PANOLA PUBLIC SCHOOL

2026-2029 STRATEGIC PLAN

A focused plan for stronger literacy, mathematics, school culture, targeted support, and life readiness.

LITERACY	MATHEMATICS	CULTURE
Read, write, and communicate well	Reason, explain, and solve	Safe, orderly, and respectful

Small School. Big Expectations.

STRATEGIC PLAN ARCHITECTURE

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01 | EXECUTIVE SUMMARY

A focused plan for measurable improvement

Panola Public School's 2026-2029 Strategic Plan establishes a disciplined approach to improving student outcomes through consistent, high-quality instruction and strong school systems.

The plan is grounded in a clear premise: students achieve at higher levels when expectations are explicit, instruction is focused, and support is delivered with precision.

The district will concentrate its work on five priorities: literacy, mathematics, school culture, targeted support, and life readiness. These priorities represent the highest-leverage drivers of long-term success for students in a small, rural school system.

Rather than pursuing many disconnected initiatives, Panola will focus on doing a few critical things well every day, in every classroom. The work of the plan is intentionally narrow, measurable, and operational.

58%	50%	93%
READING TARGET BY YEAR 3	**MATH TARGET BY YEAR 3**	**ATTENDANCE TARGET BY YEAR 3**
students at or above 60th national percentile	students at or above 60th national percentile	district attendance rate

What will change

- More students will read proficiently and write clearly across subjects.
- More students will demonstrate mathematical reasoning and explain their thinking.
- Classrooms will be more consistent, orderly, and focused on learning.
- Students who struggle will receive timely intervention without lowering expectations.
- Families and the community will receive clearer evidence of progress and implementation.

How the work will be achieved

- Protected instructional time in literacy and mathematics.
- Consistent use of aligned curriculum, explicit instruction, and checks for understanding.
- Regular progress monitoring and rapid response when students are not growing.

- Common behavior expectations taught, reinforced, and applied consistently.
- Quarterly review of student outcomes, leading indicators, and implementation evidence.

02 | PLAN AT A GLANCE

Strategic plan at a glance

Theory of Action

If Panola Public School protects instructional time, delivers consistent literacy and math instruction, monitors student progress frequently, responds quickly when students struggle, and maintains a safe and orderly school environment, **then** more students will read proficiently, reason mathematically, attend consistently, and leave Panola prepared for the next level.

Five Strategic Priorities

Priority	Focus
1	Literacy as the foundation of learning
2	Strong math reasoning and knowledge-rich instruction
3	Safe, orderly, and respectful school culture
4	High expectations with high support
5	Life readiness and pride in community

Headline Outcome Targets

Measure	Baseline	Year 1	Year 2	Year 3
Reading: students at or above 60th national percentile	34.3%	38%	48%	58%
Math: students at or above 60th national percentile	15.6%	25%	38%	50%
Attendance rate	Current baseline	>= 90%	>= 91.5%	>= 93%

Student participation in activity, leadership, service, or performance	Current baseline	>= 75%	>= 85%	>= 90%

03 | MISSION, VISION, AND CORE VALUES

Mission, vision, and core values

Mission

Panola Public School sets high standards with strong support so every student reads well, masters essential mathematics, and builds the knowledge to live with pride, respect, and responsibility.

Vision

1. Students read, write, and communicate proficiently, with literacy as the foundation of all learning.
2. Students master essential mathematics and build the knowledge required for future success.
3. Classrooms are orderly, focused, and respectful, with consistent expectations for behavior and effort.
4. Students demonstrate pride in themselves, their school, and their community through conduct, attendance, and work.
5. Graduates leave Panola prepared for the next level, academically capable and equipped with responsibility, perseverance, and life skills.

Core Values

High Expectations	All students are expected to achieve at high levels through consistent effort and continuous growth.
Literacy and Knowledge	Literacy and knowledge are the foundation of learning and long-term success.
Responsibility and Respect	Students and adults take ownership of their actions and treat others with respect.
Pride in Community	Panola honors its traditions and represents the school with pride.

Life Readiness	Students develop the knowledge, skills, and character needed beyond the classroom.

04 | STRATEGIC PRIORITIES

Strategic priorities

These priorities operationalize the mission, vision, and core values of Panola Public School. They guide decision-making, resource allocation, policy alignment, and administrative planning from 2026 through 2029.

The priorities are not separate initiatives. They are the operating framework for how the district will improve student outcomes and create a more consistent school experience.

Priority 1: Literacy as the Foundation of Learning

Objective	Ensure all students develop strong reading, writing, and communication skills as the basis for academic and life success.
Board Rationale	Literacy is the gateway skill for all content areas and long-term student outcomes. Early and sustained proficiency is essential.
District Focus	• Literacy-first instructional priorities • Early identification and intervention for reading difficulties • Schoolwide responsibility for reading and writing
Indicators of Progress	• Improved reading proficiency across grade levels • Reduced need for intensive intervention over time • Consistent literacy expectations across subjects

Priority 2: Strong Math Reasoning and Knowledge-Rich Instruction

Objective	Develop students who reason mathematically and build essential academic knowledge across subjects.
Board Rationale	Math reasoning and content knowledge are critical for future learning, problem-solving, and informed citizenship.
District Focus	• Conceptual understanding and mathematical reasoning • Alignment to grade-level standards and coherent curriculum • Instruction that builds cumulative knowledge
Indicators of Progress	• Improved math achievement and reasoning • Increased student ability to explain thinking • Consistent, standards-aligned instruction

04 | STRATEGIC PRIORITIES CONTINUED

Priority 3: Safe, Orderly, and Respectful School Culture

Objective	Maintain a school environment that is calm, focused, and respectful to support learning.
Board Rationale	Effective instruction depends on consistent expectations for behavior and effort.
District Focus	• Clear, consistent behavior expectations • Fair and predictable enforcement • Support systems for students and staff
Indicators of Progress	• Reduced classroom disruptions • Consistency across classrooms and settings • Improved student conduct and engagement

Priority 4: High Expectations with High Support

Objective	Hold all students to high academic and behavioral standards while providing the support necessary for success.
Board Rationale	Excellence requires support - not lowered expectations.
District Focus	• Grade-level expectations for all students • Targeted academic and behavioral interventions • Regular monitoring of student progress
Indicators of Progress	• Increased student persistence and growth • Fewer students falling behind • Evidence of effective intervention systems

Priority 5: Life Readiness and Pride in Community

Objective	Prepare students for success beyond Panola while honoring community values and traditions.
Board Rationale	Academic success must be paired with character, responsibility, and civic pride.

District Focus	• Responsibility, perseverance, and work ethic • Strong attendance and engagement expectations • Positive school-community relationships
Indicators of Progress	• Improved attendance and student engagement • Positive representation of Panola in the community • Graduates prepared for the next level of learning and life

05 | MEASURABLE GOALS AND SCORECARDS

Measurable goals and scorecards

This section defines what success looks like and identifies the system actions required to verify implementation. Student outcomes are measured through assessment and performance data. System execution is measured through leading indicators and evidence of fidelity.

Implementation framework

Year	Focus	Description
2026-2027	Build	Establish systems, clarify non-negotiables, protect time, and begin consistent monitoring.
2027-2028	Refine	Improve execution, reduce variability, strengthen coaching, and act faster on data.
2028-2029	Sustain	Sustain performance, scale what works, and institutionalize accountability routines.

Priority 1 scorecard: Literacy as the foundation of learning

Outcome measure	Baseline	Year 1	Year 2	Year 3
MAP Growth Reading: tested K-8 students at or above 60th national percentile	34.3%	38%	48%	58%

Leading indicator	Target
Literacy block protected from interruptions	>= 95% of school days
Required literacy components delivered	>= 90% of observed blocks
Students placed in skill groups	100%
Regrouping completed	Every 6 weeks, 100% of cycles
Literacy walkthroughs completed	At least 2 per teacher per month

Required system actions

- Protect and execute a daily literacy block with no pull-outs or avoidable interruptions.
- Group students by skill using screener and ongoing data; regroup every six weeks.
- Monitor instruction, coach for fidelity, and require curriculum and instructional model alignment.

Priority 2 scorecard: Strong math reasoning and knowledge-rich instruction

Outcome measure	Baseline	Year 1	Year 2	Year 3
MAP Growth Math: tested K-8 students at or above 60th national percentile	15.6%	25%	38%	50%

Leading indicator	Target
Daily math block executed	>= 95% of school days
Common assessments administered	100% of scheduled cycles
Student work reviewed in PLC/data meetings	Monthly
Reteach plans documented	After each common assessment

Observed lessons include student explanation	>= 80% Year 1; >= 90% Year 2

Required system actions

- Deliver a consistent daily math block in every classroom using I Do -> We Do -> You Do -> Explain.
- Use common assessments to identify gaps, misconceptions, and priority reteach needs.
- Adjust instruction based on student work, data, and evidence of reasoning.

Priority 3 scorecard: Safe, orderly, and respectful school culture

Measure	Year 1	Year 2	Year 3
Students on-task during observed instruction	>= 80%	>= 85-90%	>= 90%
Major behavior incidents	Establish baseline; reduce 10%	Reduce 20%	Reduce 30%
Instructional minutes lost to behavior	Establish baseline	Reduce 15%	Reduce 25%

Required system actions

- Teach and reinforce schoolwide behavior expectations in all settings.
- Respond to behavior consistently using a common tracking system.
- Actively supervise transitions, common areas, and unstructured settings.

Priority 4 scorecard: High expectations with high support

Outcome measure	Year 1	Year 2	Year 3
Reduction in students below benchmark in literacy and math	10%	18%	25%

Leading indicator	Target

Students assigned to WIN group	100%
Groups updated	Every 6 weeks, 100%
Progress monitoring completed	Every 2-4 weeks for intervention students
Non-responders flagged	Within one cycle
Intervention changes documented	100% of non-responders

Required system actions

- Run a daily WIN intervention block with full participation and assigned ownership.
- Monitor progress and change interventions quickly when students do not respond.
- Hold data meetings that result in clear grouping, reteach, and follow-up decisions.

Priority 5 scorecard: Life readiness and pride in community

Measure	Year 1	Year 2	Year 3
Attendance rate	>= 90%	>= 91.5%	>= 93%
Chronic absenteeism	Establish baseline; reduce 10%	Reduce 20%	Reduce 30%
Participation in activity, leadership, service, or public performance	>= 75%	>= 85%	>= 90%

Required system actions

- Set and enforce clear attendance expectations with students and families.
- Ensure every student is connected to school through activities, leadership, service, or public performance.
- Build consistent school-community engagement through communication, involvement, events, and recognition.

06 | IMPLEMENTATION ROADMAP

Three-year implementation roadmap

The plan is phased to avoid initiative overload. Year 1 builds the operating system. Year 2 improves precision and reduces variability. Year 3 sustains performance and makes successful practices durable.

Year	Operating Focus	Primary Work	Evidence of Implementation
Year 1: Build 2026-2027	Establish non-negotiables	Protect literacy and math blocks; launch skill groups; define behavior expectations; assign WIN groups; begin monthly data routines.	Master schedule; walkthrough records; group rosters; screener trackers; common assessment calendar; behavior definitions; WIN ownership sheets.
Year 2: Refine 2027-2028	Reduce variability	Coach to the instructional model; analyze student work; improve reteach cycles; use behavior and attendance data to adjust supports.	Coaching logs; monthly walkthrough reports; data meeting notes; reteach plans; intervention tracking; discipline and attendance trend reports.
Year 3: Sustain 2028-2029	Institutionalize high performance	Maintain routines; scale effective practices; strengthen vertical alignment; use multi-year trend data to guide next strategic cycle.	Longitudinal data reports; implementation summaries; vertical alignment documents; exemplar lesson repository; annual

			board dashboard summary.

Priority of execution

- First: protect the schedule. The plan cannot work if literacy, math, and intervention time are repeatedly interrupted.
- Second: make instruction consistent. The district must reduce classroom-to-classroom variability in expectations, curriculum use, and checks for understanding.
- Third: act on data quickly. Assessment data only matters if it changes grouping, reteach, practice, or support.
- Fourth: monitor in public-facing ways. Families and the board should see evidence that goals are being implemented, not merely discussed.

07 | MONITORING AND ACCOUNTABILITY

Monitoring and accountability framework

The strategic plan will be monitored through student outcome data, leading indicators, and implementation evidence. Progress monitoring should be frequent enough to change practice while still clear enough for board and community communication.

Cadence	Audience	Purpose	Evidence Reviewed
Weekly	Administration / instructional staff	Identify immediate barriers and correct implementation problems.	Attendance; behavior; intervention progress; schedule interruptions; teacher needs.
Monthly	Instructional teams	Review data and make grouping, reteach, and support decisions.	Screeners; progress monitoring; common assessments; student work; walkthrough notes.
Quarterly	Board / public dashboard	Report progress toward strategic priorities and system execution.	Reading and math indicators; attendance; behavior; WIN participation; implementation evidence.
Annually	Board / community	Evaluate progress, identify next-year adjustments, and preserve effective systems.	End-of-year assessment results; trend data; implementation summary; updated goals.

Governance alignment

- The strategic priorities guide administrative planning and annual goal-setting.
- Budget, staffing, scheduling, and resource decisions should be checked against the strategic priorities.
- Board monitoring should distinguish between student outcomes and implementation evidence.
- When progress is not on track, the response should be operational: adjust time, support, training, materials, or monitoring.

Accountability questions

- Are students improving in reading, math, attendance, engagement, and behavior?
- Are the adult systems being implemented with fidelity?
- Where is execution inconsistent, and what is the corrective action?
- What evidence shows that support has increased without lowering expectations?

08 | COMMUNITY IMPACT

Community impact

The plan is designed to make the school experience clearer, more consistent, and more productive for families, students, and the broader Panola community.

What families will experience

Experience	What it means
Stronger academic expectations	Families will see clear, consistent expectations for reading, writing, and math across classrooms. Students will be held to grade-level standards with support to meet them.
Improved communication about student progress	Families will receive more consistent and understandable information about academic performance, attendance, and expectations.
More consistent school experience	Behavior, routines, and instruction will be more predictable across classrooms and grade levels.

What students will experience

Experience	What it means
More time focused on learning	Classrooms will be orderly and focused, with fewer disruptions and interruptions to instruction.
Targeted support when needed	Students will receive timely help based on specific needs, with instruction adjusted to ensure progress.
Clear expectations and accountability	Students will understand what is expected academically and behaviorally and will be supported in meeting those expectations.

What the community will experience

Experience	What it means
Increased confidence in school performance	The community will see measurable improvement in reading, math, attendance, and student engagement.
Students who represent the school well	Students will demonstrate responsibility, respect, and pride in their school and community.
Stronger school-community connection	The school will maintain consistent communication and create structured opportunities for family and community involvement.

08 | PROFILE OF A GRADUATE

Profile of a graduate

A graduate of Panola Public School demonstrates consistent academic proficiency, reliable habits, and readiness for the next level.

Graduate trait	Observable evidence
Literate and knowledgeable	Reads and comprehends grade-level and above-grade-level texts independently; writes clearly to explain thinking; applies knowledge across subjects.
Mathematically capable	Solves grade-level problems accurately and efficiently; explains reasoning with mathematical language; applies math to real-world situations.
Consistently present and reliable	Maintains strong attendance habits; arrives prepared and on time; follows through on responsibilities without constant prompting.
Engaged and self-managed	Stays on task during instruction; uses time productively; avoids behaviors that disrupt learning.
Respectful and responsible	Treats peers and adults with respect; accepts accountability; follows expectations consistently across settings.
Prepared for the next level	Meets or exceeds academic benchmarks; demonstrates persistence; possesses foundational skills needed for high school success.
Connected to community	Shows pride in school and community; participates in activities, service, or leadership; represents Panola positively in conduct and effort.

Summary statement

A Panola graduate is proficient, present, and productive - a student who reads well, thinks clearly, attends consistently, and contributes positively to both the classroom and the community.