Component VI: Develop Equity-Centered Leaders

Component VI: SAISD is a destination district where all members of the SAISD *familia* cultivate their knowledge, skills, and abilities to provide exemplary, equity-centered leadership that is results-oriented with an unwavering belief in the ability of every child to achieve at high levels.		
Objective A: Redefine how staff view leadership to ensure that every employee in every department and school see themselves as leaders and have access to a comprehensive leadership development pathway with supportive mentoring and coaching.		
Activity	**Timeline**	**Outcomes**
1. Establish an Equity Advisory Council that consists of representatives from across SAISD, including students, families, community members, Teachers, paraprofessionals, administrators and institutions of higher education who are charged with systematically examining district practices and procedures to ensure they are in alignment with the values and beliefs of SAISD.	● Identify a core team to identify topics and stakeholders by October 2022. ● Conduct monthly meetings beginning in November 2022. ● Engage equity Advisory Council in the development of the SAISD equity-centered leadership *definition.*	District decisions are grounded in an equity-centered focus that is informed by a wide range of district and campus stakeholders and students, families, and community members. Equity decisions will inform policy, procedure, and practice.
2. Design and deliver a consistent message that introduces all staff to the SAISD vision of equity-centered leadership.	● Work with consultants to design a training module with scripts by April 2023. ● Conduct video recordings of the Superintendent and Board President by June 2023. ● Conduct training for all Central Office supervisors by July 2023. ● Support supervisors in personalizing the training for their staff by August 2023. ● Implement training modules by September 2023. ● Identify internal staff that can sustain the training beyond 2023.	Staff will gain awareness of the district's vision of leadership. Staff will understand the available leadership pathways and opportunities in their departments.
3. Develop an onboarding system for all new campus and central office leaders, focused on understanding Board goals, guardrails steeped in equity.	● Develop on-boarding process focused on understanding Board goals, guardrails and equity-focused mission by February 2023. ● Training implementation to begin March 2023.	SAISD leaders will be trained in the SAISD Board goals, guardrails and equity-focused mission.

4. Provide equity training for all supervisors to ensure that leadership is aligned to the district's equity-centered vision and mission that includes: ● Designing reflective, equity-focused professional development for SAISD leadership ● Designing a comprehensive, aligned equity-centered pipeline that translates our district's vision into reality ● Provide mentoring and training ● Engage in continuous and ongoing leadership development	● Use resources through the Teacher and School Leader Incentive Program grant (TSL) under the Equity-Centered Educator Pipeline Initiative (ECEPI) and the Wallace grant under the Equity-centered Principal Pipeline Initiative (ECPI) to focus on building equity-centered leaders by May 2023. ● Create a catalog of training for the school year 2023-2024. ● Publish the catalog by August 2023, and then annually by May of each school year.	Comprehensive, aligned principal pipelines improve student achievement. Staff will have a clear path to advancement and will be able to monitor their professional development pathway.
5. Produce media artifacts such as videos,, graphic, and guiding documents that capture the evolution of the equity-centered work in SAISD and publish on the district webpage.	● Contract with videographers through the Wallace grant by September 2022. ● Capture video from leadership events by December 2022. ● Review video by February 2023. ● Release video by March 2023.	Staff will receive a consistent message. Staff will gain awareness of the district's vision of leadership.
6. Ensure all supervisors have access to mentoring and coaching training.	● Contract with the Coaching University to conduct coaching training through the Summer and throughout the school year by May 2023. ● Create a handbook for mentoring by June 2023. ● Conduct mentor training by July 2023. ● Provide each Executive Team member a list of trained mentors and coaches on a quarterly basis, beginning October 2023.	Supervisors will implement a consistent mentoring and coaching model as outlined in the handbook. Staff will have access to a trained mentor and coach.
7. Support supervisors in developing leadership pathways for each role.	● Collaborate with Organizational Learning and HCM to create guidance documents and training for supervisors by March 2023. ● Work with supervisors to create leadership pathway training appropriate for their department by April 2023. ● Create professional development Choice Boards for each department by May 2023.	Staff will gain awareness of the district's vision of leadership. Staff will understand the available leadership pathways and opportunities in their departments. Leadership pipelines will improve succession planning in SAISD.

Activity	Timeline	Outcomes
	• Publish leadership pathway plans annually in May preceding the school year. • Conduct Performance Matters training for supervisors through the Summer and throughout the school year by June 2023. • Set an expectation that all staff register through Performance Matters so that each staff member will have a transcript of their learning by August 2023.	
8. Create a system to acknowledge achievements and skill acquisition through badging and micro credentialing.	• Use existing university partnerships with the University of Texas at Austin (UT Austin) and the University of Texas at San Antonio (UTSA) to develop and codify District badging and micro credentialing criteria by December 2023. • Create criteria for badges and micro credentials that will ensure coding of metadata for transportability under a university provider by May 2024. • Identify a repository to award and track badges and micro credentials earned by May 2025.	Diverse opportunities for staff to engage in continued professional learning that are codified into badges and micro credentials that can be tracked and acknowledged. Increase in the number of Teachers receiving a well articulated sequence of courses that lead to a university recognized badge or micro credential that complements the educator's degree and experience.
9. Create leadership pathway milestones that are recognized and acknowledged at an end-of-year ceremony.	• Coordinate date of ceremony by August 2023. • Publicize the date of the ceremony by January 2024. • Incorporate this into the new badging and micro-credentialing system and the new leadership pathway system by May 2025.	Staff will be recognized and acknowledged for their commitment to leadership development. Staff will have a clear path to advancement and will be able to monitor their professional development pathway.

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Objective B: Ensure a rigorous and evidence-based Principal and Assistant Principal development program aligned to the district's equity-centered mission and vision to ensure strong leadership teams in every school.		
Activity	**Timeline**	**Outcomes**

1. Create a comprehensive annual leadership development program specific for Principals and Assistant Principals that assists them in developing skills to improve teaching and learning for all students.	• Work with national leadership consultants to design curriculum by March 2023. • Share curriculum plans with Principals and Assistant Principals and solicit feedback by April 2023. • Publish school year 2023-2024 curriculum plan by May 2023. • Implement training modules by July 2023.	Systematic training will lead to coherence and consistency across the district to ensure a skilled leadership team is present in every school. Principals will be better prepared to lead for school improvement and improve teaching and learning. Strong, equity-centered leaders will ensure that student outcomes improve in alignment with Board goals.
2. Leverage support provided through the Wallace grant under the Equity-centered Principal Pipeline Initiative (ECPI) to focus on building equity-centered Principals and Assistant Principals, which includes the following: • Community engagement (National Urban League) • School board engagement (Council of the Great City Schools) • Review of alignment of current district leadership policies and practices with the definition developed by our district (The Leadership Academy and Bank Street College of Education) • Learning community meetings (Learning Forward) • University partner coaches (University of Denver and University of Illinois at Chicago).	• Use consultants provided through the Teacher and School Leader Incentive Program grant (TSL) under the Equity-Centered Educator Pipeline Initiative (ECEPI) and the Wallace grant under the Equity-centered Principal Pipeline Initiative (ECPI) to focus on building equity-centered leaders by May 2023. • Create similar support for non educator staff members by August 2023.	Comprehensive, aligned principal pipelines improve student achievement. All staff will have a clear path to advancement and will be able to monitor their professional development pathway.
3. Redesign the monthly Professional Learning Network (PLNs) meetings for school Principals and Assistant Principals to ensure a focus on the instructional core. The focus will include, but not be limited to, the following: • Conducting Leadership Walks • Reviewing student work • Equity-centered leadership	• Professional development will be conducted in the scheduled monthly PLN meetings, beginning September 2022 and on an ongoing basis	SAISD will have a collaboratively created definition of equity.

4. Build on the Texas Principal Evaluation and Support System (TPESS) process for the collection of artifacts that incorporate equity as a critical component of evaluation and ensure alignment with the profile of a thriving school leader.	• Use the Principal Advisory Council and principal PLN meetings to develop and publish an equity artifact guidance document by April 2023. • Collaborate with HCM to integrate equity components in Performance Matters by May 2023. • Train all TPESS appraisers regarding the use and identification of artifacts related to equity-centered leadership by June 2023. • Conduct professional development related to the equity artifact guidance document by June 2023. • Begin implementation August 2023.	All campus leaders will provide evidence of equity-centered actions that meet the definition of a thriving school leader during beginning, middle, and end of year.
5. Principals are provided with equity-centered leadership coaches.	• Develop an equity-centered leadership coaching framework in collaboration with institutions of higher education and nationally recognized organizations by April 2023. • Co-develop leadership coaching training modules by May 2023. • Select and train leadership coaches by July 2023. • Implement a leader coaching model by August 2023.	Leadership coaches will be aligned with the equity-centered district mission and vision. Increase principal equity-centered leadership capacity to improve student achievement.
6. Redesign the selection process for Principals and Assistant Principals to align with SAISD's equity-centered vision of leadership, which includes evaluating: • Leadership standards • Principal preparation programs • Recruitment, hiring and placement • Support and evaluation • The Instructional Superintendent's role • Leader pathways • Systems to sustain the work	• Use supports through the Teacher and School Leader Incentive Program grant (TSL) under the Equity-Centered Educator Pipeline Initiative (ECEPI) and the Wallace grant under the Equity-centered Principal Pipeline Initiative (ECPI) to focus on building equity-centered leaders by May 2023. • Collaborate with institutions of higher education and other high-performing districts across the nation to implement best practices regarding administrator recruitment and selection by January 2023. • Collaborate with Principals, Executive Cabinet, School Leadership and HCM, to redesign the selection process by March 2023.	The redesigned selection process will be implemented for Principal and Assistant Principal hiring by May 2023. Improved strategies and processes will ensure that all administrator positions are filled by the start of the school year with no mid-year vacancies. Improved strategies and processes will ensure that all administrator positions are filled with high-capacity, equity-centered leaders. Comprehensive, aligned principal pipelines improve student achievement.

	• Collaborate with the Office of Innovation and 1882 partner leaders on the Principal selection process for 1882 partner schools by March 2023. • Publish redesigned selection process by April 2023.	
7. Redesign the program of study for aspiring Assistant Principals and Principals aligned to equity-centered leadership.	• Refine the courses of study and selection process for the aspiring Assistant Principal and Principal academy syllabus by March 2023. • Communicate program requirements and nomination process to SAISD employees by May 2023. • Begin implementation August 2023.	Leaders who have been through the program will achieve improved academic scores that will meet or exceed district and state accountability standards within the first two years.
8. Collaborate with UT Austin and UTSA to co-develop and implement a recruitment and selection process for Principal preparation programs for future SAISD leaders that reflect thriving leader profiles.	• Refine Recruitment of highly effective Teachers that demonstrate the characteristics of effective leaders by December 2022. • Engage in the review and selection process with university partners by January 2023.	An increased pool of principal and assistant principal candidates who align with the profile of a thriving leader.
9. Collaborate with UT Austin and UTSA to co-develop the master's level Principal preparation program of study at the universities to enhance the alignment with the SAISD leader profiles.	• Co-develop an equity-centered course of study syllabus by May 2023. • Begin implementation August 2023.	Principal preparation program will prepare participants to lead with an equity-centered focus.
10. Support Principal certification candidates enrolled in UT Austin and UTSA programs to provide rich, equity-focused learning experiences that support the requirements of the Performance Assessment for School Leaders (PASL).	• Develop a working understanding of the new requirements for the Performance Assessment for School Leaders (PASL) required for Principal certification by February 2023. • Map out common, equity-focused experiences that will be provided to all SAISD staff pursuing their Principal certification with UT or UTSA by April 2023. • Share the standards with incoming *Principal* certification candidates and their campus Principals and implement by June 2023. (Repeat annually.) • Gather feedback from Principals and Principal certification candidates regarding the	SAISD will have a structured support system for staff pursuing their Principal certification resulting in the creation of a quality talent pool that aligns with the equity-centered vision and mission of SAISD.

	program of study and SAISD supports and make adjustments by May 2024.	

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Objective C: Partner with institutions of higher education to support the development of equity-centered Instructional Superintendents and academic program supervisors.		
Activity	**Timeline**	**Outcomes**
1. Instructional Superintendents and academic program supervisors will collaborate with the University of Texas at Austin (UT Austin) and the University of Texas at San Antonio (UTSA) to provide professional development for Principal and academic program supervisors specific to equity principles.	● Partner with UTSA to engage SAISD leadership in structured ethnographic reflections that align with the experiences of students engaged in the Principal certification program by May 2023. ● Partner with UT Austin, UTSA, and other nationally recognized organizations to provide equity-focused professional development for SAISD leadership by August 2023. ● Design a professional development experience for all incoming Instructional Superintendents by February 2024.	Instructional Superintendents will have a common, collective understanding of equity, as defined in SAISD. Systematic training will lead to coherence and consistency across the district. Leaders will be better prepared to lead for school improvement and improve teaching and learning. Strong, equity-centered leaders will ensure that student outcomes improve in alignment with Board goals.
2. Instructional Superintendents and academic program supervisors will be provided coaches to support their development as effective, equity-centered leaders.	● Partner with nationally recognized organization(s) with a track record of success to provide leadership coaching by March 2023. ● Begin implementation July 2023.	Instructional Superintendents and academic program supervisors will receive coaching aligned with the equity-centered district mission and vision.
3. Instructional Superintendentswill create resources for school leadership to ensure sustainability of the ECPI work, including: ● Toolkits ● Guidance documents ● Handbooks ● Protocols ● Professional development curriculum ● Webpages ● Conferences	● Conduct needs assessments by May 2023. ● Begin implementation July 2023.	Instructional Superintendents and academic program supervisors will receive coaching aligned with the equity-centered district mission and vision.

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Objective D: Implement a staff Leader Pathway System (LPS) to support and build a broad base of leaders whose performance and demonstrated abilities align with the equity-focused mission of the district and the unique needs of each community.		
Activity	**Timeline**	**Outcomes**
1. Develop a Leader Pathway System (LPS) vision statement utilizing human design principles.	• Work collaboratively with the Wallace Foundation and our technical advisor, Crocus, to provide tools and guidance regarding the process from November 2022 to June 2023. • Engage a representative group of stakeholders, including Principals, assistant superintendents, Human Capital Management (HCM), Assessment, Research Evaluation and Testing (ARET), Technology, Academics and members of the cabinet in a self-study utilizing guiding questions to describe the LPS vision, identify the LPS priorities and draft the LPS vision statement by January 2023. • Designate a core team to oversee the design, development and deployment of the LPS by February 2023. • Share the LPS vision statement with district and campus leaders by March 2023.	The LPS vision statement will include the input from a wide array of stakeholders and reflect SAISD priorities.
2. Develop an LPS implementation plan.	• Collaborate with the Office of Technology, HCM and ARET to map the current capabilities of the infrastructure, applications and tools by March 2023. • LPS Core Team will draft the implementation plan based upon the vision statement, with the 'thriving' leader profiles in mind, by April 2023. • Present and refine plan with senior leaders of academics, assistant superintendents of school leadership and cabinet members by May 2023. • Develop and execute a Request for Proposal (RFP) that contains the specification required for the LPS by May 2023.	The LPS will be designed in alignment with SAISD priorities and equity-centered values.

	● Use the services of the technical assistance provider, Crocus, throughout the development process.	
3. Construct the LPS and test it to ensure it aligns to our vision.	● Build the LPS according to SAISD specifications by December 2023. ● Test the system with various user perspectives/roles by February 2024. ● Gather input from the LPS core team to inform adjustments and refinements by March 2024. ● Use the services of the technical assistance provider, Crocus, throughout the deployment process.	The LPS will be constructed and tested prior to piloting to ensure reliability and alignment with SAISD needs.
4. Pilot the LPS.	● Select a diverse group of leaders to pilot the LPS by April 2024. ● Gather feedback and make adjustments to the LPS by June 2024. ● Create videos and print documents to explain the purpose and rationale for the LPS by June 2024.	The LPS will be designed in alignment with SAISD priorities and equity-centered values.
5. Deploy the LPS in SAISD.	● Leaders who participated in the pilot and members of LPS core team will present the system to campus and district leaders to socialize the concept by August 2024. ● Design training modules to be incorporated in an induction training for new employees by August 2024. ● Train all staff members regarding the purpose and use of the LPS by September 2024. ● Gather feedback and make adjustments annually by January of each year.	The LPS will be deployed to ensure reliability and alignment with SAISD needs.
6. Use the LPS to inform decision making and systematically support leaders in their pathway of choices.	● Use the LPS to inform decisions regarding matching of potential leaders with communities by April 2025. ● Incorporate the LPS into the goal-setting and coaching infrastructure of SAISD by June 2025.	SAISD will have a fully aligned system that has current information for all leaders, assists leaders in tracking their pathways of choice and informs strategic decision-making at the district level.

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Objective E: Ensure that leadership opportunities extend to students and families.		
Activity	**Timeline**	**Outcomes**
1. Provide opportunities for families to develop and demonstrate leadership through activities such as: ● Serving on district advisory councils and committees ● Establishing Parent-Teacher Associations (PTAs) or Parent-Teacher Organizations (PTOs) at each school ● Establishing athletic and band booster clubs ● Expanding volunteer opportunities in schools ● Working collaboratively with the Adult and Community Education program to recruit families to enroll in Adult Education courses which provide learning opportunities in literacy, mathematics, and technology, and assist them in obtaining Citizenship, GED, and college, and career credentials	● Develop a program of support for families in the school year 2023-2024. ● Review the draft plan with the Principal and Parent Advisory Councils by December 2023. ● Publish guidelines by March 2023. ● Provide training for administrators and volunteers on guidelines and policies by August 2024. ● Implement by August 2024.	Increase in a strong home/family support system contributes to the success of students on their educational journey.
2. Provide opportunities for students to develop and demonstrate leadership through activities such as: ● Serving on district and school councils and committees ● Participating in co-curricular and extra-curricular activities ● Participating in community service projects ● Participating in work-based learning experiences; and other leadership development activities	● Develop a wide range of leadership opportunities for students by May 2023. ● Review the draft plan with the Student Advisory Councils by August 2023. ● Review with the Principal Advisory Council by August 2023. ● Establish badging and micro credentialing for students by August 2024. ● Publish guidelines by September 2023. ● Implement by September 2023.	Increase in leadership activity participation contributes to students' social and emotional development.