TROUP ELEMENTARY

Campus Improvement Plan
2026/2027

Traci Pridgen
201 E Bryant, Troup, TX 75789
903-842-3071
tracipridgen@troupisd.org

Date Reviewed: 09/21/2026

Date Approved:

TROUP ELEMENTARY

Mission

Troup Independent School District, as the heart of our community, is committed to prepare, inspire, and empower all students, in a safe and nurturing environment, to become responsible and successful citizens in an ever changing world.

Vision

To provide students opportunities to perform and excel at their maximum potential by implementing an effective curriculum in a safe environment where each child is treated with love and respect.

Nondiscrimination Notice
TROUP ELEMENTARY 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 ELEMENTARY Site Base

Name	Position
Pridgen, Traci	Principal
Law, Tessa	Paraprofessional
Fredenburg, Haylee	Parent/Community/Business
Alford, Misti	Assistant Principal
Read, Jamye	Teacher/Parent
Cover, Dusti	Teacher
Martin, Dorian	Teacher
Bolling, Aleigh	Parent
Corbett, Tricia	Teacher
Morris, Stephanie	Paraprofessional
McPhail, Megan	Paraprofessional/Librarian
Tinkle, Kalli	Teacher
May, Fiorella	Teacher
Shofner, Kim	Special Education Teacher
Lindsey, Kathleen	Teacher/Parent
Knighton, Kimberly	Counselor
Coon, Chris	Teacher/Parent
Jones, Caitlyn	Teacher/Parent
Brown, Lisa	dyslexia teacher

TROUP ELEMENTARY

Goal 1. Troup Elementary will meet the individual academic needs of each student while challenging each one to reach their highest potential through the utilization of a viable and appropriately aligned curriculum.

Objective 1. Troup Elementary will meet individual student needs through targeted instruction and MTSS/RTI, using regular progress checks to adjust support.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Troup Elementary will identify and instruct students in literacy and math groups utilizing Tiger Time. (Title I SW: 1,2,3,8,9,10) (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: H,AA,ESL,SPED,AtRisk,Dys,504,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2)	Math Coach, Principal(s), Reading Coach, Reading Interventionist, Teachers	August - May	(L)CLI Circle, (L)ELA Materials, (L)IXL, (L)K-2nd Ragan Tunstall-Hand 2 Mind Math, (L)Math Materials, (L)NWEA Maps, (L)Reading Materials, (L)Reflex, (S)STAAR	Criteria: improvement in the area of math/literacy skills Summative - Formative STAAR Test TPRI CLI Circle CLI TXKEA Teacher Observation Benchmark Scores Report Card Grades RtI-PBM NWEA MAPS ESGI mClass interventions
2. Troup Elementary will provide after school tutorials for 3rd, 4th, and 5th grade to improve student performance and closing gaps on the state assessments during 2nd semester. (Title I SW: 3,9,10) (Target Group: All,H,W,AA,ECD,ESL,SPED,AtRisk,Dys,504,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1)	Principal(s), Teachers	January - April	(F)DMAC, (F)Title I, (L)ARD Information, (L)Benchmarks, (L)ELA Materials, (L)IXL, (L)Math Materials, (L)Reading Materials, (L)Reflex, (L)Science Materials, (L)Social Studies Materials, (L)Transportation, (L)Writing Materials, (S)STAAR	Criteria: Compare checkpoint data, benchmark data and STAAR test results. Summative - Formative Benchmarks STAAR Scores Progress Reports Report Card Grades NWEA MAPS
3. Teachers will analyze beginning of the year assessments results in reading and math. Teachers will disaggregate the data by individual student response and by categories. (Title I SW: 3,5,8,9,10) (Target Group: All,H,SPED,AtRisk,Dys,504,PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,2)	Math Coach, Math Teachers, Principal(s), Reading Coach, Reading Interventionist, Reading Teachers, Special Education Teachers	August - May	(F)DMAC, (L)IXL, (L)NWEA Maps, (L)Reflex, (S)CIRCLE/CLI, (S)STAAR , (S)TELPAS, (S)TPRI, (S)TXKEA	Criteria: Data analysis forms- to progress monitor growth Summative - Formative Local Benchmarks TPRI TELPAS TXKEA

TROUP ELEMENTARY

Goal 1. Troup Elementary will meet the individual academic needs of each student while challenging each one to reach their highest potential through the utilization of a viable and appropriately aligned curriculum.

Objective 1. Troup Elementary will meet individual student needs through targeted instruction and MTSS/RTI, using regular progress checks to adjust support.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				CIRCLE STAAR NWEA MAPS
4. Teachers and students (K-5th) will use online programs, Reflex, and IXL for TEKS and STAAR remediation. (Title I SW Elements: 1.1,2.5) (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,4)	Teachers	August - May	(L)IXL, (L)Progress Learning, (L)Reflex, (S)TEKS	Criteria: data analysis for checkpoints, benchmark and STAAR Summative - Reports and Assessments from Progress Learning NWEA MAPS, DMAC, STAAR, IXL, Reflex, Zearn
5. 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 and training for those that were required to attend. (Title I SW: 1,2,3,9,10) (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Administrators, Teachers, Writing Teachers	August - May	(L)Benchmarks, (L)Curriculum, (L)ELA Materials, (L)Writing Materials	Criteria: STAAR results Summative - Formative Benchmarks STAAR Journal/Portfolio
6. Troup Elementary will provide Instructional/TIGER Time during the school day in compliance with HB1416 to improve student performance and closing gaps on the state assessments. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: 4th,5th) (Strategic Priorities: 2,4)	Teachers	August - May	(F)DMAC, (L)ARD Information, (L)ELA Materials, (L)IXL, (L)Math Materials, (L)Reading Materials, (L)Reflex, (L)Social Studies Materials, (L)Writing Materials, (S)STAAR , (S)TEKS Resource	Criteria: Data Analysis Reports-IXL, Reflex, Zearn 08/28/24 - Pending (S)

TROUP ELEMENTARY

Goal 1. Troup Elementary will meet the individual academic needs of each student while challenging each one to reach their highest potential through the utilization of a viable and appropriately aligned curriculum.

Objective 2. Troup Elementary will reduce gaps in student achievement and academic growth among student groups compared to the previous school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Troup Elementary will instruct English as a Second Language (ESL) students in small pull-out grade level groups. (Title I SW: 3,9,10) (Target Group: ESL,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1)	ESL Coordinator, ESL Teacher	August - May	(F)Title III Bilingual / ESL, (L)ESL Material, (L)Reading Materials	Criteria: TELPAS Summative - Formative TELPAS Woodcock Munoz TPRI TXKEA STAAR Benchmarks NWEA MAPS
2. Troup Elementary will work with Special Education students in small group settings to improve passing rates of the STAAR. (Title I SW: 3,5,9,10) (Target Group: SPED,PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,4)	Paraprofessionals, Special Education Teachers, Teachers	August - May	(L)Duty Roster, (L)IEP Information, (L)Special Education Coop	Criteria: STAAR results Summative - Formative Nine Week Grades IEP Objective Reports STAAR
3. Provide targeted Tiger Time/RTI instruction using student-group and individual data. Review progress each nine weeks and adjust support to close identified achievement and growth gaps. (Title I SW: 5,8,9,10) (Target Group: AA,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,2,4)	Math Interventionist, Reading Interventionist, Teachers	August - May	(L)Benchmarks, (L)ELA Materials, (L)IXL, (L)NWEA Maps, (L)Reading Materials, (L)Reflex, (L)TEKS Based Resourses, (L)Transportation, (S)STAAR , (S)TEKS	Criteria: Compare 2026 and 2027 STAAR achievement and growth results by identified student group. Review progress each nine weeks. Summative - Formative Three Week Progress Reports Nine Week Grades Benchmarks STAAR
4. Troup Elementary will provide two full day Pre-Kindergarten classes in order to reach one half of the potential Kindergarten students in the district. (Title I SW: 3,7,9,10) (Title I SW	Administrators, PreK Teachers	August - May	(L)Curriculum - Frog Street Press, Fundat, (L)Report Cards, (S)Local Funds	Criteria: Prek enrollment; standards based report card Summative - Formative

TROUP ELEMENTARY

Goal 1. Troup Elementary will meet the individual academic needs of each student while challenging each one to reach their highest potential through the utilization of a viable and appropriately aligned curriculum.

Objective 2. Troup Elementary will reduce gaps in student achievement and academic growth among student groups compared to the previous school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Elements: 1.1,2.6) (Target Group: PRE K) (Strategic Priorities: 2) (CSFs: 1,4)				Nine Week Testing CLI Circle NWEA MAPS

TROUP ELEMENTARY

Goal 2. At Troup Elementary, 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 Elementary will provide a comprehensive core/enrichment curriculum, including technology.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Troup Elementary will incorporate a spiral review to strengthen reading and math curriculum which includes Think UP ELAR/Math, Lone Star Daily Rigor, Fast Focus, Watson Works, Reflex, IXL, Zearn, STAAR Master and/or Prodogy. (Title I SW: 2,3,9,10) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,7)	Administrative Team, Teachers	August - May	(L)Computers, (L)ELA Materials, (L)Math Materials, (L)Reading Materials	Summative - Weekly Assessments Benchmarks STAAR Renaissance Learning - Star Test Progress Learning NWEA MAPS
2. Troup Elementary will provide Gifted and Talented (GT) instruction through a pull-out program. (Title I SW: 3,10) (Target Group: GT,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1)	Administrators, GT Coordinator, Teachers	August - May	(L)Computer Labs, (L)Curriculum, (L)ELA Materials, (L)iPads, (L)Science Materials, (L)Smartboards, (L)Social Studies Materials, (L)Writing Materials	Completed Projects Student Participation
3. Troup Elementary will use Title lll funds to support the ESL program. (Title I SW: 3,5,9) (Target Group: ESL,PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,2,4)	Administrative Team, ESL Coordinator, ESL Teacher	August - May	(F)Title III Bilingual / ESL	Summative - Formative Nine week report cards TELPAS
4. Troup Elementary will provide a Title l school wide program and a compensatory education program. Title l - Salaries - $235,634 $350 Math Intervention Supplies; $650 Reading Intervention Supplies; $350 Dyslexia Supplies; $250 Comp Ed Supplies; $600 Reading Acceleration Supplies; $150 Comp Ed Dues; $400 Comp Ed Travel; $500 Reading Acceleration Travel (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,4,5,7)	Administrators, Faculty	August - May	(F)Title I	Summative - Formative Sign In Sheets Report Cards TPRI STAAR CLI Circle CLI TXKEA
5. Troup Elementary will implement Pre-Kindergarten state standards to help transition students to Kindergarten successfully. (Title I SW: 5,6,7,10) (Target Group: PRE K)	Paraprofessionals, PreK Teachers	August - May	(L)Curriculum - Pre-K standards	Criteria: CLI results Summative - Kindergarten Readiness Test

TROUP ELEMENTARY

Goal 2. At Troup Elementary, 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 Elementary will provide a comprehensive core/enrichment curriculum, including technology.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 2) (CSFs: 1,2,6)				CLI Engage NWEA MAPS ESGI
6. Troup Elementary will provide an online platform for students to use in the classroom and for teachers to communicate with parents. Parent Square will be used as a communication means to send and receive information between home and school. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All)	Assistant Principal, Paraprofessionals, Parents, Principal(s), Teachers, Technology Staff	August-May	(L)Computers, (L)Curriculum, (L)iPads	Criteria: Progress Reports Nine week grades Log in Reports Journal Entries Parent communication log

TROUP ELEMENTARY

Goal 2. At Troup Elementary, 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. Troup Elementary will provide staff development to improve teaching and learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Troup Elementary Teachers will continue to participate in technology integration training as needed through out the school year to improve teaching and learning using technology. (Title I SW Elements: 2.2) (Title I TA: 3,5,6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,7)	Administrators, Paraprofessionals, Teachers, Technology Staff	July - May	(L)Outside consultants, (L)Technology Director	Summative - TTESS Observation Student Participation
2. Troup Elementary teachers (K-5) will implement Bluebonnet Curriculum in reading and math. Teachers will attend product academy training and participate in weekly or bi-weekly PLC meetings with administration/team leaders/Region 7 consultant. (Target Group: All) (Strategic Priorities: 1)	Administrators, Teachers	August - May	(L)Outside consultants - Region 7	Criteria: Sign-in sheets for PLC meetings

TROUP ELEMENTARY

Goal 2. At Troup Elementary, 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 Elementary will provide instruction by certified personnel.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Troup Elementary will ensure all teachers will be certified by the end of the 2026-2027 school year. (Title I SW: 3) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Principal(s)	August - July	(L)Executive Director of Curriculum & Instruction, (O)Alternative Certification Programs	Criteria: Teacher Certification documents Summative - Teacher Certifications
2. Troup Elementary will ensure that all paraprofessionals will be highly qualified (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 3)	Executive Director of Curriculum & Instruction, Principal(s)	August - May	(F)Region 7, (L)Executive Director of Curriculum & Instruction	Summative - Paraprofessionals will pass the assessment to become highly qualified.
3. Teacher Incentive Allotment Plan for teachers began in August 2023. Teachers will begin completing the required steps and process to obtain this incentive. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1)	Administrative Team, Administrators, ELA Teachers, Math Teachers, Principal(s), Reading Teachers, Superintendent, TEA	August - May	(F)Region 7, (F)Title IIA Principal and Teacher Improvement, (L)Troup ISD, (S)TEA	Criteria: NWEA MAPS TPRI STAAR

TROUP ELEMENTARY

Goal 2. At Troup Elementary, 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 4. As a result of House Bill 1416, an Accelerated Learning Plan will be implemented to create plans for students that have failed their 2024 STAAR state assessments. These students will be required to have no less than 15 hours and up to 30 hours of additional instruction per test failed.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create an accelerated learning plan for each student that failed any of their STAAR assessments for 2026 or serve those students with a teacher that has earned the Teacher Incentive Allotment (TIA) designation. The students that failed their state assessments are required to complete no less than 15 hours and up to 30 hours of interventions for each test that was failed. (Title I SW Elements: 2.6) (Target Group: 4th,5th) (Strategic Priorities: 2,4)	Administrative Team, Administrators, Assistant Principal, Counselor, ELA Teachers, ESL Teacher, Faculty, Math Coach, Math Interventionist, Math Teachers, Paraprofessionals, Principal(s), Reading Coach, Reading Interventionist, Reading Teachers, Science Teachers, Social Studies Teachers, Special Education Teachers, Staff, Students, Teachers	August - May	(F)DMAC, (L)IXL, (L)Math Interventionist, (L)Math Materials, (L)Reading Materials, (L)Reflex, (S)STAAR , (S)TEKS	Criteria: Criteria: DMAC, teacher-created assessments, TEKS resources, ALP documentation, TIA designation documentation
2. IXL is a TEA approved internet program that will be used with students on an Accelerated Learning Plan or students who have failed STAAR and need intervention in 4th and 5th grade. IXL has lessons and practice skills in Reading and Math K-12. (Title I SW Elements: 1.1,2.6) (Target Group: 4th,5th) (Strategic Priorities: 2,4)	General Education Teacher, Math Interventionist, Math Teachers, Paraprofessionals, Reading Interventionist, Reading Teachers, Special Education Teachers, Teachers	August-May	(L)IXL	Criteria: IXL data reports
3. Reflex and Frax is an adaptive math facts program with built in motivational tools to help students achieve fluency in their math facts in 2nd, 3rd, 4th, and 5th grades. Reflex/Frax will be implemented weekly during the school day. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: 2nd,3rd,4th,5th) (Strategic Priorities: 2,4)	General Education Teacher, Math Interventionist, Math Teachers, Special Education Teachers, Teachers	August - May	(L)Reflex	Criteria: Reflex data and STAAR results

TROUP ELEMENTARY

Goal 3. Troup Elementary will maintain a safe, orderly, and supportive school climate that promotes a positive learning environment for all students and staff.

Objective 1. Troup Elementary will provide an environment that promotes quality character building by consistently implementing positive behavior expectations, character education, bullying prevention strategies and student support systems.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Troup Elementary will administer the Fitnessgram test to all required students. (Title I SW: 1) (Target Group: All)	Executive Director of Curriculum & Instruction, PE Teachers, PEIMS Coordinator	Spring Semester	(L)Computers, (L)PE Materials	Summative - Fitnessgram Results
2. Troup Elementary will implement bullying, violence, and sexual harassment prevention and intervention strategies with students and staff. (Title I SW: 2,4,10) (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,6)	Administrators, Counselor, Paraprofessionals, SRO Officer, Staff, Teachers, Transportation Director	August - May	(L)Computer Labs, (L)Curriculum, (L)Library Books, (L)Video Equipment	Summative - Number of office referrals Online bullying reports
3. Troup Elementary faculty, staff and students will implement and participate in Character Strong character education program. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th)	Assistant Principal, Counselor, Paraprofessionals, Principal(s), Teachers	August - May	(L)Media Devices, (S)Character Strong	Student Feedback Campus Climate Pre & Post Evaluations Student Discipline Records Counselor's Documentation
4. Troup Elementary will participate in National Red Ribbon Week in the month of October. (Title I TA: 8) (Target Group: All) (CSFs: 6)	Administrators, Counselor, Faculty, Paraprofessionals, SRO Officer, Staff, Teachers	October	(S)Local Funds	Criteria: Student Participation
5. Campus announcements, calendar of events, positive office referrals, character education recognition and other important information will be displayed on a 65" television displayed in each building. (Title I SW Elements: 1.1) (Target Group: All)	Administrative Team, Administrators, Assistant Principal, Campus Secretary, Counselor, Principal(s)	August - May	(S)Local Funds	Criteria: Student Participation

TROUP ELEMENTARY

Goal 3. Troup Elementary will maintain a safe, orderly, and supportive school climate that promotes a positive learning environment for all students and staff.

Objective 2. Troup Elementary will ensure the safety of all students, faculty, and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Troup Elementary will provide training to students and staff on bus safety, fire drills, tornados, Stop the Bleed, trauma, and emergency operations. (Title I SW: 1) (Target Group: All)	Administrative Team, Faculty, Principal(s), SRO Officer, Staff, Transportation Director, Troup Police	Monthly or as required	(L)Active Defender, (L)SRO, (L)Troup PD, (S)Multi-hazard Emergency Operations Plan, (S)TEA	Summative - Formative Drills Completed safety reports
2. Troup Elementary will ensure all students are safe from any known food allergies. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6)	Administrators, Cafeteria Director, Faculty, Nurse, Paraprofessionals, Staff, Teachers	August - May	(L)Nurse, (L)Parents, (L)Skyward, (O)WORKS	Summative - Completed training
3. Troup Elementary will implement Troup ISD's Emergency Operations plan in conjunction with the local and county emergency teams. The district safety committee will design, train, and implement the district's plan. (Resource: I Love You Guys program and Freedom Defense Training, LLC) (Title I SW: 10) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6)	Administrative Team, Executive Director of Operations, Faculty, Paraprofessionals, SRO Officer, TASB, TEA, Teachers, Transportation Director, Troup Police	August - May	(L)Active Defender, (L)Cell Phones, (L)City of Troup, (L)Computers, (L)Outside consultants, (L)School Facilities, (L)School Map, (L)School Phones, (L)Security Devices, (L)Troup PD	Summative - Records of completed practice drills
4. Troup ISD employs a full-time SRO for the elementary campus. (Target Group: All)	Administrators, School Board, SRO Officer, Superintendent, Troup Police	August - May	(L)City of Troup, (L)SRO, (L)Troup ISD	Criteria: SRO is evaluated by supervisor at the Troup ISD Police Department with input and collaboration from the Superintendent and campus Administrators; safety reports and documentation
5. Troup Elementary will provide counseling to students to improve mental health, diminish the chance of suicide, and provide coping through prevention and guidance counseling. (Title I SW: 1,9,10) (Target Group: All) (CSFs: 6)	Counselor, Principal(s)	August - May	(L)Outside consultants, (S)Local Funds	Summative - Number of referrals
6. Troup Elementary faculty and staff will report sexual abuse and maltreatment of children to appropriate personnel. Faculty and staff will be trained yearly on child abuse and	Counselor, Faculty, Paraprofessionals, Principal(s), Staff, Teachers	August - May	(L)Computers, (O)WORKS	Summative - Training certificates and completed reports

TROUP ELEMENTARY

Goal 3. Troup Elementary will maintain a safe, orderly, and supportive school climate that promotes a positive learning environment for all students and staff.

Objective 2. Troup Elementary will ensure the safety of all students, faculty, and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
neglect. (Title I SW: 1) (Target Group: All)				
7. Troup ISD will implement the traumatic injury response protocol for "Stop the Bleed" HB 496, which includes providing bleeding control kits and training for staff. (Title I TA: 8) (Target Group: All)	Administrative Team, Administrators, Assistant Principal, District Nurse, Executive Director of Curriculum & Instruction, Executive Director of Special Programs, Faculty, Paraprofessionals, Principal(s), Staff, Superintendent, Teachers	October - May	(F)Region 7, (L)Nurse, (L)Outside consultants	Summative - Completed Training
8. Troup ISD will implement seizure recognition and seizure first aid online training in accordance to "Sam's Law" HB 684. (Target Group: All)	Administrative Team, Assistant Principal, District Nurse, Executive Director of Curriculum & Instruction, Faculty, Paraprofessionals, Staff, Teachers	August - May	(F)Region 7, (L)Computers, (L)Nurse, (L)Skyward, (O)WORKS	Completed Training
9. Troup Elementary will provide "Play It Safe" SB 9 training to help children recognize, react to, and report dangerous situations that include physical and sexual abuse. A parent meeting will be offered prior to the students' training. (Target Group: All) (CSFs: 6)	Administrative Team, Administrators, Assistant Principal, Counselor, Parents, Principal(s), Teachers	October - November	(L)Outside consultants	Completed Parent Meeting and Student Training
10. Troup Elementary will educate students in cyber safety, electronic device responsibility, and consequences. (Title I SW Elements: 2.2,2.5) (Title I TA: 1,4,8) (Target Group: All) (CSFs: 6)	Administrative Team, Administrators, Assistant Principal, Director of Technology, Principal(s), SRO Officer, Teachers, Technology Staff	August - May	(L)Computer Labs, (L)Computers, (L)iPads, (L)Media Devices, (L)Smartboards, (L)Technology Director	Decrease in office referrals concerning inappropriate uses of electronic devices
11. Troup Elementary trained a team of staff in the Handle with Care program in crisis prevention and de-escalation techniques. (Title I TA: 3,6,8) (Target Group: All) (CSFs: 6)	Administrative Team, Director of Special Education, General Education Teacher, Paraprofessionals, Special Education Teachers	August - September	(F)Region 7, (L)Director of Special Education	Criteria: Handle with Care certificates Summative - Decline in outbursts of aggressive behavior; Handle with Care staff certification documentation

TROUP ELEMENTARY

Goal 3. Troup Elementary will maintain a safe, orderly, and supportive school climate that promotes a positive learning environment for all students and staff.

Objective 2. Troup Elementary will ensure the safety of all students, faculty, and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
12. Active Defender App will be downloaded on individual cell phones and/or other devices to respond to or notify in an emergency. (Title I SW Elements: 1.1,2.2) (Target Group: All)	Administrative Team, Administrators, Assistant Principal, Director of Technology, Executive Director of Operations, Principal(s), SRO Officer, Teachers, Troup Police	August-September	(L)Active Defender, (L)Cell Phones, (L)Security Devices, (L)SRO, (L)Troup PD, (S)Multi-hazard Emergency Operations Plan	

TROUP ELEMENTARY

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

Objective 1. Troup Elementary will strengthen family engagement and communication to support academic success, improve attendance, and reduce chronic absenteeism, as measured by campus targets.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Share grade and attendance reports with families. Review attendance weekly; contact families early to address barriers. (Title I SW: 6,9) (Title I SW Elements: 2.2,2.3,3.1) (Title I TA: 7) (Target Group: All) (CSFs: 1,5)	Assistant Principal, Campus Secretary, Principal(s), Teachers	August - May	(L)Computers, (L)Copier, (L)Paper, (L)Report Cards, (L)Skyward	Criteria: Overall Attendance report for the 2026-2027 school year. Chronic absence reports. Summative - Formative Three Week Progress Reports Nine Week Grades End of year grades Parent Signatures on Reports
2. Troup Elementary will use Parent Square, Facebook, district website, School Messenger and notes home to keep students, parents, and community members informed of the activities occurring on their campuses. (Title I SW: 1,6,10) (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All) (CSFs: 5,6)	Administrative Team, Administrators, Assistant Principal, Campus Secretary, Counselor, Director of Technology, Principal(s), Teachers, Technology Staff	August - May	(L)Cell Phones, (L)Computers, (L)Copier, (L)Paper, (L)Printer	Community Participation Community Feedback
3. Troup Elementary will host Back to School-Meet the Teacher, Math & Literacy Night, Spring Open House/STAAR informational meeting and at least one Book Fair for families. (Title I SW: 1,6) (Title I SW Elements: 2.1,3.1) (Target Group: All) (CSFs: 5)	Administrators, Librarian, Parent Volunteers, Principal(s), Teachers	August - May	(L)Computer Labs, (L)Library Books, (L)Math Materials, (L)Reading Materials, (L)Writing Materials, (O)PTO	Summative - Positive feedback Family Participation
4. Offer every family at least two face-to-face teacher conferences each year, with other meeting options as needed. Address academic and attendance converns; develop and monitor family attendance support plans when needed. (Title I SW Elements: 2.1,3.1) (Target Group: All)	Assistant Principal, Counselor, Director of Special Education, General Education Teacher, Principal(s), Teachers	August-May	(L)ARD Information, (L)Computers, (L)IEP Information, (L)Parents	Criteria: conference and contact logs; attendance support plans; follow-up records; progress toward attendance targets
5. Troup Elementary Parent Teacher Organization will provide a variety of services to students, staff, and community. They will host various fundraisers, provide funds to purchase events for students, and coordinate	Community Members, Parent Volunteers, Parents, Volunteers	August - May	(L)City of Troup, (L)Outside consultants, (L)Parents, (L)School Facilities	Criteria: Summative- Positive feedback, Family Participation, Campus Climate

TROUP ELEMENTARY

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

Objective 1. Troup Elementary will strengthen family engagement and communication to support academic success, improve attendance, and reduce chronic absenteeism, as measured by campus targets.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
activities for students and staff throughout the school year. (Title I SW Elements: 2.1,3.1) (Target Group: All)				

TROUP ELEMENTARY

Goal 5. Troup Elementary will improve student achievement, increase academic growth, and close achievement gaps through aligned instruction and targeted support, with the goal of earning an A rating in the 2027 TEA accountability system.

Objective 1. Troup Elementary will increase student growth in Reading Language Arts, as measured by NWEA MAP growth and STAAR results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use PLCs to align Bluebonnet instruction and review prior STAAR bands, student growth targets, MaP resutls, and current assessments. Update student trackers after major assessments and plan instructional next steps. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal, Principal(s), Reading Interventionist, Teachers	August - May	(L)NWEA Maps, (L)Reflex, (S)TEKS Resource	Criteria: NWEA MAPS Growth Assessments Progress Monitoring Report Cards Local Assessment Data Check-Point Tests: 9 weeks Benchmark Data Instructional alignment to state standards, district's scope and sequence Increase in the percentage of Reading students who perform at the Masters Level on the STAAR test
2. Provide flexible teacher -led groups for intervention, practice, and extension. Use independent checks to monitor progress toward individual growth targets and adjust groups and instruction. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal, Principal(s), Reading Interventionist, Teachers	August - May	(L)IXL, (L)NWEA Maps, (S)STAAR	Criteria: Increase in the percentage of Reading students who perform at the Masters Level. Increase in the percentage of students in all categories: Approaches, Meets, and Masters. Monitor student-group growth, intervention response, and extension needs using assessment evidence and PLC records. Adjust support after each major assessment.

TROUP ELEMENTARY

Goal 5. Troup Elementary will improve student achievement, increase academic growth, and close achievement gaps through aligned instruction and targeted support, with the goal of earning an A rating in the 2027 TEA accountability system.

Objective 2. Troup Elementary will increase student growth in Mathematics as measured by NWEA MAP and STAAR results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use PLCs to align Bluebonnet instruction and review prior STAAR bands, student growth targets, MAP results, and current assessments. Update student trackers after major assessments and plan instructional next steps. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal, Math Interventionist, Principal(s), Teachers	August - May	(L)Benchmarks, (L)NWEA Maps, (L)Progress Learning, (L)Progress Reports, (L)Report Cards, (S)TEKS Resource	Criteria: STAAR growth data, NWEA Maps growth data
2. Provide flexible teacher-led groups for intervention, practice, and extension. Use independent checks to monitor progress toward individual growth targets and adjust groups and instruction. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal, Math Interventionist, Principal(s), Teachers	August - May	(L)Curriculum, (L)Math Materials	Criteria: MAP: % meeting fall-to-spring projected growth. STAR: % of eligible results earning 1 full annual growth point Review student trackers each nine weeks.

TROUP ELEMENTARY

Goal 5. Troup Elementary will improve student achievement, increase academic growth, and close achievement gaps through aligned instruction and targeted support, with the goal of earning an A rating in the 2027 TEA accountability system.

Objective 3. Troup Elementary will increase the percentage of students achieving Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level on STAAR in Reading Language Arts, Mathematics, and Science compared to the previous school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use PLC's to align instruction with adopted curriculum and TEKS in Reading Language Arts, Mathematics, and Science. Review campus and student-group assessment results each nine weeks and plan reteaching and extension. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal, Math Interventionist, Principal(s), Reading Coach, Reading Interventionist, Teachers	August - May	(L)Curriculum, (L)TEKS Based Resourses, (S)TEKS Resource	Criteria: STAAR assessment reports Local assessment data Grade reporting NWEA MAPS Growth Assessments Progress Monitoring Instructional alignment to state standards Instructional alignment to district's scope and sequence Increase in the percentage of reading and math students who are in the Approaches, Meets, and Masters Level on STAAR test
2. Provide differentiated instruction and flexible small groups based on assessment evidence. Address skill gaps, develop resoning and written responses, and extend learning for students ready for greater challenge. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal, Math Interventionist, Principal(s), Reading Interventionist, Teachers	August - May	(L)Benchmarks, (L)IXL, (L)NWEA Maps, (L)Progress Reports, (L)Reflex, (L)Report Cards, (S)STAAR	Criteria: Increase in the percentage of reading and math students who are at the Approaches, Meets, and Masters Level on the STAAR test. Review local assessments and student-group performance each nine weeks.
3. Provide targeted small-group tutorials and intervention sessions for students in grades 3–5 who are identified in the Approaches-High and Meets performance bands in math and reading. Tutorials will focus on closing specific skill gaps, strengthening critical thinking, and extending learning to move students toward the Meets and Masters levels on state and federal accountability measures. (Title I SW Elements: 2.5) (Target Group: 3rd,4th,5th)	Administrators, Math Teachers, Reading Teachers	January-April	(F)DMAC, (L)Benchmarks, (L)ELA Materials, (L)IXL, (L)Math Materials, (L)Reading Materials	Criteria: Increase in the % of students in the approaches, meets and mastery level on STAAR.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Troup Elementary Student and Staff Populations

The Troup Independent School District is comprised of three campuses: Troup High School, Troup Middle School, and Troup Elementary School. The school district serves a majority of lower socio-economic students. Troup ISD serves approximately 1,086 students in grades Pre-K through 12th grade. Troup Elementary School is comprised of grades PK-5th. Troup Elementary serves approximately 501 students. Over time our student populations fluctuates.

At Troup Elementary, the organizational structure is a combination of several different styles: self-contained and departmentalized by grade level. The student population is 6.18% African-American, 75% White, .007% Asian, 13% Hispanic, .02% Native Indian, two or more races 5%, and 43% low socioeconomic status.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

- All paraprofessionals are trained and have a current certificate
- TTESS is effectively implemented with goals in place to support the notion of continuous improvement
- Intervention teachers are the more experienced and effective teachers on the campus
- Teachers are allowed to make decisions regarding their summer staff professional development and staff collaboratively work together to determine campus wide professional development
- TISD board approved retention bonuses
- Teachers and administrators are holding Professional Learning Communities (PLC's) each month.
- Teacher's children are eligible for free PreKindergarten.

Staff Quality, Recruitment and Retention Weaknesses

Staff Quality, Recruitment and Retention Weaknesses (Continued)

- Lack of applicants for open teaching for teaching positions.
- School promotion and branding to highlight and attract qualified applicants.
- Lower salaries than some surrounding school districts.

Other

Comprehensive Needs Assessment Data Sources

Accountability Summary
Active Defender
Attendance Reports
Benchmark Scores
Bullying Reports
Certificate of Workshop Attendance
CLASS Test - Special Education Test
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
Highly Qualified Staff
Homeless Students
IXL
NWEA Maps
Parent Participation
Parental Involvement Policy
PBM
PBM Risk Levels
PEIMS Reports
Phone logs
Principal Walk Throughs
Progress Learning

Comprehensive Needs Assessment

Progress Measures
Progress Reports
Promotion/Retention Rates
Reflex
Report Card Grades
Safe Schools Checklist
Safety Drills
SCE Policy
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
Student Surveys
Suicide Reports
Summary of Student Progress (not taking STAAR)
TAPR report
TEA Certification Information
Teacher Logs
Teacher Observations
Teacher Retention
Teacher Turnover Rates
TEKS Resource
TEKS Resource
TELPAS Report

Comprehensive Needs Assessment

TPRI
TTESS Evaluations
TXKEA
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