



EAST TALLAHATCHIE SCHOOL DISTRICT

STRATEGIC PLAN

Excellence, Equity, and Readiness for Every Student

2026-2029 FRAMEWORK | 2026-2027

Prepared for districtwide implementation
Raymond Russell, Superintendent



Strategic Plan

DOCUMENT CONTROL AND APPROVAL

Document	Strategic 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	Establish districtwide priorities, measurable outcomes, ownership, and a continuous improvement cycle for student success and organizational excellence.

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

Superintendent's Charge

East Tallahatchie School District enters this planning cycle with evidence of progress and a clear responsibility to accelerate it. Our work is to convert isolated success into a dependable districtwide system: strong instruction in every classroom, safe and supportive schools, graduates prepared for their next step, excellent people in every role, and transparent stewardship of public trust.

This plan is intentionally measurable. Each goal names the outcomes the district will monitor, the actions that must occur, and the evidence the Board, staff, families, and community should expect to see. Annual school improvement plans and department work plans must align to this framework.

Official Mission and Vision

MISSION To provide all students with the opportunity to develop academically, physically, socially, and emotionally to their greatest potential in order to become self-sufficient, productive members of society.

VISION All students in the district will be proficient or above as measured by the current Mississippi state assessment.

Operating Commitments

- Student-centered: the effect on students is the first test of every decision.
- Equitable: resources, access, expectations, and support respond to student need.
- Instructionally focused: adult work is connected to teaching, learning, and student outcomes.
- Safe and respectful: dignity, belonging, consistency, and accountability are non-negotiable.
- Transparent: goals, evidence, decisions, progress, and challenges are communicated honestly.



Strategic Plan

- Fiscally responsible: funds, people, time, technology, and facilities are aligned to priorities.
- Continuously improving: ETSD studies evidence, acts, checks impact, and adjusts.

District Baseline Snapshot

The framework uses the most recent publicly available state information at the time of drafting. Later official releases replace earlier baselines for monitoring without changing the intent of the goals.

Indicator	Baseline	Source
District accountability grade	C	2024-2025 Mississippi Succeeds Report Card
ELA proficiency	20.7%	2024-2025 Mississippi Succeeds Report Card
Mathematics proficiency	33.7%	2024-2025 Mississippi Succeeds Report Card
Science proficiency	39.0%	2024-2025 Mississippi Succeeds Report Card
Four-year graduation rate	91.0%	MDE graduation/dropout release, February 2026
District dropout rate	3.0%	MDE graduation/dropout release, February 2026
Chronic absenteeism	34.5%	2024-2025 Mississippi Succeeds Report Card

DATA DISCIPLINE School and district leaders will disaggregate outcomes by school, grade, subject, program, disability, English learner status, economic disadvantage, gender, race/ethnicity, and other reportable groups while protecting student privacy.

2026-2029 North Star Outcomes

Outcome	2029 Direction
Academic and attendance	Earn and sustain a B or higher; improve proficiency and growth; reduce chronic absenteeism at least 5 points from the 2024-2025 baseline by the end of 2026-2027.
Graduation and readiness	Maintain at least 92% graduation and no more than 3% dropout while increasing advanced learning, credentials, work-based learning, ACT readiness, and verified postsecondary plans.
Climate, people, and operations	Improve student, family, and employee experience; retain effective staff; reduce preventable incidents; and demonstrate sound fiscal/compliance performance.



Goal 1 - Academic Excellence and Growth

COMMITMENT Every student receives standards-aligned, grade-appropriate instruction and timely support that produces measurable growth and mastery.

ID	Priority Action	Primary Ownership	Evidence
1.1	Implement common curriculum maps, pacing guidance, high-quality instructional materials, and aligned assessments.	Curriculum Coordinator, principals, teacher teams	Quarterly implementation evidence
1.2	Use weekly PLC cycles to plan, study student work, respond to assessment evidence, and verify reteaching.	Principals and instructional teams	PLC artifacts and student response
1.3	Strengthen literacy, writing, mathematical reasoning, and academic vocabulary across content areas.	All instructional staff	Walkthrough, common assessment, MAAP
1.4	Deliver timely MTSS intervention and enrichment with documented progress monitoring.	School MTSS teams	Tier movement and growth data
1.5	Protect instructional time and provide consistent feedback through walkthroughs, coaching, and evaluation.	District and school leaders	Time-on-task and feedback records

Key performance indicators

- At least 5 percentage-point annual gains in ELA and mathematics proficiency where feasible.
- Annual positive growth in all-student and lowest-25% measures.
- Reduced performance gaps among schools and reportable student groups.

School-level evidence

- A school improvement plan aligned to the goal and based on current student evidence.
- Named owner, milestone, implementation measure, outcome measure, and review date for each major action.
- Evidence from classrooms, student work, operations, and stakeholder experience - not activity completion alone.
- Corrective action when milestones are missed or strategies do not produce the intended result.



Goal 2 - Safe, Supportive, Student-Centered Schools

COMMITMENT Every school is physically and emotionally safe, orderly, welcoming, and responsive to student needs.

ID	Priority Action	Primary Ownership	Evidence
2.1	Apply clear districtwide expectations for behavior, attendance, movement, visitors, emergency readiness, and student devices.	Superintendent, principals, operations	Audit and incident data
2.2	Use tiered behavior, mental health, counseling, mentoring, and restorative supports while maintaining accountability.	Counselors, MTSS/PBIS teams	Referrals, supports, climate data
2.3	Identify attendance barriers early and use family-centered intervention before truancy becomes chronic.	Attendance teams	Weekly attendance dashboard
2.4	Maintain clean, secure, accessible, instruction-ready facilities and reliable transportation/technology.	Operations and school leaders	Readiness inspections and work orders

Key performance indicators

- Chronic absenteeism at or below 29.5% by the end of 2026-2027.
- Year-over-year reduction in repeat discipline referrals and exclusionary discipline.
- Documented completion of safety drills, facility checks, and corrective actions.

School-level evidence

- A school improvement plan aligned to the goal and based on current student evidence.
- Named owner, milestone, implementation measure, outcome measure, and review date for each major action.
- Evidence from classrooms, student work, operations, and stakeholder experience - not activity completion alone.
- Corrective action when milestones are missed or strategies do not produce the intended result.



Goal 3 - College, Career, Military, and Life Readiness

COMMITMENT Every student develops a meaningful plan and graduates with the knowledge, skills, credentials, and experiences to act on it.

ID	Priority Action	Primary Ownership	Evidence
3.1	Implement age-appropriate career awareness, exploration, preparation, and work-based learning across grade bands.	CTE Director, counselors, principals	Student plans and participation
3.2	Expand access and success in dual credit, advanced courses, credentials, internships, apprenticeships, ACT preparation, and ASVAB preparation.	CHS leadership and partners	Participation, completion, attainment
3.3	Use individual success plans and credit checks to prevent off-track status and guide transitions.	Counselors and administrators	On-track reports each term
3.4	Build regional partnerships that connect learning to high-demand fields and local economic needs.	Superintendent, CTE, community partners	Active agreements and placements

Key performance indicators

- Four-year graduation rate at or above 92% and dropout rate at or below 3%.
- Annual increases in college/career readiness and acceleration measures.
- Every high school student has a documented postsecondary plan before graduation.

School-level evidence

- A school improvement plan aligned to the goal and based on current student evidence.
- Named owner, milestone, implementation measure, outcome measure, and review date for each major action.
- Evidence from classrooms, student work, operations, and stakeholder experience - not activity completion alone.
- Corrective action when milestones are missed or strategies do not produce the intended result.



Goal 4 - Excellent People and Leadership

COMMITMENT ETSD recruits, develops, supports, recognizes, and retains effective employees who own student success.

ID	Priority Action	Primary Ownership	Evidence
4.1	Recruit early and broadly for shortage areas and grow local educator and leader pipelines.	Superintendent and hiring leaders	Vacancy, applicant, and time-to-fill data
4.2	Provide role-aligned professional learning, onboarding, mentoring, coaching, and leadership development.	District and school leaders	Implementation and impact evidence
4.3	Set clear expectations, provide timely feedback, address performance concerns, and celebrate strong work.	All supervisors	Evaluation, retention, recognition
4.4	Strengthen professional culture through communication, collaboration, wellness, and shared responsibility.	District leadership	Employee experience data

Key performance indicators

- Reduced critical vacancies and improved retention of effective employees.
- All new educators receive documented induction and mentoring.
- Professional learning demonstrates changes in adult practice and student evidence.

School-level evidence

- A school improvement plan aligned to the goal and based on current student evidence.
- Named owner, milestone, implementation measure, outcome measure, and review date for each major action.
- Evidence from classrooms, student work, operations, and stakeholder experience - not activity completion alone.
- Corrective action when milestones are missed or strategies do not produce the intended result.



Goal 5 - Family, Community, and Operational Excellence

COMMITMENT ETSD earns trust through partnership, communication, sound finance, compliant operations, and responsible stewardship.

ID	Priority Action	Primary Ownership	Evidence
5.1	Use clear, predictable, accessible communication across website, direct messaging, meetings, and school channels.	District communications and principals	Reach, timeliness, response
5.2	Engage families and community partners in planning, learning, attendance, safety, and readiness initiatives.	School and district leaders	Participation and feedback
5.3	Align budgets, grants, purchasing, staffing, technology, and facilities to the strategic plan and evidence of need.	Business Manager and program leaders	Budget-to-priority alignment
5.4	Maintain accurate records, timely reporting, internal controls, policy compliance, and corrective action systems.	All department leaders	Audit findings and closure

Key performance indicators

- Balanced budgets and clean, timely fiscal reporting.
- Improved family response and engagement measures.
- Corrective actions closed by established deadlines and recurring findings reduced.

School-level evidence

- A school improvement plan aligned to the goal and based on current student evidence.
- Named owner, milestone, implementation measure, outcome measure, and review date for each major action.
- Evidence from classrooms, student work, operations, and stakeholder experience - not activity completion alone.
- Corrective action when milestones are missed or strategies do not produce the intended result.



Implementation and Accountability Cycle

Cadence	Required Action
July-August	Finalize baselines, school/department plans, owners, professional learning, and first 30-day deliverables.
Monthly	Review leading indicators: attendance, behavior, vacancies, walkthroughs, assessment completion, intervention, finance, and work orders.
Every 9 weeks	Review student achievement, grades, credits, growth, subgroup performance, and implementation quality; issue corrective actions.
January	Midyear strategic review; adjust resources, schedules, supports, and targets based on evidence.
April-May	Evaluate strategy impact, identify continuation/stop/start decisions, and build the next-year budget and plan.
June	Publish an annual progress summary to the Board and community and archive supporting evidence.

Board and Community Scorecard

Domain	Public Reporting Measures
Academic	Accountability grade/points; proficiency; growth; lowest-25% growth; assessment participation
Attendance and climate	Average daily attendance; chronic absence; discipline; safety; student/family experience
Readiness	Graduation/dropout; on-track credits; ACT; acceleration; credentials; work-based learning
People	Vacancies; retention; attendance; mentoring; professional learning impact; evaluation completion
Operations	Budget status; audit/corrective actions; purchasing timelines; work orders; technology uptime

STATUS RULES Green means on target and implemented with evidence. Yellow means risk or partial implementation requiring a named recovery action. Red means off target or not implemented and requires immediate executive review. Status is based on evidence, not narrative alone.

Change Control

The Superintendent may approve operational refinements that do not change Board-adopted goals. Material changes to goal intent, public targets, or policy commitments should be presented to the Board. The district will retain dated versions and a change log.



Strategic Plan

Reference Basis

- East Tallahatchie School District official website: mission, vision, leadership, schools, and contact information.
- Mississippi Succeeds Report Card, Entity 6811-000, school year 2024-2025.
- Mississippi Department of Education, 4-Year Graduation Rates report, February 2026.
- Current Mississippi College- and Career-Readiness Standards and applicable MDE program guidance.