TROUP ISD

District Improvement Plan
2026/2027



Date Reviewed: 11/02/2026

Date Approved: 11/09/2026

TROUP ISD

Mission

Troup Independent School District is committed to encourage, equip, and empower lifelong learners.

Vision

Troup ISD envisions a district of innovation and excellence that inspires successful futures.

Nondiscrimination Notice
TROUP ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

TROUP ISD Site Base

Name	Position
Griffin, Amanda	Staff Member
Brown, Lisa	Teacher
Shofner, Kim	Special Education Teacher
Brashear, Jennifer	Teacher
Smith, David	Central Office Staff
Salgado, Linda	Central Office Staff
McInturff, Ryan	Principal
Knighton, Kimberly	Elementary Counselor
Cooksey, Stephen	Central Office Staff
Goode, Travis	Principal
Larison, Laurie	School Nurse
Lacy, Janna	Teacher
Wyatt, Erin	High School Counselor
Davis, Lanette	Parent
Bolling, Alexandria	Parent
Adams, Susan	Community Member
Fredenburg, Haylee	Community Member
Pridgen, Traci	Principal
Dowdy, Cassie	Teacher
Parrish, Robin	Teacher
Lackey, Colton	Teacher

TROUP ISD

Goal 1. At Troup ISD, all students will increase their achievement, participation and performance.

Objective 1. Troup ISD will exceed the state average by at least 5 percentage points in every tested area.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create an environment conducive for learning with an increased accountability for all staff. (Title I SW: 2,3) (Target Group: All) (Strategic Priorities: 2)	Math Coach, Principal(s), Reading Coach, Reading Interventionist, Teachers	August - May	(L)Math Materials, (L)Reading Materials	STAAR Test M-Class ESGI Teacher Observation Benchmark Scores Report Card Grades
2. Ensure delivery of TEKS through an aligned curriculum. (Title I SW: 3,9) (Target Group: All) (Strategic Priorities: 2)	Principal(s), Teachers	August-May	(F)DMAC, (F)Title I, (L)ARD Information, (L)Benchmarks, (L)ELA Materials, (L)Math Materials, (L)Reading Materials, (L)Science Materials, (L)Social Studies Materials, (L)TEKS Based Resourses, (L)Writing Materials, (S)STAAR	Benchmarks STAAR Scores Report Card Grades
3. Utilize assessment and student data to measure student progress. DMAC Fees $9,333.00 (Title I SW: 1,2,3,4,8) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,4)	Administrators, Assistant Principal, Executive Director of Curriculum & Instruction, Math Coach, Principal(s), Reading Coach, Reading Interventionist, Teachers	August - May	(F)DMAC, (F)Region 7, (F)Title I, (L)Benchmarks, (L)Computers, (L)Executive Director of Curriculum & Instruction, (S)STAAR	Summative - Daily grades Report card grades Benchmark Scores Student Progress STAAR Scores
4. Troup ISD will provide additional instructional support for students demonstrating academic need. Support includes: before and after school tutorials, additional support during the day, additional class period of specific content needing support. (Title I SW: 1,2,4,8) (Target Group: All,H,W,AA,ECD,SPED) (CSFs: 1,2,4)	Assistant Principal, ELA Teachers, Principal(s), Writing Teachers	August-May	(F)Title I, (L)Professional Development Journals, (L)Writing Materials	Summative - Teacher observation Daily grades Benchmark scores ESGI data M-Class data STAAR results
5. Troup ISD will utilize data from various sources to target students not reaching expectations in all subgroups: all students, AA, Hisp., White, Econ. Dis, Special Education. (Title I SW: 10) (Target Group: SPED) (CSFs:	Arp Coop, Executive Director of Curriculum & Instruction, Principal(s), Teachers	August- May	(F)Region 7, (L)Director of Special Education	Summative - Both STAAR Teacher Observation Benchmark Test

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Objective 1. Troup ISD will exceed the state average by at least 5 percentage points in every tested area.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1,4)				
6. Troup ISD will provide summer learning opportunities for students who do not meet the required passing standards on the State of Texas Assessments of Academic Readiness (STAAR), in accordance with Texas Education Agency (TEA) guidelines and requirements. (Title I SW: 8,10) (Target Group: AtRisk) (CSFs: 1)	Assistant Principal, Principal(s), Students, Teachers	June-July	(F)Title I, (L)Transportation, (S)Local Funds	Summative - Both Student progress reports OEYP benchmark scores STAAR Scores
7. Teachers will use released STAAR results, NWEA Maps, DMAC, and formal/informal assessments to disaggregate the data by individual student response and by categories to determine individual students' strengths and weaknesses in all tested areas. (Title I SW: 2,8) (Target Group: H,AA,ECD,SPED) (Strategic Priorities: 2) (CSFs: 1,2)	Assistant Principal, Math Coach, Principal(s), Reading Coach, Reading Interventionist, Teachers	August - May	(F)DMAC, (L)NWEA Maps, (S)STAAR , (S)TEA	Benchmark Results Grades Progress Monitoring STAAR Scores Accountability Summary
8. Students will receive small group instruction in math, science, reading, writing, and social studies in order to meet individual student needs in the classroom. (Title I SW: 1,2,8) (Target Group: All,H,ECD,ESL,SPED) (Strategic Priorities: 2) (CSFs: 1,2)	Math Coach, Reading Interventionist, Teachers	August - May	(L)ELA Materials, (L)Math Materials, (L)Reading Materials, (L)Science Materials, (L)Social Studies Materials, (L)Writing Materials	Summative - Both Formative and Summative Evaluations Benchmark Results Grades Progress Monitoring Running records Report Card STAAR SCORES Accountability Summary
9. Troup ISD will utilize DMAC for testing, data disaggregation, teacher appraisals and walk-throughs. (Title I SW: 2,4,8) (Target Group: All) (CSFs: 1,2)	Assistant Principal, Executive Director of Curriculum & Instruction, Principal(s), Teachers	Daily	(F)DMAC - $9,333.00, (L)Benchmarks, (S)STAAR , (S)TEKS	Criteria: STAAR Assessment Results DMAC Student Performance Data Student Academic Growth Data

TROUP ISD

Goal 1. At Troup ISD, all students will increase their achievement, participation and performance.

Objective 2. Close performance gaps by 5% between student populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Troup ISD will provide after school tutorials as needed to meet the needs of all students especially those who have historically had acheivement gaps. (Title I SW: 2,9) (Target Group: All,ESL,SPED,Dys) (Strategic Priorities: 2) (CSFs: 1,4)	Principal(s), Teachers	August-May	(L)Math Materials, (L)Reading Materials, (L)Social Studies Materials, (L)TEKS Based Resourses, (L)Transportation	Summative - Both Teacher Observation Student Performance Benchmark Scores Grading Reports STAAR Scores M-Class ESGI TELPAS 9 Week Grades
2. Troup ISD will utilize formative benchmark testing to measure student progress. (Title I SW: 8) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Counselor, Principal(s), Students, Teachers	Fall, Spring	(L)Curriculum, (L)NWEA Maps, (L)TEKS Based Resourses	Formative - Benchmark Scores Student Progress
3. The Troup Elementary Campus offers Pre-K classes in order to positively impact student academic achievement for economically disadvantaged students prior to Kindergarten enrollment. (Title I SW: 6,7) (Target Group: PRE K) (CSFs: 1,5)	PreK Teachers	August	(L)Parents, (S)Local Funds	Summative - Prepared for Kindergarten
4. Teachers will use a variety of test results to disaggregate student data individually. (Title I SW: 8) (Target Group: All) (CSFs: 1,2)	Math Coach, Reading Coach, Reading Interventionist, Teachers	August - May	(F)DMAC, (L)NWEA Maps, (S)TEA	Summative - STARR Scores Accountability Summary
5. Troup ISD will provide paraprofessional staff to assist with student supports. (Title I SW: 1) (Target Group: SPED,AtRisk) (CSFs: 1)	Paraprofessionals, Principal(s), Special Education Teachers	August - May	(F)Region 7, (L)Curriculum	Summative - Student Report Cards Student Progress Benchmark Assessment M-Class ESGI

TROUP ISD

Goal 2. At Troup ISD, a strong curriculum will be offered, including the integration of technology into the curriculum, in an effort to provide increased opportunities for success for all students.

Objective 1. Troup ISD will provide a comprehensive core/enrichment curriculum, including technology.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Technology will continue to be integrated into the curriculum throughout the district. (Title I SW: 1,4) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1,4)	Director of Special Education, Director of Technology, Dyslexia Teacher, ESL Coordinator, ESL Teacher, Executive Director of Curriculum & Instruction, Principal(s), Teachers, Technology Staff	Daily	(F)Region 7, (L)Computers, (L)Professional Development	Summative - Both Daily Progress Interaction with students & parents and technology Teacher Observation Technology Competencies Student evaluated Texas Essential Knowledge and Skills (TEKS) in technology
2. The district will provide Gifted and Talented (GT) instruction through a Pull-Out program on each campus. (Title I SW: 1,10) (Target Group: GT) (CSFs: 1,2)	Counselor, Executive Director of Curriculum & Instruction, GT Coordinator, Principal(s), Teachers	Weekly	(F)Region 7, (L)Computer Labs, (L)Outside consultants, (O)Responsive Learning	Summative - Test Scores 9 Weeks Grades
3. The district utilizes grant opportunities to enhance the core curriculum through federal grant funds. Federal Consolidated Grant: Title 1 $272,456. Title IV $ 17,829. Carl Perkins Funds and State Grant Funds (Title I SW: 1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	CTE Consortium, Executive Director of Curriculum & Instruction, Principal(s), Teachers	Daily	(F)Carl Perkins, (F)Title I	Summative - Student progress reports Teacher observation TEA evaluation
4. Title 3 funds are used to support our ESL program. (Title I SW: 10) (Target Group: ESL) (CSFs: 1)	Counselor, ESL Coordinator, ESL Teacher, Executive Director of Curriculum & Instruction, Principal(s)	Daily	(F)Region 7, (F)Title III Bilingual / ESL	Summative - TELPAS PBM
5. Troup ISD will provide a Title I school wide program and a compensatory education program. Federal Consolidated Grant: Title 1 $272,456. Title IV $ 17,829. Carl Perkins Funds and State Grant Funds (Title I SW: 1) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3,4,5,6,7)	Counselor, Executive Director of Curriculum & Instruction, Principal(s), Teachers	Daily	(F)Title I, (S)FTE's, (S)State Compensatory	Summative - Various Data Sources Benchmark Scores Progress Reports Academic Performance STAAR Scores M-Class ESGI Semester Grades

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Troup Elementary teachers will utilize research based instructional strategies and high quality instructional materials such as Bluebonnet Curriculum in reading and math. Teachers will also use instructional strategies acquired in the Science of Teaching Reading Academy. (Target Group: All)	General Education Teacher, Principal(s), Reading Teachers	August-May	(F)DMAC, (F)Region 7, (L)Professional Development	Criteria: STAAR Results End of Unit Exams Checkpoint Exams

TROUP ISD

Goal 2. At Troup ISD, a strong curriculum will be offered, including the integration of technology into the curriculum, in an effort to provide increased opportunities for success for all students.

Objective 2. The district will provide staff development to improve teaching and learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will participate in professional development training throughout the year. (Title I SW: 4,10) (Target Group: All) (CSFs: 1,3,7)	Executive Director of Curriculum & Instruction, Principal(s), Teachers	2026-2027	(F)Region 7, (L)Executive Director of Curriculum & Instruction, (L)Outside consultants, (L)Professional Development, (L)Professional Development Journals, (L)Special Education Coop, (L)Technology Director	Summative - TTESS
2. Teachers will attend PLC (Professional Learning Communities) meetings on each campus to collaborate and positively impact student learning. (Target Group: All)	Administrators, Teachers	2026-2027	(F)DMAC, (L)Curriculum, (L)NWEA Maps, (L)TEKS Based Resourses, (S)STAAR , (S)TEKS	Criteria: Summative - TTESS Evaluations

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Goal 2. At Troup ISD, a strong curriculum will be offered, including the integration of technology into the curriculum, in an effort to provide increased opportunities for success for all students.

Objective 3. Troup ISD will provide instruction by certified personnel.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will strive to ensure that all teachers will be certified in their teaching field by the timeline provided by TEA. (Title I SW: 3,5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,7)	Executive Director of Curriculum & Instruction, Human Resources, Principal(s), Teachers	Ongoing	(O)Alternative Certification Programs, (S)TEA	Summative - Documentation from approved program Attend Training
2. The district will ensure that all paraprofessionals will be highly qualified. (Title I SW: 1) (Target Group: All)	Executive Director of Curriculum & Instruction, Paraprofessionals, Principal(s)	Ongoing	(F)Region 7, (L)Executive Director of Curriculum & Instruction, (L)Report Cards, (L)Tyler Junior College, (L)University of Texas at Tyler	Summative - Documentation from approved program Attend Training TEA

TROUP ISD

Goal 3. In Troup ISD, a safe and orderly school climate, together with a positive learning environment, will be provided for all students and employees of the district.

Objective 1. The district will provide an environment that promotes quality character building.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will provide counseling services to students within the guidelines of state law. TISD has a full time Licensed Professional Counselor (LPC) that is available to all TISD students in addition to campus based counselor(s). (Title I SW: 1) (Target Group: All)	Counselor, Principal(s)	August - May	(S)Local Funds	Summative - Number of referrals
2. Each campus will implement a comprehensive counseling program. (Title I SW: 1) (Target Group: All)	Counselor	Aug.-May	(S)Local Funds	Summative - Elementary Campus - Character Strong
3. Campus Administrative Teams will implement bullying, violence, dating violence and sexual harassment prevention and intervention strategies with students and staff. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Administrative Team, Counselor	Year round	(L)TEKS Based Resourses	Summative - Number of repeated referrals The "WORKS" Professional Development Counseling Session Document
4. Troup High School and Middle School will continue to participate in the Troup ISD Drug Testing Policy. (Title I SW: 1,6) (Target Group: 7th ,8th,9th,10th,11th,12th) (CSFs: 6)	Administrative Team, Athletic Trainer, Extra Curricular Sponsors	August, random throughout the year	(L)School Board Policy, (L)Southwest Consortium	Summative - Number of positive drug tests
5. Faculty and staff will be trained yearly on child abuse and maltreatment of children, bullying prevention, and trauma informed care. (Target Group: All)	Administrative Team, Counselor, Paraprofessionals, Teachers	May - August	(L)SRO, (O)WORKS, (S)CPS	Criteria: The "WORKS" Training Sessions

TROUP ISD

Goal 3. In Troup ISD, a safe and orderly school climate, together with a positive learning environment, will be provided for all students and employees of the district.

Objective 2. The district will ensure the safety of all students, faculty, and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Troup ISD will provide training to students and staff on bus safety, fire drills, tornadoes, and emergency operations to keep them safe during possible emergency situations. Per state law, all campus safety drills will be entered in to Sentinel. (Title I SW: 1) (Target Group: All)	Assistant Principal, Director of Technology, Principal(s)	Monthly	(L)Active Defender, (L)SRO, (L)Troup PD, (S)Multi-hazard Emergency Operations Plan, (S)TEA	Summative - Both Drills Completed safety reports
2. Troup ISD will ensure all students are safe of any known food allergies. (Title I SW: 1) (Target Group: All) (CSFs: 5)	Nurse, Parents, Principal(s), Teachers	Daily	(L)Parents, (L)Skyward, (O)WORKS	Teachers complete training Limited number (None) Allergic reactions to food The "WORKS" online professional development
3. Troup ISD will maintain the District's Multi-hazard Emergency Operation's Plan in conjunction with the local and county emergency teams. (Title I SW: 1,9) (Target Group: All) (CSFs: 5,6)	Administrators, SRO Officer, Superintendent, Troup Police	Daily as needed	(L)City of Troup, (L)School Map, (L)SRO, (L)Video Equipment, (S)Multi-hazard Emergency Operations Plan	Both Regular practice drills Successful times of training Good plan implemented
4. Troup ISD will maintain an anonymous incident reporting option to our district website. (Target Group: All)	Technology Staff	always available	(L)District Website	Criteria: Documentation of incidents addressed in a timely manner
5. All District Employees and Students in grades 6-12 will be trained in "Stop the Bleed" with Stop the Bleed kits available on each campus, cafeterias, field house, bus barn, Ag. Shop, and Maintenance Shops (Target Group: All)	Administrators, Director of Support Services, Executive Director of Curriculum & Instruction, Nurse, SRO Officer	Annually	(L)Nurse, (L)Outside consultants, (L)SRO, (L)Troup ISD	Summative - Both Regular Practice Drills Successful Training
6. The District will assemble a Threat Assessment Team for each Campus and a District Team. The teams will be responsible for a Pro-Active support approach to ensure the students' safety. Each Team will receive	Administrative Team, SRO Officer	Always Available	(F)Region 7, (L)SRO, (L)Troup PD	Criteria: Sentinel Program Professional Development Documentation

TROUP ISD

Goal 3. In Troup ISD, a safe and orderly school climate, together with a positive learning environment, will be provided for all students and employees of the district.

Objective 2. The district will ensure the safety of all students, faculty, and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
extensive training. (Target Group: All)				
7. Troup ISD utilizes a Handle With Care Instructor to train staff in using deescalation techniques. (Target Group: All)	Administrative Team, Assistant Principal, Director of Special Education, General Education Teacher, Paraprofessionals, Special Education Teachers	August-May	(L)Director of Special Education, (L)Executive Director of Curriculum & Instruction	Criteria: Number of incidents per year
8. Troup ISD has our own Police Department, consisting of a chief and a 2nd officer. We believe this will enhance district safety during school hours, as well as at after school events. One will be housed at the Elementary and one at the High School/Middle School. Police Officer responsibilities are located at the end of the DIP as an attachment. (Target Group: All)	Administrative Team, Administrators, SRO Officer	Ongoing	(L)SRO, (L)Troup ISD, (S)Local Funds	Criteria: Superintendent yearly evaluations 09/21/26 - On Track 03/05/24 - Completed
9. Ensure each campus has adequate working video cameras and radios to help maintain a safe environment. (Target Group: All)	Director of Support Services, Director of Technology, District Police Chief	Year Round	(L)Computers, (L)Media Devices, (L)Security Devices, (S)Local Funds	Criteria: Campus Safety Audits Radio Communication Checks Maintenance Records for Equipment
10. Campus and district admin and counselors will be active in the identification of bullying and harassment on each campus (Target Group: All)	Administrators, Counselor, Principal(s)	Yearly	(S)Local Funds	Criteria: Bullying and harassment incident reports Student discipline data
11. Teachers will be trained to recognize the signs of bullying, harassment, abuse and suicide and know how to respond to student needs. The "Stop It" Anonymous reporting app will be available for reporting purposes. (Target Group: All)	Administrative Team, Administrators, Counselor, District Police Chief, Faculty	Ongoing	(F)Region 7, (L)District Website, (S)Local Funds	Criteria: Staff Training Reports Professional Development Documentation STOPit Anonymous Reporting Data

TROUP ISD

Goal 4. At Troup ISD, partnerships between the school and home will be promoted to ensure a quality education.

Objective 1. Troup ISD will ensure good communication and opportunities for parental involvement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Troup ISD will provide access to progress reports and report cards to parents through Skyward. (Title I SW: 9) (Target Group: All)	Assistant Principal, Campus Secretary, Principal(s), Teachers	Ongoing	(L)Computers, (L)Copier, (L)Paper	Summative - Both 9 Week Grades End of year grades
2. Troup ISD will use Parent Square, Facebook, the District Website, and the electronic marquee(s) to keep students, parents, and community members informed of the activities occurring on their campuses. (Title I SW: 1) (Target Group: All)	Assistant Principal, Campus Secretary, Principal(s)	Throughout the year	(L)Cell Phones, (L)Computers	Summative - Community Participation Community Feedback
3. The district and campuses will provide opportunities for parents to be involved with their student's campus, faculty, and staff. • Campus programs • CTE Night • Parent/Teacher Conferences • PTO • Book Fair • Freshmen Orientation • 6th Grade Orientation • Meet the Teacher • College and Career Fair • SRP Nights • Parent Academies • STAAR Family Night • Math and Litercy Night (TES) (Title I SW: 6) (Target Group: All) (CSFs: 5,6)	Counselor, Executive Director of Curriculum & Instruction, Parent Volunteers, Principal(s), Students, Teachers	August - May	(L)School Facilities, (L)Troup ISD	Summative - Parental Involvement Number of mentor and student participations Attendance
4. Campuses will offer parent conference opportunities at least twice a year. Appointments can be set up on Staff Development days, or before/after school. Notices will be sent out on social media and district website. (Target Group: All)	Principal(s), Teachers	August-May	(L)School Facilities, (L)Troup ISD	Criteria: Parent and Community Feedback

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Troup ISD is a K-12 public school system located in both Cherokee County and Smith County. The approximate 110 square-mile district consists of 3 campuses serving approximately 1066 students and 182 employees.

Campus

Troup High School

Grades: 9 - 12 Student Enrollment: 321

Troup Middle School

Grades: 6 - 8 Student Enrollment: 242

Troup Elementary

Grades: Pre-K - 5 Student Enrollment: 503

Student Ethnicity Percent

White 71.4%

African American 9.0%

Hispanic 14.7%

Asian .5%

Native Indian .4%

Two or More Races 4.0%

Enrollment in Troup ISD has increased by 15 students from the previous school year.

Troup ISD has a 94.2% attendance rate, a 100% graduation rate and consistently achieves higher than average on state and national (SAT/ACT) assessments.

Students are served through various special programs in Troup ISD. Programs include 504, CTE, Special Education, ESL (English as Second Language) and Gifted and

Comprehensive Needs Assessment

Demographics Strengths (Continued)

Talented, and Dual Credit.

Troup ISD takes pride in the quality of teachers our district is able to employ.

Our district recognizes the diversity needed in our teaching staff and will continue to review hiring practices as needed.

Demographics Weaknesses

As Troup ISD’s student population and individual student needs continue to change, the district must ensure that programs, staffing, resources, and instructional supports remain responsive to all student groups.

Differences in academic performance and program participation among student populations indicate a continued need to monitor demographic and achievement data to identify gaps and ensure equitable access to appropriate academic and support services.

Demographics Needs

The district recognizes the need to ensure that all eligible students and families have access to available support and resources. Troup ISD will continue to encourage families who may qualify for free or reduced price meals to complete the required application.

The district also recognizes the importance of recruiting and retaining highly qualified staff who reflect and effectively serve our changing student population. Campus principals will continue to recruit and hire the most qualified candidates for available positions. As the demographics and needs of our students continue to change, the district will regularly review recruitment and hiring practices and identify opportunities to strengthen and diversify the applicant pool.

Demographics Summary

Troup ISD will continue to identify and address the changing needs of its students and families by increasing awareness and participation in available support programs and by strengthening efforts to recruit and retain highly qualified staff. The district will regularly review student demographic and program participation data, as well as recruitment and hiring practices, to ensure resources and personnel effectively support the needs of all students.

Demographics Summary (Continued)

Student Achievement

Student Achievement Strengths

Troup ISD demonstrates several areas of strength in student achievement.

Districtwide, 80% of students achieved Approaches Grade Level or above on STAAR assessments, with 54% achieving Meets Grade Level or above and 19% achieving Masters Grade Level.

Reading/Language Arts continues to be an area of relative strength, with 63% of students achieving Meets Grade Level or above.

The district also demonstrated positive academic growth, with growth scores of 68% in Reading/Language Arts and 70% in Mathematics.

Graduation continues to be a significant strength for the district, with a four-year federal graduation rate of 98.8%. Additionally, the district maintained strong assessment participation, with 100% participation reported in both RLA and Mathematics for all students.

Student Achievement Weaknesses

Although Troup ISD demonstrates strong overall performance in several areas, achievement gaps remain among student groups.

Mathematics continues to be an area of focus, with 44% of students achieving Meets Grade Level or above compared with 63% in Reading/Language Arts.

Performance gaps are also evident among student populations. Economically disadvantaged students achieved Meets Grade Level or above at lower rates than their non-economically disadvantaged peers in both RLA and Mathematics.

Students receiving special education services and emergent bilingual students also demonstrated lower levels of achievement when compared with overall district performance.

College, Career, and Military Readiness (CCMR) remains an additional area for continued improvement, with 49% of the reported cohort meeting CCMR criteria.

Comprehensive Needs Assessment

Student Achievement Needs

Troup ISD will continue to focus on improving student achievement and academic growth across all grade levels and student groups.

Particular emphasis is needed in Mathematics and in closing achievement gaps for economically disadvantaged students, students receiving special education services, emergent bilingual students, and other identified student groups.

The district will continue to strengthen Tier I instruction, utilize assessment data to identify individual student needs, provide targeted interventions and enrichment, and support teachers through professional development and instructional resources.

Continued attention will also be given to increasing College, Career, and Military Readiness opportunities and ensuring students are prepared for success beyond high school.

Student Achievement Summary

Troup ISD continues to demonstrate strong student outcomes in several areas, including Reading/Language Arts, academic growth, assessment participation, and graduation.

The district recognizes opportunities for continued improvement in Mathematics, College, Career, and Military Readiness, and achievement among identified student groups.

Troup ISD will continue to use multiple sources of student performance data to guide instructional decisions, strengthen Tier I instruction, provide targeted interventions, and address achievement gaps.

Through ongoing monitoring, professional development, and collaboration, the district will remain focused on providing all students with the academic support and opportunities necessary for continued growth and success.

School Culture and Climate

School Culture and Climate Strengths

Troup ISD demonstrates a strong and positive school culture through its continued focus on staff development, student engagement, school safety, and opportunities for student involvement.

Professional development is planned collaboratively by campus and Central Office leadership to address the specific needs of each campus, with ongoing communication throughout the year to ensure staff training needs are met.

The district continues to attract students from outside Troup ISD through transfer enrollment, reflecting continued interest in the educational opportunities offered by the district.

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

Students are encouraged to become actively involved in a variety of co-curricular and extracurricular activities, promoting school connectedness, leadership, teamwork, and a sense of belonging.

Student and staff safety also remains a priority. The addition of a School Resource Officer, along with the District Police Chief, provides campuses with increased resources and support to maintain safe and secure learning environments.

School Culture and Climate Weaknesses

While Troup ISD provides a variety of opportunities to support a positive school culture and climate, continued efforts are needed to ensure consistent engagement and communication among students, staff, parents, and the community across all campuses.

The district can strengthen its processes for gathering and analyzing stakeholder feedback to identify concerns, measure perceptions of school safety and belonging, and ensure that the needs of students and staff are being addressed consistently throughout the district.

School Culture and Climate Needs

Troup ISD needs to continue strengthening communication and engagement among students, staff, parents, and community members.

The district will continue to seek meaningful stakeholder feedback to identify areas of concern and monitor perceptions of school safety, belonging, and overall school climate. As a district, Troup ISD will conduct a needs assessment during the spring semester to allow stakeholders this opportunity.

Continued emphasis should also be placed on providing relevant professional development, maintaining safe and supportive learning environments, and expanding opportunities for students to become connected and involved through co-curricular and extracurricular activities.

School Culture and Climate Summary

Troup ISD is committed to maintaining a safe, supportive, and positive school culture where students and staff feel valued, connected, and engaged.

The district provides opportunities for student involvement, campus-specific professional development, and resources that promote student and staff safety. Continued collaboration among Central Office, campus leadership, staff, students, parents, and community members will help the district identify changing needs and areas for improvement.

School Culture and Climate Summary (Continued)

Troup ISD will continue to strengthen communication, gather stakeholder feedback, promote student engagement, and provide safe and supportive learning environments that contribute to the success and well-being of all students.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Troup ISD is committed to recruiting, developing, and retaining highly qualified staff members who are dedicated to student success.

Campus principals are actively involved in the recruitment and selection process to identify candidates who best meet the needs of their students and campuses.

The district supports staff through campus-specific professional development, ongoing collaboration with Central Office, and opportunities for continued professional growth.

Troup ISD also strives to maintain a supportive working environment that encourages employees to remain with the district and contribute to a positive school culture.

Staff Quality, Recruitment and Retention Weaknesses

Troup ISD continues to face challenges associated with recruiting qualified applicants for certain specialized and hard-to-fill positions.

The availability of qualified candidates can limit the applicant pool and may require the district to consider alternative certification pathways and additional recruitment strategies.

Continued attention is also needed to identify factors that influence employee retention and ensure that staff members receive the support and resources necessary to be successful.

Staff Quality, Recruitment and Retention Needs

Troup ISD needs to continue strengthening recruitment and retention efforts by expanding the pool of qualified applicants, supporting alternative certification pathways when appropriate, and providing meaningful professional development and support for new and existing employees.

The district should continue to review staffing data, employee feedback, and retention trends to identify areas of need and develop strategies that promote employee growth, satisfaction, and long-term retention.

Staff Quality, Recruitment and Retention Summary

Troup ISD recognizes that recruiting, developing, and retaining high-quality staff is essential to student success.

The district will continue to use purposeful recruitment practices, professional development, alternative certification opportunities, and ongoing staff support to address current and future staffing needs.

Through collaboration between district and campus leadership and continued review of staffing and retention data, Troup ISD will work to maintain a highly qualified and effective workforce that meets the changing needs of its students and campuses.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Troup ISD is committed to providing a TEKS-aligned curriculum and high-quality instruction that supports student growth and achievement.

At the elementary level, the district has implemented Bluebonnet Learning, a High-Quality Instructional Materials (HQIM) curriculum, which provides teachers with rigorous, grade-level instructional resources and strengthens vertical alignment across elementary grade levels.

Each campus participates in Professional Learning Community (PLC) meetings that provide dedicated time for teachers and campus leaders to collaborate around curriculum, instruction, assessment data, and student learning needs.

Through the PLC process, staff are able to identify areas of concern, share effective instructional practices, plan interventions and enrichment, and address curriculum needs as they arise.

Teachers and campus leaders utilize multiple sources of assessment data to monitor student progress, identify areas of strength and need, and adjust instruction accordingly. Collaboration among teachers, campus administrators, and district leadership supports curriculum alignment, instructional planning, and continuous improvement.

Curriculum, Instruction and Assessment Weaknesses

Although Troup ISD continues to demonstrate academic success, student performance data indicate a need for greater consistency in achievement across content areas, grade levels, and student groups.

Mathematics performance and achievement gaps among identified student populations remain areas for continued attention.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses (Continued)

As the elementary campus continues implementation of Bluebonnet Learning, the district will need to monitor implementation, provide ongoing support for teachers, and evaluate student performance data to determine instructional needs.

Campus PLC meetings provide an established structure for this work; however, the district should continue to strengthen the consistency and effectiveness of the PLC process to ensure curriculum, assessment, intervention, and instructional needs are addressed across all campuses.

Continued attention is also needed to strengthen vertical alignment as students transition between grade levels and campuses.

Curriculum, Instruction and Assessment Needs

Troup ISD needs to continue strengthening Tier I instruction through aligned curriculum, high-quality instructional materials, effective instructional practices, meaningful professional development, and consistent use of student performance data.

Continued support for the implementation of Bluebonnet Learning at the elementary campus is needed to maximize the benefits of a vertically aligned HQIM curriculum.

The district should continue to utilize campus PLC meetings as a primary structure for collaborative planning, curriculum review, data analysis, and identification of student learning needs.

PLCs should provide teachers with opportunities to analyze assessment results, identify learning gaps, share effective instructional strategies, and plan appropriate interventions and enrichment.

Continued emphasis is also needed on vertical collaboration within and between campuses to ensure students experience a coherent progression of learning as they move through the district.

Curriculum, Instruction and Assessment Summary

Troup ISD will continue to provide a rigorous, TEKS-aligned, and data-driven instructional program designed to meet the needs of all students.

The implementation of Bluebonnet Learning as an HQIM curriculum at the elementary campus strengthens Tier I instruction and provides increased vertical alignment across grade levels.

In addition, PLC meetings at each campus provide a consistent structure for teachers and administrators to collaborate on curriculum, analyze student performance data, identify instructional needs, and plan appropriate interventions and enrichment.

Curriculum, Instruction and Assessment Summary (Continued)

Through high-quality instructional materials, effective PLC practices, ongoing assessment, targeted interventions, professional development, and increased vertical collaboration, Troup ISD will continue to strengthen curriculum and instruction and address identified learning gaps across all campuses and student groups.

Family and Community Involvement

Family and Community Involvement Strengths

Troup ISD values strong partnerships among schools, families, and the community.

Campuses provide multiple opportunities throughout the year for parents and families to participate in school activities, student events, extracurricular programs, parent meetings, and other campus functions.

The district and campuses utilize multiple communication methods to keep families informed about district initiatives, student activities, academic expectations, and available resources.

Troup ISD also benefits from a supportive community that demonstrates a strong interest in its schools and students.

Community organizations, businesses, parents, and other stakeholders provide support for district programs and student activities.

The district seeks stakeholder input and recognizes that meaningful family and community partnerships contribute to student success and a positive school environment.

Family and Community Involvement Weaknesses

While Troup ISD provides multiple opportunities for family and community involvement, participation and engagement can vary among campuses, activities, and groups of families.

Continued efforts are needed to reach families who may not regularly participate in traditional school events or communication methods.

The district can also strengthen processes for collecting and utilizing parent and community feedback.

Increasing participation in surveys, meetings, and other opportunities for stakeholder input would provide the district with additional information to identify needs and evaluate the effectiveness of programs, communication, and family engagement efforts.

Family and Community Involvement Needs

Troup ISD needs to continue strengthening meaningful two-way communication and engagement with parents, families, and community members.

The district should provide multiple opportunities and methods for families to receive information, provide feedback, and participate in their child's educational experience.

Continued emphasis is needed on increasing stakeholder participation in surveys, meetings, campus activities, and district planning processes.

The district should also continue developing community partnerships that provide resources, opportunities, and support for students and families.

Particular attention should be given to identifying and reducing barriers that may prevent some families from fully participating in school activities and engagement opportunities.

Family and Community Involvement Summary

Troup ISD recognizes that strong partnerships among schools, families, and the community are essential to student success.

The district will continue to provide opportunities for families and community members to remain informed, participate in school activities, provide meaningful feedback, and contribute to district and campus initiatives.

By strengthening two-way communication, expanding opportunities for involvement, increasing stakeholder participation, and developing community partnerships, Troup ISD will continue to build positive relationships that support students, families, schools, and the community.

School Context and Organization

School Context and Organization Strengths

Troup ISD is the heart of the community and serves as a central point of connection for students, families, staff, and community members.

The district benefits from strong community pride and support, with school activities, academic programs, extracurricular events, and district initiatives providing opportunities to bring the community together.

This strong connection between the schools and community contributes to a sense of belonging and shared responsibility for the success of Troup ISD students.

School Context and Organization Weaknesses

Comprehensive Needs Assessment

As district and campus needs continue to change, Troup ISD must ensure consistent communication, implementation, and monitoring of district initiatives across all campuses.

Troup ISD currently has an official school rating of "C" as determined by the Texas Education Agency (TEA). Continued attention is needed to ensure that district goals, campus improvement efforts, PLC processes, and available resources remain aligned.

The district can also strengthen the systematic collection and use of stakeholder feedback and other data to evaluate organizational effectiveness and guide continuous improvement.

School Context and Organization Needs

Troup ISD recognizes the need to strengthen districtwide systems and practices to ensure continued improvement in student outcomes.

Following the district's "C" accountability rating, increased emphasis is needed on establishing clear academic priorities, monitoring progress toward measurable goals, and ensuring alignment between district initiatives, campus improvement plans, and classroom practices.

The district needs to continue strengthening collaboration between Central Office, campus leadership, and instructional staff to ensure that student performance data are routinely analyzed and used to guide decisions. Campus and district leaders should regularly monitor progress, identify areas in which students are not demonstrating expected growth, and provide timely support and resources when adjustments are needed.

Continued emphasis is also needed in the following areas:

- Strengthening Tier I instruction and maintaining high expectations for all students.
- Using PLCs effectively to analyze student data, identify learning gaps, and adjust instruction.
- Establishing measurable district and campus goals with frequent progress monitoring.
- Strengthening vertical alignment across grade levels and campuses.
- Providing targeted professional development based on student achievement and staff needs.
- Monitoring the implementation and effectiveness of instructional programs and interventions.
- Increasing shared ownership and accountability for student achievement at all levels of the district.
- Celebrating progress and communicating academic goals and successes with staff, students, families, and the community.
- Troup ISD needs to maintain a continuous improvement mindset in which data are not only reviewed annually but are consistently used throughout the school year to evaluate progress and make timely instructional and organizational adjustments.

School Context and Organization Summary

Troup ISD remains the heart of the community and benefits from strong relationships among students, staff, families, and community members.

School Context and Organization Summary (Continued)

The district recognizes that continued improvement in student achievement will require a focused and collaborative effort at every level.

District and campus leaders will work together to establish clear priorities, strengthen instructional systems, monitor student progress, and ensure resources and professional development are aligned with identified needs.

Through effective PLCs, consistent data analysis, strong communication, and shared accountability, Troup ISD will remain focused on continuous improvement and increased academic success for all students.

Technology

Technology Strengths

Troup ISD recognizes technology as an important resource for supporting instruction, communication, student engagement, and district operations.

Students and staff have access to technology resources that enhance teaching and learning and provide opportunities to develop the digital skills necessary for college, career, and future success.

The district continues to maintain and improve its technology infrastructure, devices, software, and digital resources to support the needs of campuses and departments. Technology also provides multiple avenues for communication among the district, campuses, staff, students, families, and community.

Troup ISD benefits from collaboration between technology staff, district leadership, and campus personnel to identify technology needs and provide support when issues arise.

The district also recognizes the importance of maintaining secure systems and protecting student and staff information.

Technology Weaknesses

As technology continues to change rapidly, Troup ISD must continually evaluate existing devices, infrastructure, software, and digital resources to ensure they remain effective and relevant.

Aging equipment, increasing cybersecurity concerns, and the growing number of digital resources can create additional demands on district technology systems and personnel.

The district also recognizes that access to technology does not always result in consistent or effective instructional use.

Comprehensive Needs Assessment

Technology Weaknesses (Continued)

Continued attention is needed to ensure staff members have the knowledge and training necessary to effectively integrate technology into instruction and utilize available digital resources.

The district should also continue evaluating technology programs and applications to reduce duplication and ensure resources are producing meaningful educational or operational benefits.

Technology Needs

Troup ISD needs to continue maintaining and improving a reliable, secure, and sustainable technology infrastructure that supports teaching, learning, communication, and district operations.

The district should regularly evaluate devices, network infrastructure, software, cybersecurity practices, and digital resources to identify priorities for replacement, improvement, or expansion.

Continued professional development is needed to help teachers and staff effectively utilize technology to enhance instruction, improve productivity, analyze student data, and support student learning.

As new technologies, including artificial intelligence, become increasingly available, the district should provide clear expectations and appropriate training to promote responsible, safe, ethical, and effective use by students and staff.

The district should also continue to evaluate the effectiveness of technology expenditures to ensure resources are aligned with instructional priorities, campus needs, student achievement goals, and the overall goals of the district.

Technology Summary

Troup ISD is committed to providing students and staff with reliable and effective technology resources that support teaching, learning, communication, and district operations.

The district will continue to evaluate technology infrastructure, devices, software, and digital resources to ensure they meet the changing needs of students and staff.

Continued emphasis will be placed on providing professional development, maintaining safe and secure technology systems, and ensuring that technology resources are effectively integrated into instruction.

Troup ISD will continue to use technology as a tool to support student achievement, improve efficiency, and prepare students for future success.

Comprehensive Needs Assessment Data Sources

Accountability Summary
ACT/SAT Data
Attendance Reports
Benchmark Scores
Bullying Reports
Certificate of Workshop Attendance
CLASS Test - Special Education Test
College Grades
Community Input
Conferences
Confirmation of Workshop Registration
Disaggregated STAAR Data
Discipline Referrals
District Policies
DMAC
Drug, Alcohol and Tobacco Reports
End of Year Grades
Enrollment Reports
ESGI
Failure Lists
Federal Program Guidelines
Fitness Gram Checklist
Graduation Records
Highly Qualified Staff
Homeless Students
NWEA Maps
Parent Participation
Parental Involvement Policy
PBM
PEIMS Reports
Phone logs
Principal Walk Throughs
Progress Measures

Comprehensive Needs Assessment

Progress Reports
Promotion/Retention Rates
Report Card Grades
Safety Drills
SCE Policy
Semester Exam Grades
Sexual Harassment Reports
Sign-In Sheets
Special Programs Evaluations
Special Student Populations
STAAR Scores
Staff Development
Staff/Parents/Community/ Business members involved w/SBDM
Standardized Tests
Student Participation
Student Progress Reports
Student Schedules
Students going to college
Suicide Reports
Summary of Student Progress (not taking STAAR)
TAPR report
TEA Certification Information
Teacher Logs
Teacher Observations
Teacher Retention
Teacher Turnover Rates
TELPAS Report
Utilization of Technology
Violence Reports
Woodcock Munoz
WORKS Training

Every child, prepared for success in college, a career or the military.

Strategic priorities



Recruit, support and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college

Improve low-performing schools

Enablers



Increase transparency, fairness and rigor in district and campus academic and financial performance



Ensure compliance, effectively implement legislation and inform policymakers



Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

*adapted from TEA Strategic Plan - https://tea.texas.gov

School Resource Officer Expectations:

The SRO will:

- Protect students and staff members within the school grounds
- Respond to emergency situations
- Safeguard the school grounds from suspicious people and activity
- Attend extracurricular activities held at the District's schools and promote a positive relationship between students and law enforcement officials.
- Understand school policies regarding how to distinguish disciplinary infractions to be handled by school officials versus criminal activity that warrants SRO involvement.
- Review enforcement and investigative techniques at local schools and work with District personnel to provide in-service training to staff with regard to school safety and security.
- Act swiftly and cooperatively when responding to disruptions and criminal offenses at school or on school grounds, such as: disorderly conduct by trespassers; the possession and/or use of weapons on campus; the possession, sale, distribution or use of alcohol or controlled substances; serious acts of vandalism; etc.
- Provide assistance in the development of a Safe School Plan and crisis preparedness guidelines for schools.
- Establish genuine rapport between students, faculty and parents while being available to students, parents and faculty before, during and after school.
- Provide a safe, healthy and secure environment on campus and in the immediate proximity of the campus.
- Park their marked police car near the front of the school.
- Use discretion in handling confidential material and information.
- They will be visible on the campus and will make rounds throughout the campus.
- They will check interior and exterior doors to ensure they remain locked.

**If you ever have any issue with a School Resource Officer, report it to your campus administrator as soon as possible.

Dating Violence Policy

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Reporting Procedures

Student Report

Any student who believes that he or she has experienced prohibited conduct and any person who believes that a student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.