



STRATEGIC ROADMAP

VANGUARD

LITERACY LENS

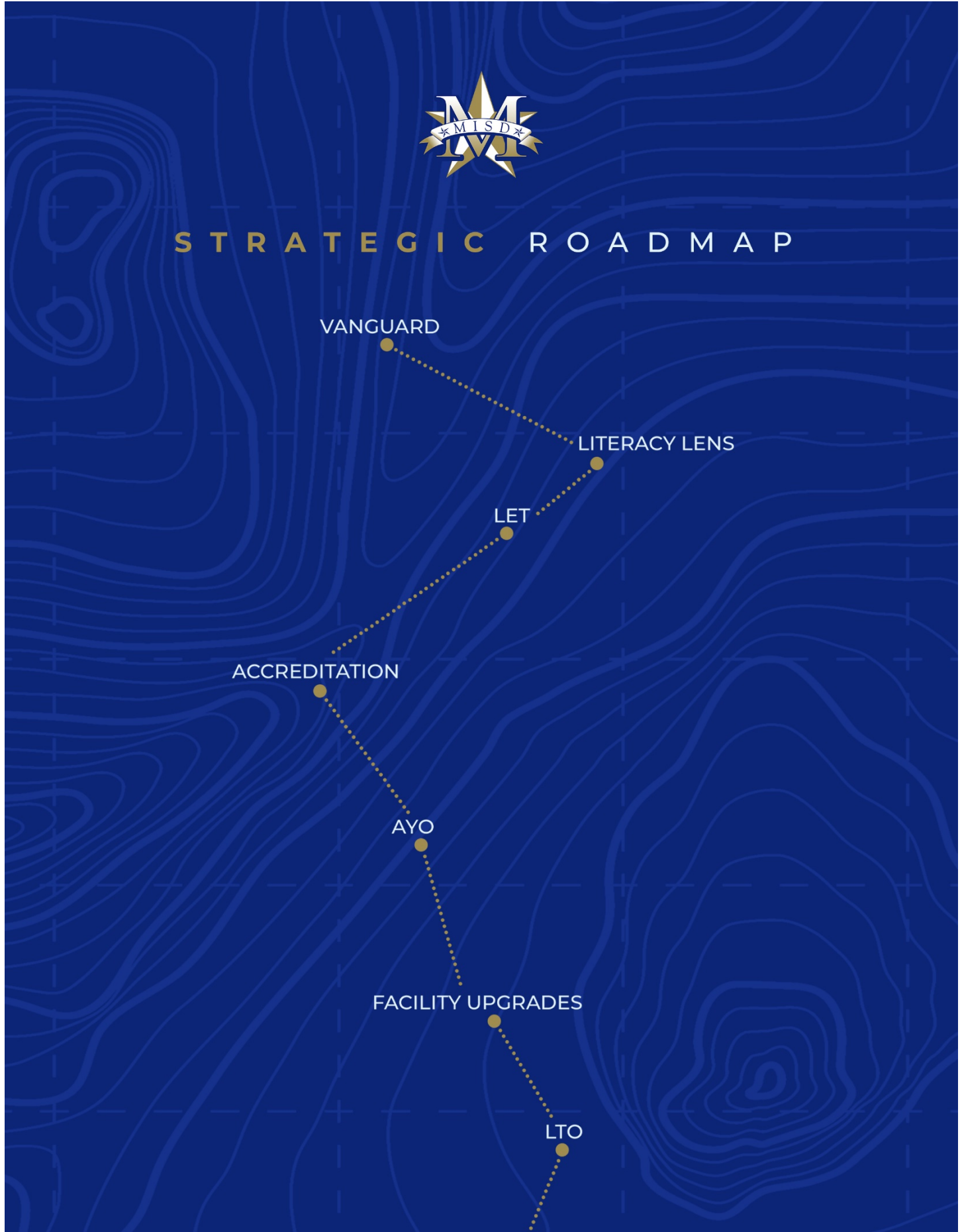
LET

ACCREDITATION

AYO

FACILITY UPGRADES

LTO



LTO

Employees own their leadership development and build their skills over time to create a pipeline of future ready leaders for our campuses and district.			
<i>1. Build capacity by supporting a self-directed growth mindset through goal setting and mentoring/coaching individuals at all levels and areas of the organization.</i>	Year 1	Year 2	Year 3
1a. Keep a focus on individual leadership development, intentionally and creatively, through various district mediums and campus processes.	●		
1b. Actively monitor and consistently celebrate leadership growth in staff (or individuals) privately and publicly among campus or district community.	●		
1c. Ensure systems and processes (appraisals, AYO, etc.) include goal setting and coaching opportunities for all staff members across MISD, as well as systems for tracking and monitoring leadership growth of staff.			●
<i>2. Ensure individual growth, achievements, progress and potential within LTO are recognized, encouraged and rewarded regularly throughout all areas publicly and privately.</i>	Year 1	Year 2	Year 3
2a. Utilize specific timelines for recognition of staff at all levels who demonstrate leadership attributes within and across roles.		●	
2b. Ensure processes are present at every level in the organization for goal setting and the implementation and tracking of individualized plans for leadership growth.			●
<i>3. Create a firm and structured foundation to foster leadership opportunities for everyone through various support initiatives as well as diverse perspectives and experiences. Examples include cohorts, committees, teams, peer relationships, professional learning options and accountability partners.</i>	Year 1	Year 2	Year 3
3a. Provide collaborative experiences between and across roles, cultures and backgrounds to ensure growth and development opportunities for all staff.		●	
3b. Develop and support systems for mentoring and coaching to provide opportunities for staff at all levels to learn from others within the organization.		●	

FACILITY UPGRADES

Ensure MISD has facilities ready and able to accommodate future staff and student needs (technology refresh, roof repairs and renovations/repurposing of buildings, if necessary).			
<i>1. Ensure students and teachers have untethered, easily accessible and flexible technology in the classroom.</i>	Year 1	Year 2	Year 3
1a. Survey campus teachers and administrators about classroom technology accessibility, including wants, needs and the ideal classroom. This may include, but is not limited to, untethered teacher workstations, mobile charging capabilities for student devices and upgraded Wi-Fi/network capabilities.	●		
1b. Design the model classroom around student and teacher needs at each level (elementary school, middle school and high school).		●	
1c. Prioritize the rollout based on specific campus needs and the current technology refresh plan.			●
<i>2. Upgrade all facilities using an equitable, specific prioritization qualification system to address issues such as beautification, safety and innovation.</i>	Year 1	Year 2	Year 3
2a. Organize a “fresh eyes team” potentially comprised of district and campus administrators, parents, Mesquite Police sergeants over SROs and personnel from the following departments: Facilities, Administrative Services, Risk Management, Instructional Technology and Library Services. These teams will score each campus based upon a created rubric.	●		
2b. Create a process to evaluate and address the need for upgrades in safety, innovation and beautification at the district level. (For example, one high school, two middle schools and six or seven elementary schools are refreshed annually, as needed.		●	
<i>3. Maximize land and facility usage to create multipurpose and extracurricular spaces.</i>	Year 1	Year 2	Year 3
3a. Evaluate current facilities, inside and outside the building, to determine whether expansion, addition, remodeling or innovative spaces are possible, enabling students to have the best learning experience.	●		
3b. Determine campus needs for classrooms or innovative spaces based upon enrollment or available space.		●	

AYO

Provide a tailored learning experience for each student by identifying his or her passions and aptitudes while promoting student ownership.			
<i>1. Build stakeholder capacity of necessary skill sets and resources to encourage ownership of a tailored learning experience.</i>	Year 1	Year 2	Year 3
1a. Teacher and/or campus assesses needs/readiness based on the AYO framework rubric.	●		
1b. Teacher and/or campus establishes goal(s) based on readiness assessment.	●		
1c. Select and align professional learning to the targeted area of focus.	●		
1d. Classroom practices demonstrate evidence of impact of the targeted goal.		●	
<i>2. Provide effective and ongoing communication to all stakeholders ensuring knowledge of AYO, stakeholders' role in the process and security of the data.</i>	Year 1	Year 2	Year 3
2a. District outlines best practices by role for each stakeholder to impact engagement.	●		
2b. Provide transparent, intentional communication around the protection and security of data throughout the development of AYO.	●		
2c. Each campus establishes a system for onboarding and orienting stakeholders to AYO.		●	
2d. Communications team devises a toolkit for principals to establish regular and consistent communication with their stakeholders.		●	
<i>3. Ensure AYO enhances collaborative relationships of all stakeholders in the process of identifying students' passions and aptitudes.</i>	Year 1	Year 2	Year 3
3a. District will create action steps to increase authentic engagement utilizing the AYO platform and framework.		●	
3b. Campus will survey stakeholders to measure AYO's impact on collaborative relationships.		●	
3c. District and campuses will identify classroom practices to ensure that AYO enhances collaborative relationships.		●	

ACCREDITATION

Implement a process for schools to report the success, needs and action plans to the public so that we emphasize local control and ensure campuses reach deeper and higher levels of excellence.			
1. Train all relevant stakeholders.	Year 1	Year 2	Year 3
1a. Identify all relevant stakeholders for the Accreditation process.	●		
1b. Support campus teams throughout Accreditation process.	●		
1c. Train campus teams on appropriate data to include in Accreditation portfolio.	●		
1d. Educate campus teams on how to use a collaborative and unified voice throughout all categories of the final portfolio.	●		
1e. Coach campus teams on the roles of the School Board, EDLDs, third-party consultants and Cabinet in the Accreditation process.	●		
2. Communicate Accreditation process to all stakeholders.	Year 1	Year 2	Year 3
2a. Communicate the Accreditation process to all district personnel.	●		
2b. Convey Accreditation process in English and Spanish to parents and community members through district (PR campaign) and campus platforms (face to face, PTA, social media, etc.).	●		
2c. Create an Accreditation graphic that illustrates the process from start to finish.	●		
3. Review and revise the Accreditation portfolio process.	Year 1	Year 2	Year 3
3a. After receiving final Board Accreditation status, provide a survey to relevant stakeholders for feedback on the Accreditation process.		●	
3b. District-level team reviews survey information and plans revisions as needed.		●	
3c. Communicate survey findings and the revisions to relevant stakeholders.			●

LET

Break cultural-, gender-, race- and ability-related barriers to create opportunities for students, staff, parents and community members.			
<i>1. Foster self-awareness to create positive outcomes and change mindsets and beliefs to support marginalized groups.</i>	Year 1	Year 2	Year 3
1a. Provide training, including but not limited to all-encompassing, research-based assessment tools, to promote equity.	●		
1b. Assess policies that foster negative outcomes for students, staff, parents and community members.	●		
1c. Reassess/review current behavioral and conversational norms that create obstacles and develop new relational norms that promote restorative opportunities and outcomes for all.		●	
<i>2. Develop a culture that promotes safe, respectful spaces for honest conversations in our district.</i>	Year 1	Year 2	Year 3
2a. Implement relational norms that encourage honest conversations and promote a culture of belonging and inclusivity.	●		
2b. Develop research-based, relevant content to guide safe and respectful conversations about diversity, equity and inclusion.		●	
2c. Create and sustain spaces for all stakeholders to discuss barriers to and opportunities for equitable outcomes for students and staff.		●	
<i>3. Provide opportunities for students and staff to utilize the LTO and other resources to grow in equity and lead with empathy.</i>	Year 1	Year 2	Year 3
3a. Integrate LTO resources and other applicable district resources into teaching and learning structures at every level.			●
3b. Provide spaces and opportunities for students and staff to practice (initiate, implement and evaluate) leading with equity and empathy to promote a culture of belonging and inclusivity.			●
3c. Engage parents and community members in opportunities to facilitate student learning around leadership using resources such as the LTO.			●

LITERACY LENS

Every student will read on grade level by 3rd grade.			
<i>1. Make literacy resources available for all students and families.</i>	Year 1	Year 2	Year 3
1a. Promote free resources, such as public library, digital library, Little Free Libraries, etc.	●		
1b. Provide books and resources to be sent home with students for use over summer.		●	
1c. Explore interactive virtual platforms to enhance literacy development.			●
<i>2. Provide opportunities for families and community partners to engage in ReadPlayTalk.</i>	Year 1	Year 2	Year 3
2a. Utilize the ReadPlayTalk bus for outreach at campus and community events.	●		
2b. Hold campus literacy events, such as Baby Book Clubs, literacy nights, read-aloud events, etc.	●		
2c. Continue with parent education by offering ReadPlayTalk opportunities and resources.		●	
<i>3. Ensure student success through implementation of best practices in early literacy.</i>	Year 1	Year 2	Year 3
3a. Implement quality Tier 1 instruction using research-based content as a resource.	●		
3b. Align curricular resources to the science of teaching reading.		●	
3c. Consistently monitor progress through a systemic data review by campus and individual teachers to inform instruction.			●

VANGUARD

Prepare students for life after graduation by providing specialized training in career choice options and offering the opportunity for college credit and industry-based certifications.			
1. Expand business partnerships, internships and job/career opportunities, providing a variety of experiences that benefit our students beyond graduation.	Year 1	Year 2	Year 3
1a. Host networking opportunities for students and businesses to interact and develop relationships.	●		
1b. Partner with local businesses to ensure quality internships/practicums are readily available to all students.		●	
1c. Utilize staff to recruit, maintain and evaluate business partnerships on an ongoing basis.			●
1d. Leverage business partnerships to have collaboration to maintain current job market standards.			●
2. <i>Incorporate families, parents/guardians, community and all stakeholders.</i>	Year 1	Year 2	Year 3
2a. Provide opportunities for students and families to interact with the facility and staff and learn about programs.	●		
2b. Use media outlets to showcase and highlight current happenings at Vanguard.	●		
2c. Provide businesses the opportunity to host events/trainings that engage all stakeholders.		●	
2d. Utilize staff to recruit community and stakeholder partners.			●