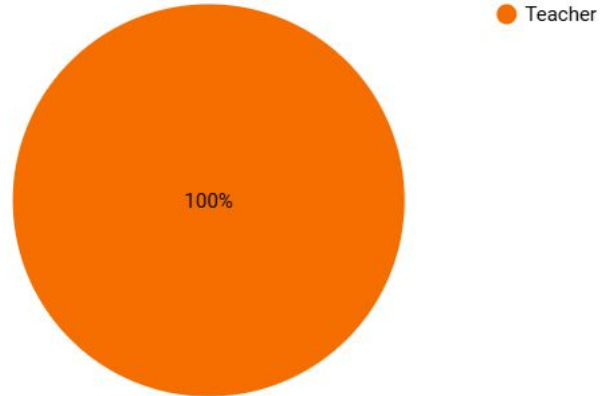


Employees Feel Valued



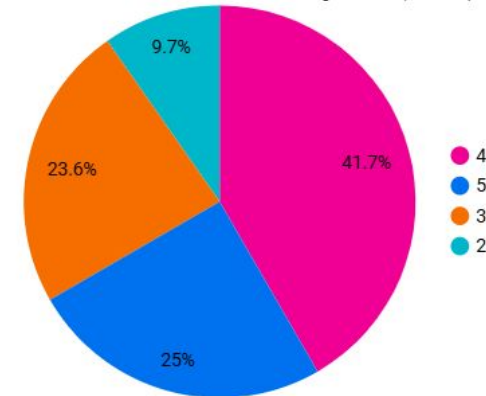
Onboarding Teachers - 30 Days

Employees by Position



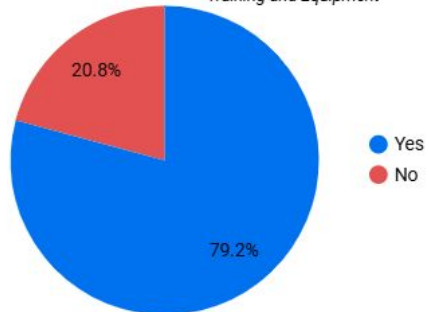
Overall Onboarding Experience

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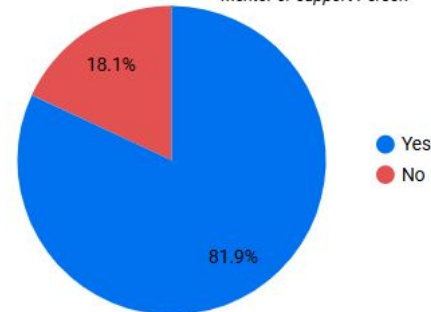
Resources Available

Training and Equipment

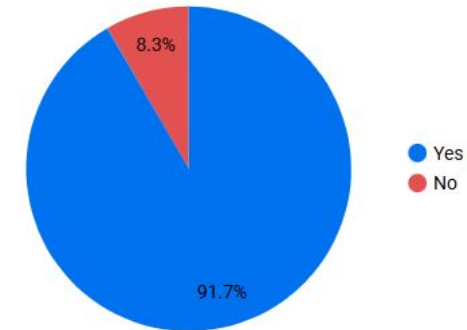


Have Support Person

Mentor or support Person

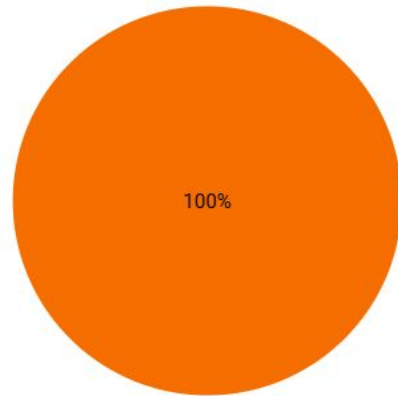


Employees Feel Valued



Onboarding Teachers - 60 Days

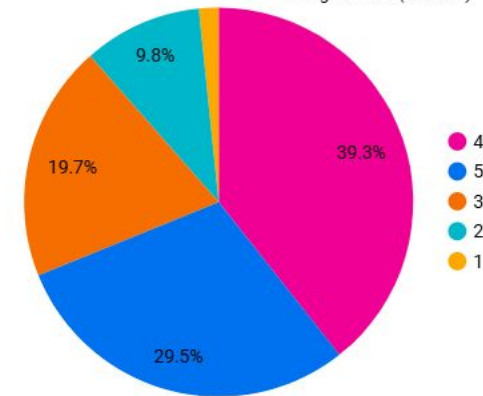
Employees by Position



Teacher

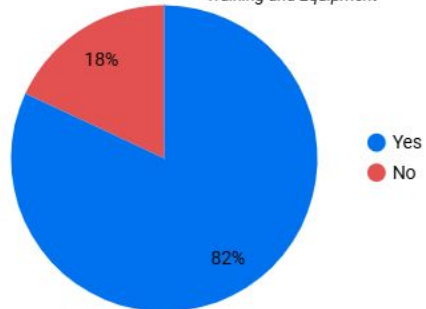
Overall Onboarding Experience

Rating from 1-5 (5 is best)



Resources Available

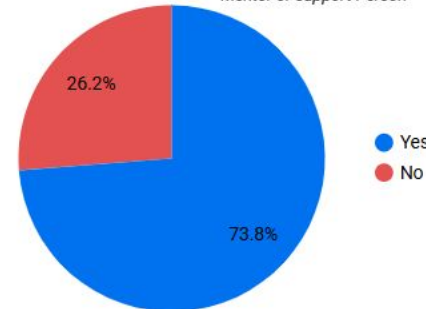
Training and Equipment



Yes
No

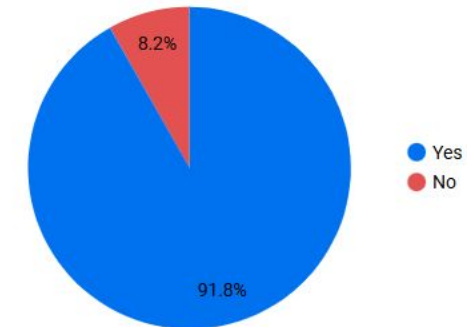
Have Support Person

Mentor or support Person



Yes
No

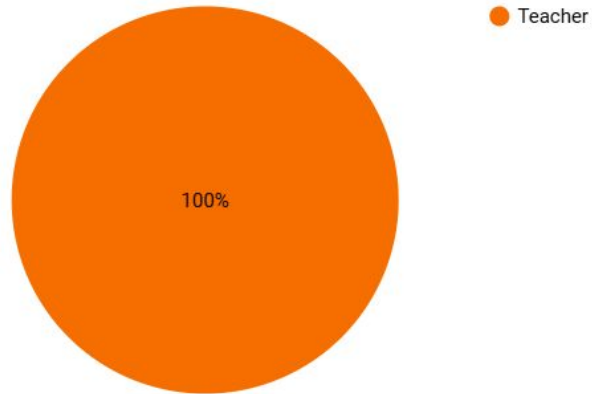
Employees Feel Valued



Yes
No

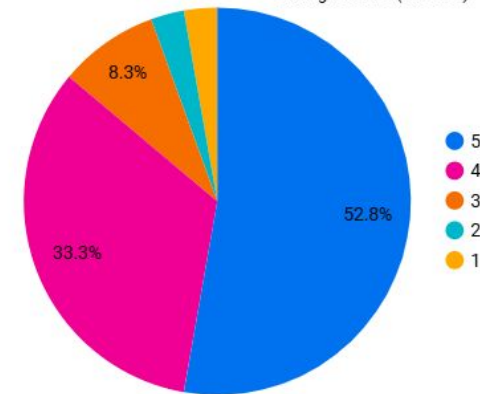
Onboarding Teachers - 90 Days

Employees by Position



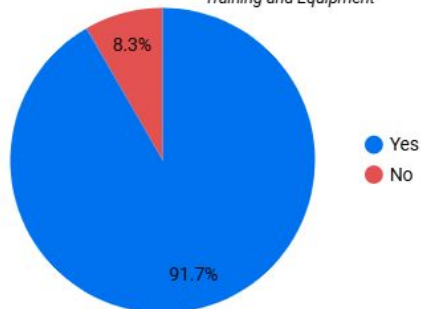
Overall Onboarding Experience

Rating from 1-5 (5 is best)



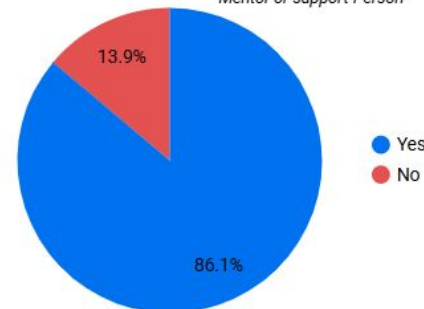
Resources Available

Training and Equipment

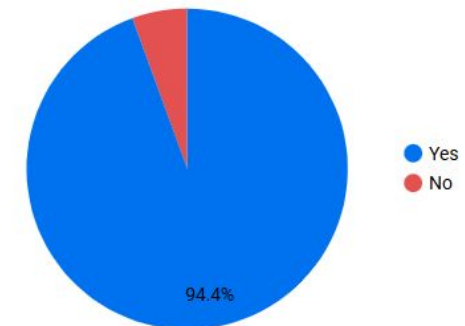


Have Support Person

Mentor or support Person

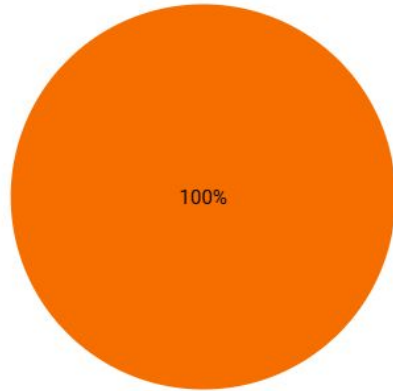


Employees Feel Valued



Onboarding Teachers - Year End

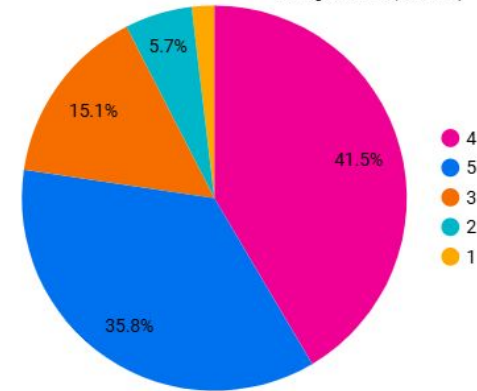
Employees by Position



Teacher

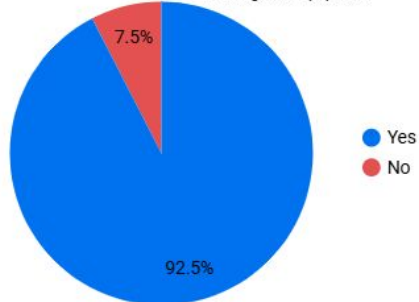
Overall Onboarding Experience

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Resources Available

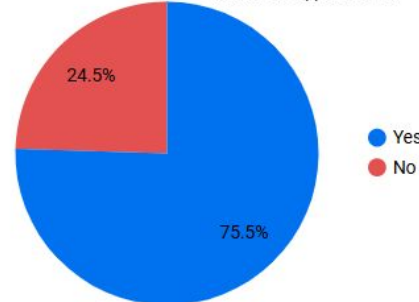
Training and Equipment



Yes
No

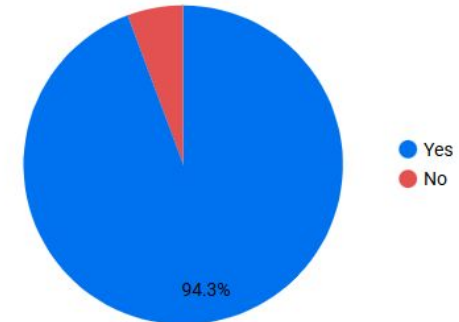
Have Support Person

Mentor or support Person



Yes
No

Employees Feel Valued



Yes
No

Onboarding - Feedback

- Information overload
- Overwhelmed by number of new hire events
- Training needed on Skyward
- Repetitive Information shared across new hire session
- More training on programs
- More planning time in classroom and with other teachers

Onboarding - Example



OnBoarding

New Teacher/Paraprofessional

Prior to Start of School

- ☐ Ensure with district level departments that all Southwest staff are entered and registered for any pertinent programs and apps
- ☐ Ensure staff have appropriate technology
- ☐ Ensure staff know start date, location, attire, hours
- ☐ Ensure staff know where to park and enter the building
- ☐ Ensure staff have Admin phone numbers and contact information
- ☐ Employee creates needs list to give to Admin
- ☐ For teachers: [Onboarding Info](#)

The First Day- PL

- ☐ Meet Mentors (if applicable)
- ☐ Give new staff Southwest/BISD t-shirts
- ☐ Ensure staff have keys and know door procedures and clock in/out procedures
- ☐ Introduce new staff to other new staff & front office staff- give them a [chart](#) of who to go to for what
- ☐ Orient staff to building and provide a map
- ☐ Meet to discuss initial expectations and answer questions

The First Day- with students

- ☐ Check in first thing in AM
- ☐ Provide frequent check ins throughout the day
- ☐ Ensure they know how to take attendance
- ☐ Ensure they have lesson plans and materials- get them help if needed
- ☐ Review dismissal/transportation and ensure they know how all students get home

The First Week

- ☐ Admin will check in with new staff at least one time that week in person to discuss needs
- ☐ Emergency sub plan help

The First 30 Days

- ☐ Weekly check ins with new staff in person or via email or text from Admin, IC, office staff
- ☐ Walk throughs/observations for feedback and praise
- ☐ Peer coaching or observations in a job alike role
- ☐ Encouraging notes, emails, shout outs

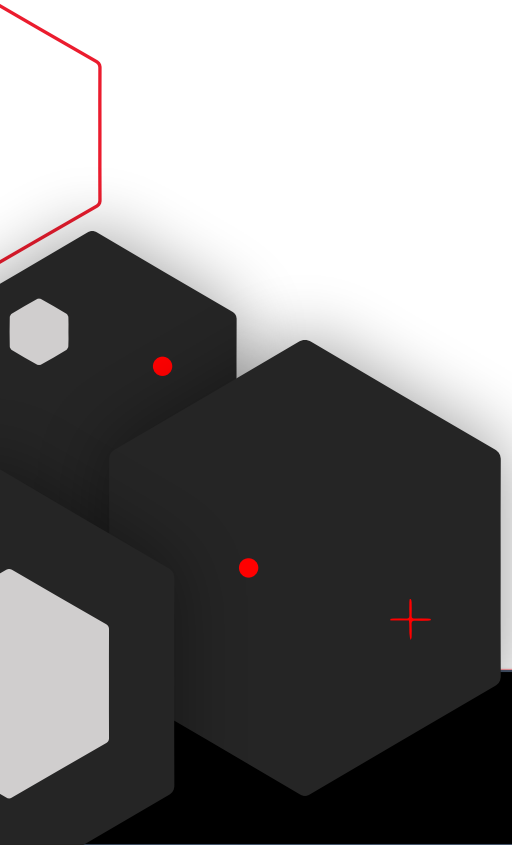
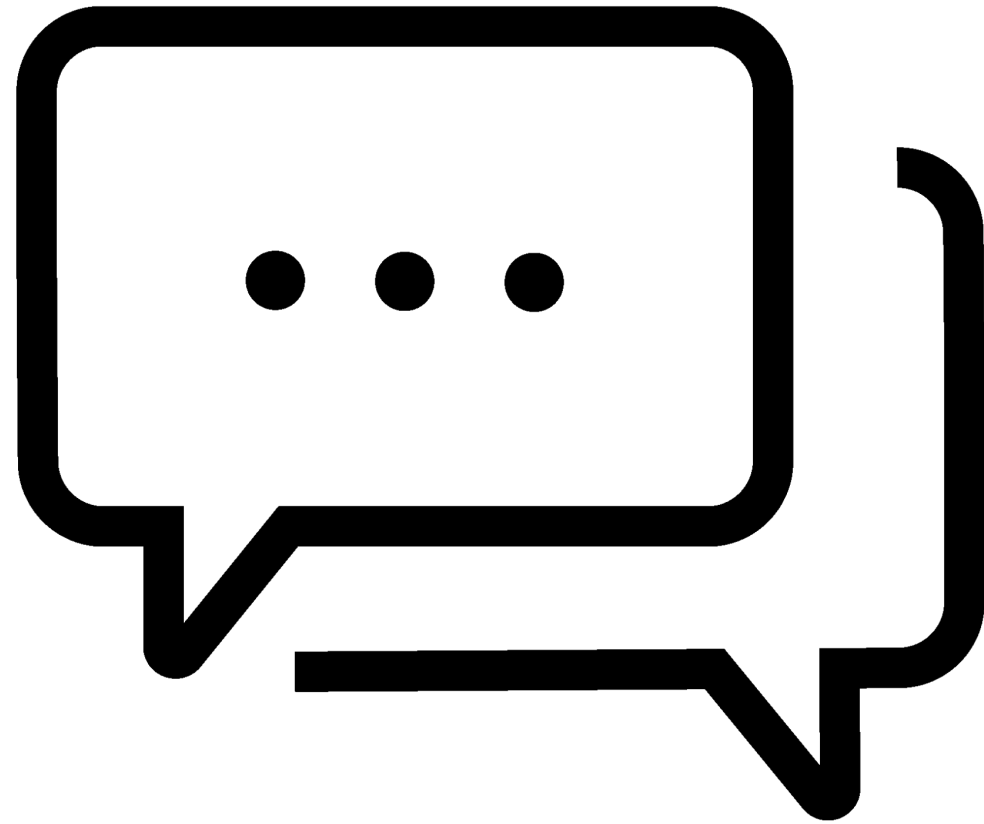
- ☐ Help with goal setting and documentation towards goals in T-TESS or Forms
- ☐ IC checks in for lesson plans, resources, materials
- ☐ Mento checks in for tracking and submitting grades
- ☐ Provide help for positive parent contact

The Next 60 Days

- ☐ All support personnel (library, office staff, technologist) will check in with employee in person to assess needs.
- ☐ Admin schedules a conference to check in and support questions and needs
- ☐ IC observation and feedback
- ☐ Walkthrough by admin and feedback
- ☐ Peer observation if needed
- ☐ Survey- What do you need me to continue, stop and start doing to help you?

The End of the First Year

- ☐ Create and send an end of year survey for onboarding improvement
- ☐ Meet to reflect on future needs and goals
- ☐ Encourage a restful summer and consider PL needs
- ☐ Ensure they know how to pack up and clear for the summer





Leadership Pipeline



The Team



Dr. Malinda Golden
Superintendent



Todd Schiller
Assistant Superintendent of
Human Resources



Denise Sharp
Executive Director of
School Leadership

BELTON ISD

BELTON ISD

VISION

Empower
their dreams

GOALS

1 Strengthen
student achievement

2 Ensure
and maintain a safe
and healthy environment

3 Attract
employment opportunities

4 Develop
and maintain a strong
economy

5 Maximize
priorities

VALUES & BELIEFS

EACH AND EVERY

We believe each and every student deserves exceptional experiences according to their unique needs and passions.

INNOVATION

We believe in igniting and supporting innovative thinking and problem solving in our students and staff.

CONTINUOUS IMPROVEMENT

We believe a mindset of continuous improvement should be modeled by our staff and cultivated in classrooms.

COMMUNITY ENGAGEMENT

We believe that the learning experiences of our students are enhanced through the engagement of our community.

LEARNING SPACE

We believe well designed and maintained facilities positively impact student learning and staff efficacy.

ENGAGED WORKFORCE

We believe a thriving staff will be able to create exceptional learning experiences for each and every student.

INSPIRING INSTRUCTION

We believe instructional design can empower students and ignite a passion for learning.

Inspiring Dreams. Empowering Futures.

Our why

- Foundation existed
- Support from Principal Coaches
- Investment in learning for campus leaders
- External hiring was the norm
- Developing Onboarding Plans

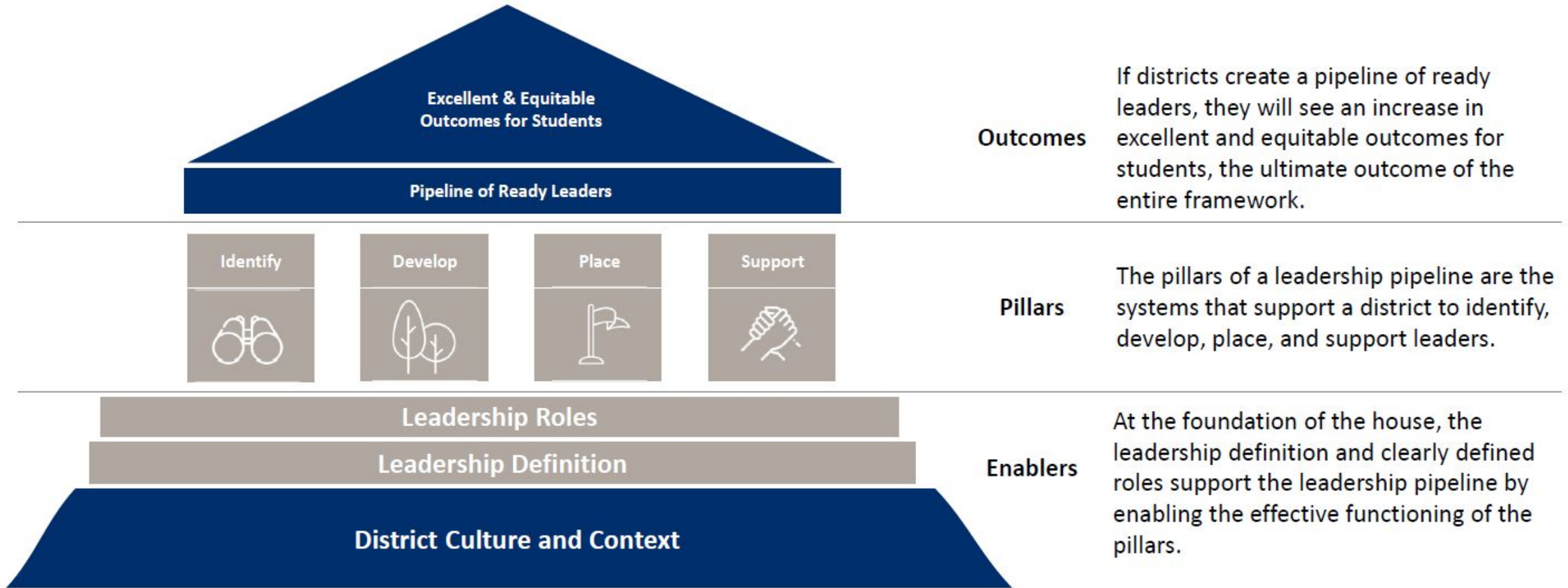
Problem of Practice

Belton ISD lacked a structure to systematically invest in and grow our Assistant Principals into ready leaders.

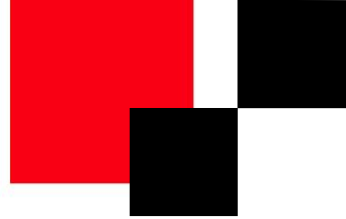
- Lack of clarity for Principal responsibilities
- Principals serving as lead APs
- Onboarding exposed lack of readiness for the Principalship for newly hired Principals
- All of the development for APs was centered around the 10% classroom work



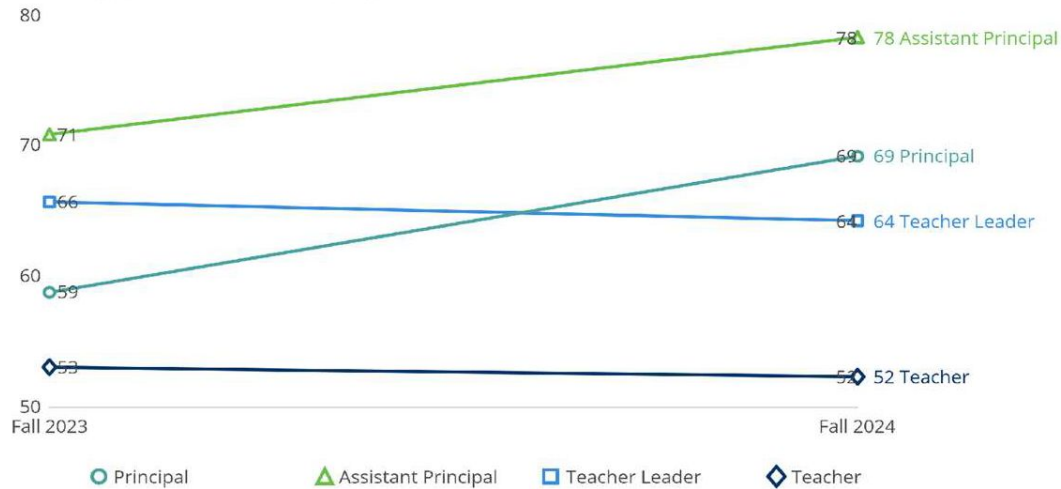
Talent Framework



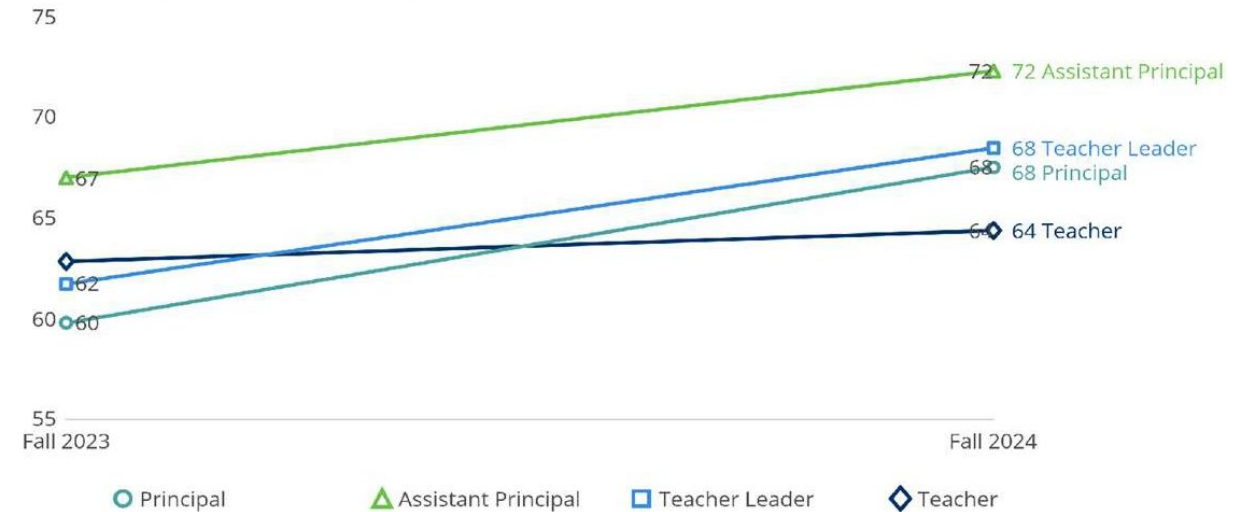
District Talent Assessments



Identify Pillar from Fall '23 to Fall '24

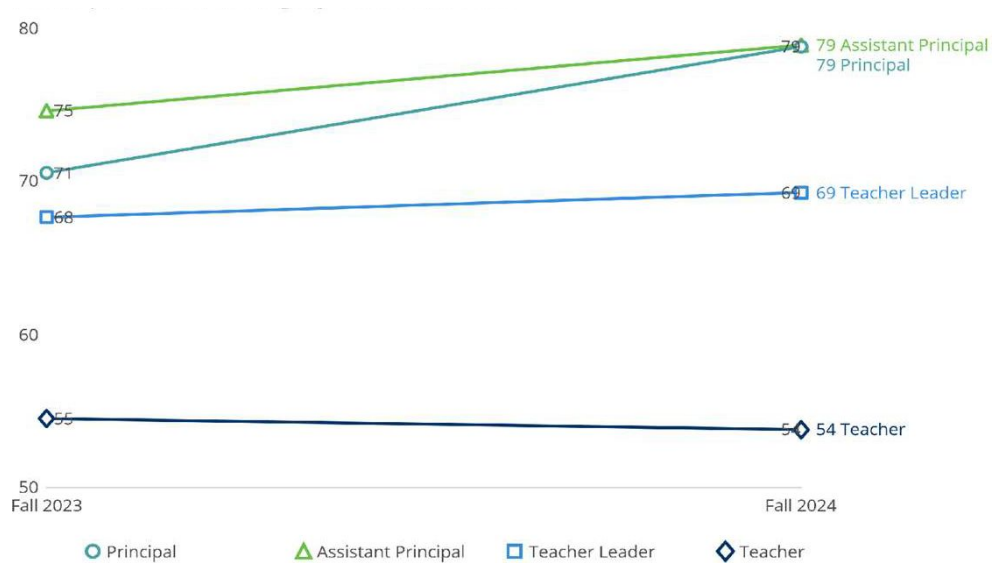


Develop Pillar from Fall '23 to Fall '24

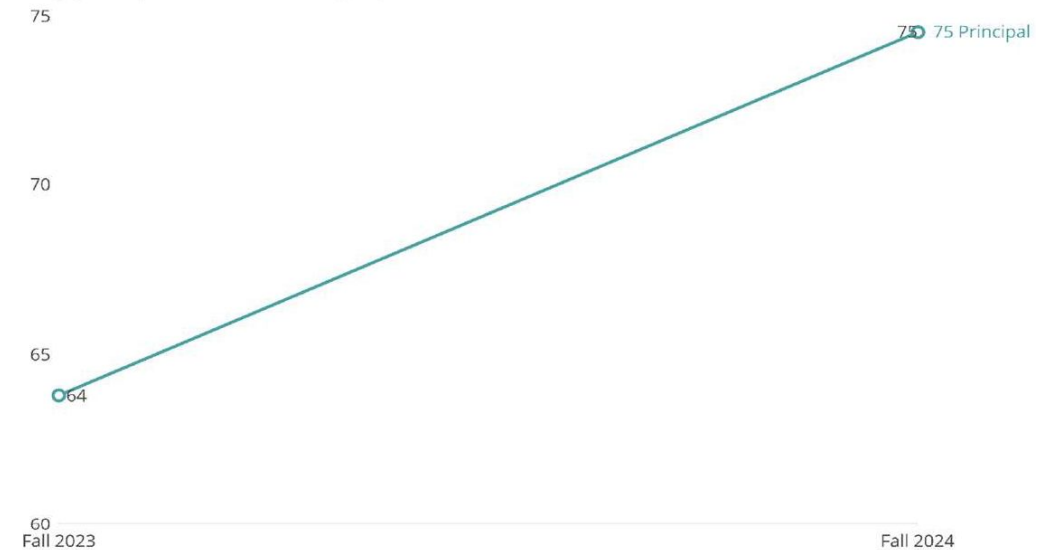


District Talent Assessments

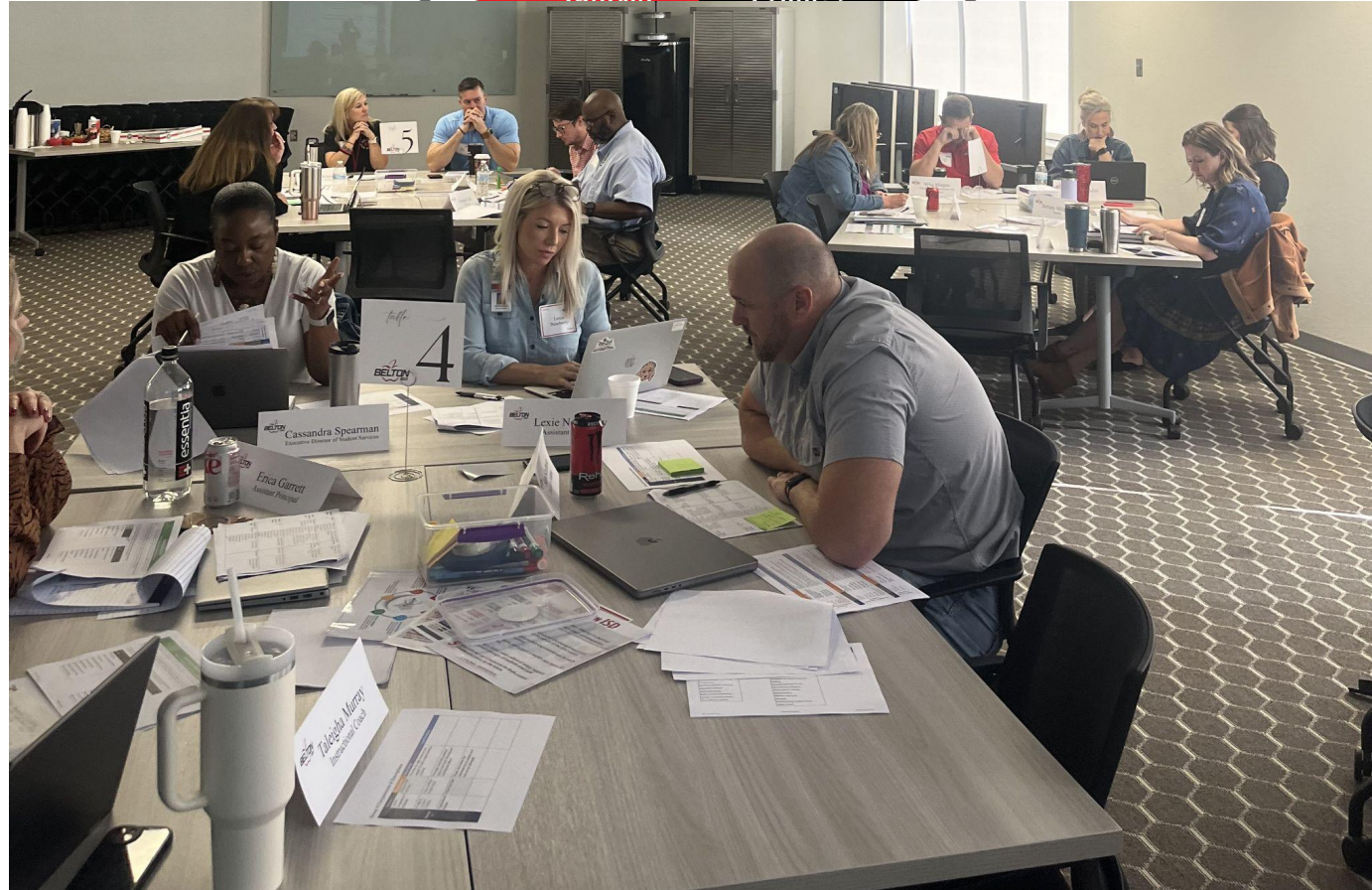
Place Pillar from fall '23 to fall '24



Support Pillar from Fall '23 to Fall '24



Leadership Definition



Leadership Definition

Category	Competency	Description
Build Culture	Communicate for impact	Actively listens and strategically articulates thoughts and ideas effectively using multiple modes of communication.
	Cultivate relationships	Develops a culture of value, support and growth amongst stakeholders.
	Model empathy	Demonstrates sensitivity, respect, and understanding towards others' feelings and experiences.
Empower People	Promote growth	Embraces opportunities for learning in pursuit of better results for <i>each and every</i> .
	Focus on what matters most	Prioritizes work that positively impacts student success.
	Create synergy	Promotes the mindset that we can achieve more collectively than we can individually.
Pursue Excellence	Model continuous improvement	Engages in reflection, refinement, and implementation of systems and processes.
	Inspire innovation	Ignites creativity, forward thinking, and a proactive approach to exploring new ideas.
	Manage change	Adapts actions to support others while implementing change to achieve sustainable improvement.

School leader level profile

Purpose: Alignment of our leadership definition to the role of principal.

Process

Intentional conversations regarding existing initiatives to develop the principal profile

Impact of Use

Goal Setting
Professional Learning
Hiring
Principal Coaching

Implications

Clarified expectations and provided a common language for leaders

Belton ISD School Leader Level Profile (Principal)

Category | Build Culture

School Leader Level Profile

**Ready Leader Criteria Competency*

Competency	Description <i>All Levels</i>	School Leader Level <i>Skills</i>	School Leader Level <i>Look-fors</i>
Communicate for impact*	Actively listens and strategically articulates thoughts and ideas effectively using multiple modes of communication.	<input type="checkbox"/> Communicates clearly with individuals and groups	<input type="checkbox"/> Utilizes active listening techniques like advocacy & inquiry questions for understanding. <input type="checkbox"/> Provides clear and concise instructions, feedback, or information, avoiding jargon or ambiguity. <input type="checkbox"/> Uses visual aids or presentations as needed for clarity on complex topics.
		<input type="checkbox"/> Communicates through layers of the organization and through various channels/modalities	<input type="checkbox"/> Adapts communication style and content based on audience understanding and roles and needs. <input type="checkbox"/> Engages in regular communication across teams and/or stakeholders, fostering collaboration. <input type="checkbox"/> Uses multiple channels like emails, meetings, and digital platforms to communicate information effectively.
		<input type="checkbox"/> Employs an adaptive mindset and strategies to listen and gather input	<input type="checkbox"/> Actively gathers feedback from individuals, teams, and community via surveys, focus groups, or one-on-one meetings. <input type="checkbox"/> Shows empathy and openness in conversations, fostering a safe environment for sharing thoughts and ideas. <input type="checkbox"/> Establishes feedback loops for continuous improvement based on input and suggestions.
Cultivate relationships	Develops a culture of value, support and growth amongst stakeholders.	<input type="checkbox"/> Engages with teachers, staff, students, and parents to foster open communication and build rapport.	<input type="checkbox"/> Initiates regular check-ins with members of the school community to understand their needs, gather feedback, and strengthen collaborative partnerships. <input type="checkbox"/> Participates in school events, activities, and meetings to interact with students, staff, and families, building rapport and understanding.
		<input type="checkbox"/> Recognizes and celebrates the contributions and achievements of individuals and teams	<input type="checkbox"/> Acknowledges and recognize individuals and teams for their accomplishments, efforts, and positive impact on the school community.
		<input type="checkbox"/> Connects and cultivates relationships with members within and outside the school community to promote collaboration and establish partnerships.	<input type="checkbox"/> Facilitates collaborative initiatives and projects that involve cross-functional teams, promoting teamwork, trust, and collaboration. <input type="checkbox"/> Develops partnerships with local businesses, organizations, and community groups to enhance school offerings in alignment with the needs of students and staff.
Model empathy	Demonstrates sensitivity, concern and respect towards others' feelings and experiences.	<input type="checkbox"/> Draws upon experience and emotional intelligence required to meet the stress/needs of and adapt to a variety of scenarios and stakeholders.	<input type="checkbox"/> Seeks out to understand the concerns and perspectives of others fostering empathy and inclusivity. <input type="checkbox"/> Engages in self-care practices and stress-management techniques to maintain mental and emotional well-being, setting a positive example for others. <input type="checkbox"/> Responds with resolve and compassion to unforeseen challenges, changes in policies, or shifts in the school environment.

School level leader and Core Development

This is more than a document. It has transformed **how** we do our work.

Key Outcomes

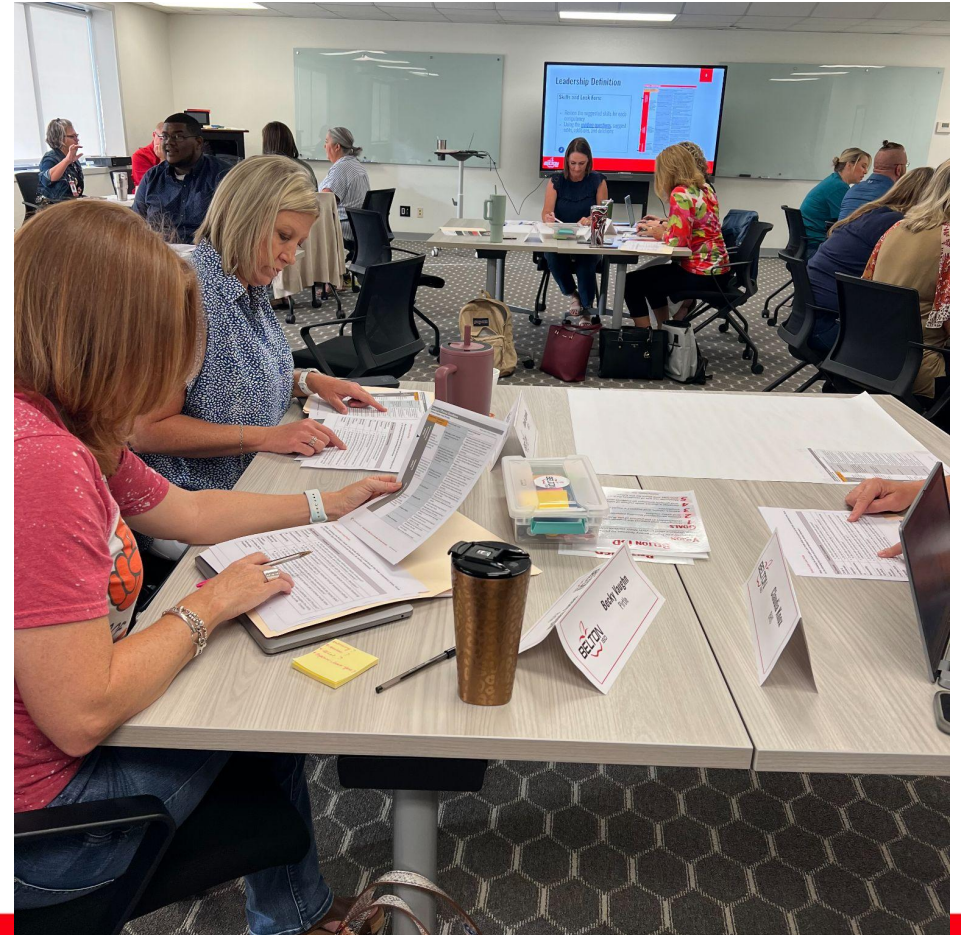
Increasing and deepening our ready leader pool.
Refined our hiring process and interview questions.

Lessons Learned

Have to have voice and buy-in from the principals.
Understanding the Why and Plan of action.

Aspiring Principal Academy

Intentional criteria used to develop our aspiring ready leaders.



Ready Leader Criteria

Belton ISD

Vacancy Planning Cycle:

[SCHOOL LEADER LEVEL] READY LEADER CRITERIA: Assessing the Readiness of Aspiring Leaders for Advancement

High-Potential Competencies	Has it	Needs it	Have they had these <u>experiences</u> ?	Have they demonstrated this bar of <u>competency</u> ?	Evidence. If determined as "Has It", list evidence to support competency.
MODEL CONTINUOUS IMPROVEMENT/PROMOTES GROWTH	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Led a content or grade level team for delivering school-wide results that are critical to the school's success. <input type="checkbox"/> Provides constructive coaching and feedback to foster development. <input type="checkbox"/> Collaborate with leadership team to align professional development offerings tailored to varied staff needs and school priorities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ability to manage a team towards improved outcomes for students <input type="checkbox"/> Creates a system to coach staff for self-assessment, performance, goals, and development in order to build capacity. <input type="checkbox"/> In collaboration with the principal, adapts professional development offerings based on emerging needs and changing school priorities. 	<input type="checkbox"/>
MANAGE CHANGE	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Led an important change effort or new initiative implementation <input type="checkbox"/> Has exposure to setting budget <input type="checkbox"/> Has participated in master schedule and calendar 	<ul style="list-style-type: none"> <input type="checkbox"/> Balances short and long-term thinking with present needs and pressure <input type="checkbox"/> Can set goals and milestones to help the team/organization move towards an ambitious vision 	<input type="checkbox"/>
FOCUS ON WHAT MATTERS MOST	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Has set a collaborative vision for something important <input type="checkbox"/> Has had a responsibility that requires balancing competing/varying priorities within the school or district 	<ul style="list-style-type: none"> <input type="checkbox"/> Ability to connect individual goals, initiatives, or teams with the broader vision of the school <input type="checkbox"/> Consistently anticipates the impact of individual decisions on the school and prioritizes the whole school over smaller units 	<input type="checkbox"/>
COMMUNICATE FOR IMPACT	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Has been responsible for consistent internal communication that teachers and staff rely on for information <input type="checkbox"/> Has managed large scale external communication (parents, community, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates clearly with individuals and groups <input type="checkbox"/> Ability to communicate through layers of the organization and through various channels/modalities <input type="checkbox"/> Has mindset and strategies to listen and gather input 	<input type="checkbox"/>
MODEL EMPATHY	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Has managed challenging 1:1 parental or community relationships <input type="checkbox"/> Has managed challenging 1:1 or team dynamics with teachers 	<ul style="list-style-type: none"> <input type="checkbox"/> Has the diverse experience and emotional intelligence required to meet the stress/needs of and adapt to a variety of scenarios and stakeholders 	<input type="checkbox"/>
CULTIVATE RELATIONSHIPS/CREATE SYNERGY	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Has experience with supervision, performance management, and staff recognition. <input type="checkbox"/> Has been responsible for the culture/engagement of a group 	<ul style="list-style-type: none"> <input type="checkbox"/> Ability to build strong relationships and bring out the best in others <input type="checkbox"/> Has skills to build a strong team culture and a track record of supporting other adults to work together to achieve results 	<input type="checkbox"/>
INSPIRE INNOVATION	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Encourage innovative thinking and problem solving with individuals and/or teams. 	<ul style="list-style-type: none"> <input type="checkbox"/> Facilitates conversations where innovative ideas are generated to solve problems. 	<input type="checkbox"/>

Timeline: Identifying and Developing Ready APs

Fall Timeline	
Date	Action Item
August 28	Complete Has It/Needs It for your AP. AP completes Has It/Needs It as a self assessment
Sept. 6	Goal setting conference aligned with Has it Needs it Form. Send completed, agreed upon Has It/Needs It form for each AP to EDCL
Sept. 11	VPC conducts talent talks to identify ready leaders (Ready Now, Ready in 6 Months, Ready in 1 Year)
Sept 13	EDCL and Principal design agenda with research based stretch responsibilities
Sept 20	Principal meets with AP. Shares stretch opportunity. AP opts in/out. If opt in, AP designs actions/tasks plans using template from A Manager's Guide handbook
Sept 27	AP presents their plan to the principal. Final revisions are made
Oct., Nov., Dec.	Biweekly check-in meetings for three months (Oct, Nov, Dec). Agenda created by AP with a focus on progress, growth, and development. Invite EDCL to attend 2 check-in meetings
Sept. 27	Dec. 6th - AP completes stretch opportunity
December 10	AP presents their stretch opportunity to peers, principal, VPC, and other district leaders. AP receives feedback on their presentation

Spring Timeline	
Date	Action Item
January 31	Complete updated Has It/Needs It form. Both principal and AP complete the form, collaborate and determine final rating and evidence for each category. Send final form to EDCL
February 7	Calibration with VPC to identify ready leaders
February 11	EDCL and Principal design agenda with research based stretch responsibilities
Feb. 17-20	Principal meets with AP. Shares stretch opportunity. AP opts in/out. If opt in, AP designs actions/tasks plans using template from A Manager's Guide handbook
Feb. 27	AP presents their plan to the principal. Final revisions are made
March–April	Biweekly check-in meetings for two months (March, April). Agenda created by AP with a focus on progress, growth, and development. Invite EDCL to attend 2 check-in meetings
Feb. 27 - May 9	AP completes stretch opportunity
May 13 (4:30PM-6:30PM)	AP presents their stretch opportunity to peers, principal, VPC, and other district leaders. AP receives feedback on their presentation

Challenges

- **Long term sustainability of the work**
 - How do we make this work and the systems live beyond the people who initially led the process?
 - How do we extend this work beyond Assistant Principal and Principal to impact our entire district?
- **Compliance vs. Growth**
 - How do we get buy-in by campus leaders to utilize the skills and look-fors as a guideline for self-assessment and growth beyond just checking a box?

Where are we going?

Long term goals:

- Develop job descriptions
- Evaluation system
- Extend profiles to other roles
- Launch Leadership website
- Sustain vacancy forecasting
- Deepen our stretch assignment bank
- Utilize challenge assignments for hiring
- Distribute the ownership of the work



