



EAST TALLAHATCHIE SCHOOL DISTRICT

INSTRUCTIONAL PLAN

A Guaranteed, Viable, Responsive System of Teaching and Learning

DISTRICT PLAN | 2026-2027

Prepared for districtwide implementation
Raymond Russell, Superintendent



Instructional Plan

DOCUMENT CONTROL AND APPROVAL

Document	Instructional Plan
Implementation cycle	2026-2027
Owner	Office of the Superintendent and designated district program lead
Applies to	Charleston Elementary School, Charleston Middle School, Charleston High School, and all district programs
Review cycle	Reviewed at least annually and revised when law, policy, data, or district priorities change
Purpose	Define districtwide expectations for curriculum, instruction, assessment, intervention, enrichment, professional collaboration, monitoring, and continuous improvement.

This document is an operational plan for East Tallahatchie School District. Applicable federal and state law, Mississippi Department of Education guidance, and current ETSD board policy control if any conflict exists.

Raymond Russell, Superintendent / Date

Board President / Date

Program Lead / Date

Board Approval Date and Minute Reference

Instructional Theory of Action

If every classroom uses a guaranteed standards-aligned curriculum and high-quality materials; teachers deliver explicit, engaging, appropriately rigorous instruction; teams use common evidence to respond quickly; and leaders protect time and provide useful feedback, then every student will experience stronger growth, mastery, and readiness.

INSTRUCTIONAL CORE Grade-appropriate content + effective teaching + engaged student thinking + timely evidence and response

Districtwide Instructional Non-Negotiables

1. Teach the current Mississippi College- and Career-Readiness Standards and state frameworks using district curriculum maps, pacing guidance, and adopted high-quality instructional materials.
2. Plan clear, measurable learning targets and success criteria at the appropriate depth of knowledge; communicate them in student-friendly language.
3. Use explicit modeling, guided practice, purposeful questioning, checks for understanding, productive struggle, feedback, independent application, and closure.
4. Ensure students regularly read, write, speak, listen, reason, solve, create, and explain - not merely complete low-level tasks.
5. Protect scheduled instructional time; begin promptly; minimize avoidable transitions, device distractions, announcements, and non-instructional interruptions.
6. Provide grade-level access and documented scaffolds for students with disabilities, English learners, students needing intervention, and advanced learners.
7. Use evidence during and after instruction to reteach differently, intervene, extend, and adjust pacing without abandoning priority standards.



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8. Participate in weekly PLC cycles and bring standards, plans, common evidence, and student work to collective decisions.
9. Maintain safe, respectful, orderly, culturally responsive classrooms with clear routines and high expectations.
10. Use district-approved technology and AI tools responsibly, protecting privacy and requiring students to demonstrate authentic learning.

Curriculum System

ETSD curriculum specifies what students must learn; instructional materials provide coherent resources for teaching it; teachers use professional judgment within the district framework to respond to students. Supplemental resources may strengthen an identified need but may not replace the adopted core without approval.

Component	District Expectation
Standards	Current MDE standards/frameworks, course descriptions, graduation requirements, and assessed expectations
Scope and sequence	Logical order and time allocation for priority content, prerequisites, review, and mastery
Pacing guidance	Common windows with room for evidence-based reteaching and enrichment
Learning targets	Knowledge, reasoning, skills, products, vocabulary, and success criteria at appropriate rigor
Core materials	Adopted high-quality texts, tasks, problems, lessons, resources, and teacher/student components
Assessment map	Diagnostic, formative, common, benchmark, state, and program measures aligned to purpose
Supports	Scaffolds, accommodations, modifications when authorized, intervention, enrichment, and accessible resources
Interdisciplinary priorities	Literacy, writing, mathematics, science practices, technology, career relevance, and citizenship

Curriculum Review Cycle

11. Analyze standards, state guidance, assessment blueprints, student evidence, materials, and stakeholder feedback.
12. Identify essential learning and prerequisites; map sequence, resources, tasks, assessments, and supports.
13. Pilot or calibrate where needed; train staff before implementation; ensure materials and technology are ready.
14. Monitor use through plans, PLCs, student work, walkthroughs, assessment evidence, and teacher feedback.
15. Revise at planned checkpoints; maintain version control and communicate changes before use.

2025 STANDARDS The 2025 Mississippi College- and Career-Readiness Standards for ELA and mathematics are the required basis beginning with their state implementation timeline. District maps and assessments must reflect current standards, not legacy coding.



Lesson Design and Delivery

Lesson Phase	Observable Evidence
Launch	Activate relevant knowledge; establish purpose, target, success criteria, vocabulary, and connection.
Model/Explain	Think aloud, demonstrate process, use examples/non-examples, represent concepts, and address likely misconceptions.
Guided practice	Prompt student thinking, gradually release responsibility, monitor all students, and give actionable feedback.
Productive application	Require students to apply, explain, justify, create, solve, read, write, and discuss at intended rigor.
Check and respond	Use planned questions/tasks and real-time evidence to adjust grouping, pacing, explanation, scaffold, or extension.
Closure	Have students demonstrate the target, summarize learning, identify misconceptions, and generate evidence for next steps.

Required Planning Evidence

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| ☐ Standard and learning target | ☐ Success criteria and rigor |
| ☐ Materials/text/task | ☐ Academic vocabulary/language demand |
| ☐ Modeling and questions | ☐ Checks for understanding |
| ☐ Scaffolds/accommodations | ☐ Intervention/enrichment response |
| ☐ Student product/evidence | ☐ Homework/independent practice when used |

Student Engagement

- Engagement means cognitive participation in worthwhile learning, not compliance, entertainment, or device use alone.
- Teachers plan equitable opportunities to respond, structured student talk, collaborative reasoning, independent thinking, and feedback.
- Tasks should connect to authentic contexts and student interests when doing so preserves the intended standard and rigor.
- Classroom routines ensure that every student can participate safely and that errors are treated as information for learning.



Literacy, Writing, and Language Across the Curriculum

- Use complex, knowledge-building texts and explicit comprehension instruction appropriate to grade/content.
- Teach vocabulary, morphology, syntax, text structure, evidence use, and disciplinary reading rather than assigning reading without support.
- Require frequent writing to learn, explain, argue, inform, analyze, and synthesize; provide models, criteria, feedback, and revision.
- Build foundational reading skills systematically where required and provide diagnostic intervention for older students with unfinished foundational learning.
- Teach students to cite evidence, evaluate sources, distinguish fact/claim, and communicate responsibly in print and digital environments.
- Support English learners with explicit language objectives, visuals, modeling, structured interaction, sentence/text supports, and progressively reduced scaffolds.

Mathematics and Quantitative Reasoning

- Balance conceptual understanding, procedural fluency, and application; avoid teaching procedures without meaning or withholding grade-level problems until every prerequisite is mastered.
- Use multiple representations, precise mathematical language, worked examples, purposeful practice, error analysis, and student explanation.
- Plan tasks that develop reasoning, modeling, problem solving, perseverance, and justification at the depth intended by the standard.
- Use diagnostic evidence to address prerequisite gaps in connection with grade-level work and monitor the effect of intervention.
- Integrate measurement, data, probability, financial literacy, and career-connected applications where aligned.

Science, Social Studies, CTE, Arts, PE, and Other Programs

Every content area contributes to the district mission. Instruction should reflect current state frameworks; authentic disciplinary practices; reading, writing, speaking, listening, quantitative reasoning, creativity, physical well-being, citizenship, and career relevance as appropriate. Tested subjects do not displace a well-rounded education.



Assessment System

Assessment Type	Primary Use
Screening/diagnostic	Identify starting points, risk, prerequisite needs, and placement questions; not a substitute for daily instruction evidence.
Formative	Elicit evidence during learning and change instruction now: questions, response methods, observation, quick writes, tasks, exit evidence.
Common formative	Team-designed/aligned evidence on recently taught priority standards used to compare patterns and plan response.
Benchmark/interim	Three district windows or the current approved schedule; estimate progress toward priority/state expectations and identify system needs.
Summative	Evaluate learning after a unit/term/course using valid, aligned evidence and established grading procedures.
State/national/program	Administer required measures with participation, security, accessibility, and accommodation fidelity.

Assessment Quality Rules

- Align items/tasks to the exact standard, content boundary, cognitive demand, and intended use.
- Use enough evidence for a dependable decision; avoid high-stakes conclusions from one item or one measure.
- Review accessibility, bias, reading demand, answer choices, scoring criteria, and answer accuracy before administration.
- Protect secure materials and student information. Teach the curriculum, not secure test items.
- Return useful feedback quickly and ensure data meetings end with assigned action, timeline, and follow-up evidence.

Data Response Cycle

16. Verify data quality, participation, administration conditions, and subgroup size/privacy.
17. Identify standards/skills mastered, partially learned, and not learned; examine student work and misconceptions.
18. Determine which patterns are student-specific, classroom-specific, grade/course-wide, schoolwide, or districtwide.
19. Select a small number of actions: reteach differently, regroup, intervene, extend, coach, revise materials, or correct a system barrier.
20. Name the owner, students, strategy, frequency, evidence, and check date.
21. Reassess and decide whether to continue, intensify, fade, or replace the response.



Multi-Tiered System of Supports

Tier	ETSD Definition
Tier 1	High-quality grade-level core instruction, universal screening, differentiation/scaffolds, positive behavior supports, and routine progress evidence for all students.
Tier 2	Targeted, supplemental, evidence-based instruction/support in addition to core; defined group, skill, frequency, provider, and progress monitoring.
Tier 3	Intensive, individualized, diagnostic support with increased time, explicitness, smaller group/individual delivery, frequent monitoring, and problem-solving review.

- MTSS is not a place, program, worksheet packet, or delay mechanism. Students continue to receive grade-level core instruction.
- Teams document the specific need, intervention, schedule, provider, baseline, goal, fidelity evidence, progress measure, family communication, and decision date.
- A suspected disability referral/evaluation is not delayed when warranted. EL status, disability, mobility, attendance, trauma, health, and instruction must be considered without stereotyping.
- Students who demonstrate mastery receive extension, acceleration, enrichment, and opportunities for deeper application.

Special Populations and Equal Access

Students	Instructional Responsibility
Students with disabilities	Implement IEPs with fidelity; provide specially designed instruction, accommodations, services, progress monitoring, and access to grade-level curriculum/LRE.
Section 504	Implement documented accommodations and access supports; review when needs or evidence change.
English learners	Implement LSP and language instruction; integrate content/language goals; use allowable accommodations; monitor former ELs.
Gifted/advanced	Provide required services and systematic opportunities for acceleration, complexity, creativity, independent inquiry, and advanced coursework.
Students experiencing homelessness/foster care	Ensure immediate access, stability, transportation/support coordination, records, and barrier removal under applicable law.



Grading, Feedback, Promotion, and Credit

- Grades communicate student achievement of course/grade expectations under current ETSD board policy and published procedures.
- Use multiple aligned measures and timely feedback. Separate academic evidence from conduct, attendance, or work habits unless policy/course standards explicitly require otherwise.
- Provide reasonable opportunities for reteaching and reassessment consistent with district procedures; reassessment follows additional learning, not automatic point recovery.
- Maintain accurate, current gradebooks; communicate concerns early; document interventions; and avoid surprise failures at the end of a term.
- Promotion, retention, Carnegie credit, graduation, transfer credit, credit recovery, and alternative pathways follow current ETSD policy and MDE requirements.
- Individualized expectations in an IEP are reported as required, but changes to standards, course credit, or diploma implications must be communicated accurately.

Homework and Independent Practice

Homework, when used, should have a clear learning purpose, be aligned to taught content, be reasonable in volume, provide equitable access, and generate feedback or use. Homework should not introduce complex new learning without support or become the primary evidence of mastery.

Technology, Digital Citizenship, and AI

- Use technology when it improves access, feedback, creation, collaboration, simulation, practice, or efficiency - not merely to replace paper.
- Use only district-approved systems for student data. Apply least-necessary access, secure passwords, device monitoring, copyright, accessibility, and records requirements.
- Teachers define when AI assistance is allowed, prohibited, or must be disclosed; require verification, citation/attribution when appropriate, and evidence of student reasoning.
- Do not enter personally identifiable, confidential, protected, or sensitive information into unapproved AI or online services.



Instructional Leadership and Monitoring

Cadence	Leadership Action
Daily/weekly	Protect time; monitor classrooms and student work; address immediate barriers; facilitate PLC response.
Every 2-4 weeks	Review plans, pacing, common evidence, intervention, grading, attendance, and walkthrough patterns; provide feedback/coaching.
Each 9 weeks	Complete school data review by grade/subject/group; identify root causes; update actions, supports, and resource allocation.
After benchmarks	District-school review of standards, growth, lowest-performing students, participation, implementation, and recovery plan.
Midyear/end-year	Evaluate curriculum/materials, professional learning, staffing, schedule, programs, and outcome trends; document revisions.

Walkthrough and Feedback Look-Fors

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| ☐ Standards/target/success criteria aligned | ☐ Grade-appropriate text/task/problem |
| ☐ Teacher modeling and clear explanation | ☐ All-student checks for understanding |
| ☐ Student reasoning, talk, reading, writing, or creation | ☐ Appropriate scaffolds and accommodations |
| ☐ Actionable feedback and response to evidence | ☐ Orderly, respectful, inclusive learning environment |
| ☐ Adopted materials used with integrity | ☐ Instructional time protected |

Walkthroughs are brief evidence samples, not full evaluations. Leaders aggregate patterns, provide timely feedback, protect confidentiality, calibrate look-fors, and connect evidence to coaching and professional learning. Formal evaluation follows the required Mississippi and ETSD process.

Family Partnership

- Communicate standards, progress, grades, assessment results, attendance, intervention, and ways to support learning in clear language.
- Provide meaningful access for families with disabilities or limited English proficiency.
- Contact families early when students are off track and invite strengths, context, goals, and solutions.
- Use conferences and events to examine evidence and agree on action, not only to deliver information.



Instructional Plan

Annual Implementation Scorecard

Domain	Implementation Target	Evidence	Review
Curriculum	Current maps/materials/assessment guidance available and used	Artifact audit; teacher access; walkthrough/PLC evidence	Quarterly
Instruction	Non-negotiables visible with increasing quality	Walkthroughs; observations; student work	Monthly/quarterly
Assessment	Common/benchmark measures valid, administered, and acted on	Quality review; participation; response plans	Each window
PLC	Weekly evidence cycles produce reteaching/intervention/extension	Agendas, student evidence, reassessment	Biweekly check
MTSS	Students receive timely, documented, effective support	Fidelity, progress, movement, referrals	Every 4-6 weeks
Equity/access	Plans/services/accommodations implemented and program access monitored	File/service audits; schedules; outcomes	Quarterly
Leadership	Feedback and coaching are timely, specific, and followed up	Logs, artifacts, employee feedback	Monthly
Outcomes	Improvement in proficiency, growth, attendance, credits, readiness	District/school scorecard	Each 9 weeks/annual

CONTINUOUS IMPROVEMENT When outcomes do not improve, ETSD will first verify implementation and evidence quality, then examine strategy fit, capacity, time, materials, student access, and root cause. The response is to improve the system, not merely restate the goal.

Reference Basis

- Current Mississippi College- and Career-Readiness Standards, curriculum frameworks, assessment guidance, and Public School Accountability Standards.
- ETSD strategic plan, board policy, school improvement plans, professional development plan, EL plan, special education/504 procedures, and test security plan.
- MDE guidance for MTSS, English learners, literacy, graduation, assessment accommodations, gifted education, and special education.