TROUP MIDDLE

Campus Improvement Plan
2026/2027

Troup Middle School...A Tradition of Excellence

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Date Approved:

TROUP MIDDLE

Mission

Troup ISD 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 MIDDLE 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 MIDDLE Site Base

Name	Position
Harden, Lauren	Teacher
Vassallo, Phibi	Teacher
Hight, Brooke	Teacher
Howard, Angie	Teacher
Goode, Malorie	Campus Manager
Mcinturff, Paul	Campus Administrator
Mayo, Courtney	Administrative Assistant
Adams, Sharon	Teacher
Lovelady, Mandy	Teacher
Coon, Ivy	Campus Manager
Dowdy, Cassie	Community Member
Burks, Shelly	Nurse
Bolling, Alexandria	Parent
Adams, Susan	Parent

TROUP MIDDLE

Goal 1. Troup MS will provide a viable and appropriately aligned, strong curriculum that also enables all students to be encouraged and challenged to meet their full educational needs.

Objective 1. Troup MS will provide a comprehensive on-grade-level core curriculum and will bring focus to closing gaps to promote on-level achievement and prepare students for college and career readiness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Troup MS utilizes grant opportunities to enhance the core curriculum through Title I funds. (Strategic Priorities: 4)	Executive Director of Curriculum & Instruction, Principal(s), Teachers	August - May	(F)Title I, (F)Title VI, Part B Rural/Low Income	Criteria: PLCs, Vertical Alignment Evaluations
2. Title 3 funds are used to support our ESL program.	Administrative Team, ESL Coordinator, ESL Teacher	August - May	(F)Region 7, (F)Title III Bilingual / ESL	Criteria: Student Progress, Student Performance, BMK and CBA Scores in DMAC, NWEA Maps Data, TELPAS Data, and Pullout/Tutorial Program.
3. Troup MS will utilize a Title I school-wide program and Compensatory Education Funds.	Counselor, Executive Director of Business Services, Principal(s), Teachers	Ongoing	(F)Title I, (S)FTE's, (S)State Compensatory	Criteria: Student Progress, Student Performance, Progress Reports, Report Cards, RTI tutorials, IXL, etc.

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Goal 1. Troup MS will provide a viable and appropriately aligned, strong curriculum that also enables all students to be encouraged and challenged to meet their full educational needs.

Objective 2. Troup MS will provide staff development to improve teaching and learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Troup MS will dedicate five days to curriculum development as per our District of Innovation application to be completed throughout the school year.	Administrative Team, Executive Director of Curriculum & Instruction, Teachers	August - May	(F)DMAC, (L)Curriculum, (L)TEKS Based Resourses, (S)STAAR , (S)TEKS	Criteria: Report Card Data, State Assessment Data, Progress Report Data, Formal and Informal Assessment Data, Teacher Observations, T-TESS Goal Setting, T-TESS Observations, Teacher Incentive Allotment, and Teacher Feedback.
2. Troup MS will meet the requirement of three days of summer staff development based on individual teacher strengths and weaknesses.	Administrators, Teachers	Summer	(F)DMAC, (F)Region 7, (L)Professional Development, (L)TEKS Based Resourses, (S)TEKS, (S)TTESS Material	Criteria: Report Card Data, State Assessment Data, Progress Report Data, Formal and Informal Assessment Data, Teacher Incentive Allotment, and Vertical Alignment Meetings.
3. Troup MS will incorporate the use of Professional Learning Communities (PLCs) daily to help facilitate the growth of pedagogical skills and knowledge among staff members. (Strategic Priorities: 1,2,4)	Director of Special Education, Executive Director of Curriculum & Instruction, Principal(s), Teachers	August - May		

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Goal 1. Troup MS will provide a viable and appropriately aligned, strong curriculum that also enables all students to be encouraged and challenged to meet their full educational needs.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Troup MS will ensure that all teachers are highly qualified and/or certified professionals.	Administrators, Executive Director of Curriculum & Instruction, Principal(s), Teachers	Ongoing		Criteria: SBEC Teaching Certificates, Highly Qualified Paraprofessionals.
2. Troup MS will use Searchsoft to identify certified professionals when hiring. (Strategic Priorities: 1)	Administrators	As needed	(F)Region 7	Criteria: Certified Professional Hires.
3. Troup MS will ensure that all paraprofessionals will be highly qualified. (Strategic Priorities: 1)	Administrative Team, Administrators, Director of Special Education, Executive Director of Curriculum & Instruction, Principal(s), Region 7, Special Education Teachers	Ongoing	(F)Region 7, (L)Director of Special Education, (L)Executive Director of Curriculum & Instruction, (L)Professional Development	Criteria: Certified Highly Qualified Paraprofessionals.

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Goal 1. Troup MS will provide a viable and appropriately aligned, strong curriculum that also enables all students to be encouraged and challenged to meet their full educational needs.

Objective 4. Troup MS will encourage innovative teaching methods to help students reach their maximum potential.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students at Troup MS will have access to technology, including 1:1 Chromebooks to enhance and extend the curriculum. (Target Group: All) (Strategic Priorities: 4)	Director of Technology, Executive Director of Curriculum & Instruction, Principal(s), Superintendent, Teachers, Technology Staff	August-May	(F)Title I, (L)Professional Development, (L)Technology Director	Criteria: Report Card Data State Assessment Data Progress Report Data Formal/Informal Assessment Data Observations Walkthroughs
2. Troup MS will offer access to online resources to facilitate growth in reading, math, writing, science, and social studies via the use of technology devices on campus (online resources include Lowman Consulting, Lowman Digital, Maneuvering the Middle, STEMScopes, Get More Math, Classwork.com, Quill, DMAC, NWEA Maps, etc.) (Target Group: All) (Strategic Priorities: 2,4)	Director of Technology, Executive Director of Curriculum & Instruction, Math Teachers, Reading Teachers, Science Teachers, Social Studies Teachers, Technology Staff	August - May	(F)Title I, (L)Computers, (L)Curriculum, (L)Director of Special Education, (L)Executive Director of Curriculum & Instruction, (L)Math Materials, (L)NWEA Maps, (L)Professional Development, (L)Reading Materials, (L)Social Studies Materials, (L)StemScopes, (L)Technology Director, (L)Technology Specialist, (L)TEKS Based Resourses, (L)Writing Materials, (O)Responsive Learning, (S)Local Funds, (S)TEKS	Criteria: Report Card Data State Assessment Data Progress Report Data Formal/Informal Assessment Data Observations/Walkthroughs

TROUP MIDDLE

Goal 1. Troup MS will provide a viable and appropriately aligned, strong curriculum that also enables all students to be encouraged and challenged to meet their full educational needs.

Objective 5. As a result of House Bill 1416, accelerated instruction will continue for students who were not successful on their 2026 STAAR state assessments. These students will be required to have 15 hours of additional instruction for each test failed and/or receive initial instruction daily from a Teacher Incentive Allotment designated teacher.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Accelerated Learning will provide additional educational opportunities for students who were not successful on their STAAR exams. (Target Group: All) (Strategic Priorities: 2)	Administrators, Counselor, Faculty, Staff	Ongoing	(F)DMAC, (L)TEKS Based Resourses, (S)STAAR , (S)TEKS	Criteria: Report Card Data State Assessment Data Progress Report Data Formal/Informal Assessment Data Observations/Walkthroughs Feedback
2. Create and provide an accelerated learning plan with TEKS-based instructional remediation for applicable students (including but not limited to small group instruction). (Target Group: AtRisk) (Strategic Priorities: 2,4)	Administrative Team, ELA Teachers, Math Teachers, Science Teachers, Special Education Teachers, Students, Teachers	Ongoing	(F)DMAC, (L)Benchmarks, (L)Computers, (L)Curriculum, (L)ELA Materials, (L)Math Materials, (L)NWEA Maps, (L)Progress Reports, (L)Reading Materials, (L)TEKS Based Resourses, (L)Writing Materials, (O)Responsive Learning, (S)STAAR , (S)TEKS	Criteria: DMAC TEKS Resources Report Card Data State Assessment Data Progress Report Data Formal/Informal Assessment Data IXL Learning Platform NWEA Maps Get More Math Classwork.com

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Goal 2. At Troup Middle School, all students will increase their achievement, participation, and performance.

Objective 1. Troup MS will strive to exceed the state average in every tested area by 5% by providing instruction and intervention in a variety of ways so that all students can progress.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Troup Middle School will utilize instructional supports for staff and students to help increase student growth across the board, with a specific focus on 7th-grade Math. (Target Group: All) (Strategic Priorities: 2,4)	Administrative Team, Administrators, Math Teachers, Staff, Students, Teachers	May 2026	(F)DMAC, (F)Region 7, (L)Benchmarks, (L)Curriculum, (L)Math Materials, (L)NWEA Maps, (L)Outside consultants, (L)Report Cards, (L)Smartboards, (L)TEKS Based Resourses, (S)TEKS	Criteria: Student Assessment Scores NWEA Maps Data DMAC Data Collection TEKS
2. Troup Middle School will use math and reading application classes so students are receiving an additional 45 minutes of math and reading each day for 6th and 7th grade reading and 6th, 7th, and 8th grade math students. (Target Group: All) (Strategic Priorities: 2,4)	ELA Teachers, Math Teachers	Ongoing	(F)DMAC, (L)Curriculum, (L)ELA Materials, (L)Math Materials	Criteria: Student Assessment Scores NWEA MAPs Data DMAC Data Collection TEKS
3. Troup Middle School has started Tiger Time Tutorials for all subjects at the beginning of the 2026-2027 school year. (Target Group: All) (Strategic Priorities: 2,4)	Teachers	Ongoing	(F)DMAC, (L)Benchmarks, (L)Curriculum, (L)TEKS Based Resourses	Criteria: Student Assessment Scores NWEA MAPs Data DMAC Data Collection TEKS

TROUP MIDDLE

Goal 2. At Troup Middle School, all students will increase their achievement, participation, and performance.

Objective 2. Close performance gaps by 5% between student populations by encouraging and facilitating practices that allow teachers to prepare all students to meet their maximum potential through innovative teaching methods.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Troup MS will disaggregate DMAC and NWEA Maps data by student populations on content-based assessments and benchmarks. (Target Group: SPED,AtRisk,Dys,504,6th,7th ,8th) (Strategic Priorities: 2)	Assistant Principal, Director of Special Education, Dyslexia Teacher, Executive Director of Curriculum & Instruction, Paraprofessionals, Principal(s), Teachers	Instructional School Year	(F)DMAC, (L)NWEA Maps, (S)STAAR , (S)TEKS	Criteria: Report Card Data State Assessment Data Progress Report Data Formal/Informal Assessment Data
2. Troup MS will provide additional growth and intervention opportunities for students identified by LPAC in need of ESL services and for dyslexic students. (Target Group: ESL,GT,Dys,6th,7th ,8th) (Strategic Priorities: 2)	Counselor, Dyslexia Teacher, ESL Coordinator, ESL Teacher, Principal(s), Teachers	1x - Weekly	(L)ELA Materials, (L)ESL Material, (L)Math Materials, (L)Professional Development, (L)Reading Materials, (L)TEKS Based Resourses	Criteria: Report Card Data State Assessment Data Progress Report Data Formal and Informal Assessment Data
3. Troup MS will correlate multiple data points to assess and monitor student growth in all STAAR-tested subject areas. (Strategic Priorities: 2,3)	Administrative Team, Dyslexia Teacher, Teachers	September - May	(F)DMAC, (F)Region 7, (F)Title I, (L)Media Devices, (L)NWEA Maps, (S)STAAR	
4. Troup MS will set goals with students for STAAR and monitor progress throughout the year. (Target Group: All) (Strategic Priorities: 2,4)	Administrative Team, Teachers	Ongoing	(F)DMAC, (L)ELA Materials, (L)Math Materials, (L)NWEA Maps, (L)Social Studies Materials, (L)TEKS Based Resourses, (S)STAAR , (S)TEKS	Criteria: DMAC STAAR Assessments Benchmark Tests Formal and Informal Assessment Data
5. Troup MS will structure Tiger Time Tutorials based on student data. (Strategic Priorities: 2,4)	Administrators, Teachers	Ongoing	(F)DMAC, (L)Benchmarks, (L)Curriculum, (L)NWEA Maps, (L)TEKS Based Resourses, (S)TEKS	Criteria: Formal/Informal Assessments DMAC Data State Assessment Data Benchmark Data

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Goal 2. At Troup Middle School, all students will increase their achievement, participation, and performance.

Objective 3. Troup MS will strive to improve attendance to 95% for the school year, up from 94.5% in the 2025-2026 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Troup MS will monitor attendance reports daily. (Target Group: All) (Strategic Priorities: 4)	Administrative Team	All Year	(L)Skyward	Criteria: Daily Attendance Reports
2. Attendance letters will be sent home to parents for students who have missed 3 days, 5 days, 7 days, and 9 days. Attendance committee meetings will be held for truant students. (Target Group: All) (Strategic Priorities: 2)	Administrative Team	August - May	(L)Skyward	
3. Incentives will be offered to the students, such as Fun Fridays, 100 Club, SWAGH (Students With a Good Heart) parties, Awards Ceremonies, etc. (Target Group: All) (Strategic Priorities: 2,4)	Administrative Team	August-May	(L)Skyward	

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Goal 3. Troup MS will ensure a safe and welcoming environment for students and staff that will facilitate learning for all students.

Objective 1. Troup MS will ensure a safe and orderly school climate and ensure the safety of all students, faculty, and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Troup MS will use daily motivational quotes from the Counselor's Corner during morning announcements. (Target Group: All)	Administrative Team, Students, Teachers	Ongoing	(F)Region 7, (O)Responsive Learning	Criteria: Decrease in office referrals H.E.A.R.T. of a Tiger Referrals Increase in positive office referrals.
2. Troup MS will provide staff development for all staff on creating a safe environment for learning. (Target Group: All) (Strategic Priorities: 4)	Administrators, Executive Director of Curriculum & Instruction	Ongoing	(L)Outside consultants, (L)Professional Development, (L)Security Devices, (S)Multi-hazard Emergency Operations Plan	Criteria: Professional Development
3. Troup MS will continue to participate in the Board-adopted drug testing policy for students who are in athletics and band. (Target Group: 7th ,8th)	Athletic Trainer, Extra Curricular Sponsors, Students	Random	(L)Troup ISD	Criteria: The percentage of drug tests failed.
4. Troup MS will use the "controlled entry system" to secure campus entry points from the front office. (Target Group: All) (Strategic Priorities: 4)	Administrative Team, Director of Support Services, Director of Technology, SRO Officer	Ongoing	(L)Outside consultants, (L)School Board Policy, (L)School Facilities, (L)Security Devices, (L)SRO, (L)Technology Director, (L)Troup ISD	Criteria: Professional Development - Safety/Security Routinely Conduct Safety Drills
5. Troup MS will train all staff members in lockdown/secure/emergency procedures to deal with active aggressors. (Target Group: All) (Strategic Priorities: 4)	Director of Support Services, Executive Director of Curriculum & Instruction, Principal(s), SRO Officer, Staff, Superintendent, Troup Police	Ongoing	(L)Executive Director of Curriculum & Instruction, (L)School Facilities, (L)School Map, (L)SRO, (L)Troup ISD, (L)Troup PD, (S)Local Funds, (S)Multi-hazard Emergency Operations Plan	Criteria: Routine Safety Drills Professional Development Training in School Safety
6. Troup MS will conduct fire drills, tornado drills, and other emergency operation drills to ensure all students and staff are trained in emergency procedures. (Target Group: All) (Strategic Priorities: 1)	Administrative Team, Director of Support Services, SRO Officer	Ongoing	(L)Cell Phones, (L)City of Troup, (L)School Board Policy, (L)SRO, (L)Troup ISD, (L)Troup PD, (S)Local Funds, (S)Multi-hazard Emergency Operations Plan	Criteria: Professional Development of Staff in Safety/Emergency Procedures
7. Troup MS will implement the District's	Administrators, Director of	Ongoing	(L)Active Defender, (L)Cell	Criteria: Successful practice of

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Multihazard Emergency Operation plan with the local and county emergency teams. (Strategic Priorities: 4)	Support Services, SRO Officer		Phones, (L)City of Troup, (L)School Map, (L)Security Devices, (L)SRO, (L)Troup PD, (S)Multi-hazard Emergency Operations Plan	drills Implementation and execution of plans Successful time for drills
8. The campus has established a threat assessment team that has received training to help minimize, investigate, and prevent threats on campus. (Strategic Priorities: 4)	Administrative Team, Administrators, Principal(s)	Ongoing	(L)School Map, (L)Security Devices, (L)SRO, (L)Troup PD, (S)Multi-hazard Emergency Operations Plan	Criteria: Reduction in the number of threat assessments.
9. Troup MS will participate in the Stop the Bleed program. The Stop the Bleed campaign empowers the public as immediate responders to recognize and stop life-threatening bleeding with compression via direct pressure, wound packing, and/or application of a tourniquet approved by the Committee on Tactical Combat Casualty Care. All staff and students at Troup MS will participate in the training provided by our Troup ISD Chief of Police. (Target Group: All)	Administrative Team, Faculty, Principal(s)	Yearly	(S)Multi-hazard Emergency Operations Plan	Criteria: Surveys Observations Feedback
10. Troup MS will utilize the I Love You Guys protocols and Active Defender for the safety of students and staff.	Administrative Team, Administrators, SRO Officer	Ongoing	(L)Active Defender, (L)Computers, (L)SRO	

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Goal 3. Troup MS will ensure a safe and welcoming environment for students and staff that will facilitate learning for all students.

Objective 2. Troup MS will create and sustain an environment that promotes quality character building, promotes a positive learning environment, and provides a supportive, secure, nurturing, non-threatening, respectful, and disciplined learning environment where all members excel and exhibit moral excellence.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Troup MS will ensure all students are safe of any known food allergies. (Target Group: All)	Administrative Team, Nurse, Parents	Daily	(L)Nurse, (L)Parents, (L)Skyward	Criteria: Observations Feedback
2. Troup MS administrators and school counselor will implement a bullying/violent sexual harassment curriculum with staff and students. Troup MS will have a zero tolerance for bullying.	Administrative Team, Counselor, Staff	Ongoing	(F)Region 7, (F)Title I, (L)Outside consultants, (L)Professional Development, (L)School Board Policy	Criteria: Feedback Student Discipline Data Surveys
3. Troup MS will provide counseling to all students, as needed, to foster strong mental/emotional health in all students. (Target Group: All)	Counseling Services - Next Step, Counselor, Region 7	Ongoing	(F)Region 7, (F)Title I, (L)Outside consultants, (L)Professional Development, (L)School Board Policy, (S)Local Funds	Criteria: Student Feedback Parent Feedback Teacher Feedback
4. Troup MS will counsel students in need to diminish the chance of suicide and offer coping skills to those who contemplate suicide, the goal of prevention and postvention. (Target Group: All)	Counselor, Principal(s), SRO Officer	Ongoing	(L)Outside consultants, (L)SRO, (S)Local Funds	Criteria: Reduce the number of incidents of students in crisis.
5. As part of a comprehensive counseling program, Troup MS will implement character education to positively impact the school environment, fostering a non-threatening climate that promotes development. The Second Step program will be utilized to achieve this goal for 6th-grade students only. Our counselor will continue to develop materials used to cover additional TEKS for 7th and 8th-grade students.	Administrative Team, Counselor, Staff	Ongoing	(L)Computers, (L)Curriculum, (L)Professional Development	Criteria: Reduction in referrals Positive climate/culture with students
6. We are excited to share our H.E.A.R.T. of a Tiger Initiative, which focuses on building not only strong academics but also strong character in our students. H.E.A.R.T. stands for Honorable, Engaged, Accountable, Responsible, and Trustworthy—the values we want every Tiger to show each day.	Administrative Team, Administrators, Paraprofessionals	Ongoing	(S)Local Funds	Criteria: Number of H.E.A.R.T. referrals Reduction of discipline referrals

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Objective 2. Troup MS will create and sustain an environment that promotes quality character building, promotes a positive learning environment, and provides a supportive, secure, nurturing, non-threatening, respectful, and disciplined learning environment where all members excel and exhibit moral excellence.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Through this initiative, we will encourage students to do their best in the classroom, treat others with kindness, and work together as a community. With your support, we know our Tigers will continue to grow into leaders who are prepared for success in school and in life. (Strategic Priorities: 1,2)				
7. Troup MS will implement a Mentor / Mentee Program. Students will be nominated and assigned to a specific staff member who will serve as their Mentor. Our goal for this program is to provide support, resources, and encouragement to help your child meet his/her goals for the school year. (Strategic Priorities: 2,4)	Administrative Team, Faculty, Staff	Ongoing	(L)Parents, (S)Local Funds	Criteria: Student increase in grades. Decrease in student discipline. Observations Feedback
8. Troup MS will implement and encourage parent involvement through open communication and public events such as an open house, 6th grade orientation, STAAR family night, Parent Academies, and increased opportunities for parent conferences. (Target Group: All) (Strategic Priorities: 2,4)	Administrative Team, Administrators, Community Members	Ongoing	(L)District Website, (L)Media Devices, (L)School Facilities, (S)Local Funds	Criteria: Number of parents in attendance at public events.

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Goal 4. Troup MS will work to develop and implement a comprehensive communication plan that better utilizes our District Website, E-Mail Capabilities, Notifications Processes, and Social Media.

Objective 1. Troup MS will ensure good communication and provide opportunities for increased parent engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Troup MS will use Parent Square and Sports You to keep students, parents, and community members informed of the activities occurring on their campuses. (Target Group: All) (Strategic Priorities: 2,4)	Administrative Team, Teachers	Ongoing	(L)Computers	Criteria: Parent Participation Feedback
2. Troup MS will communicate to parents through electronic marquees. (Target Group: All)	Administrators, Campus Secretary	Ongoing	(L)Computers	Criteria: Community Participation Community Feedback
3. Troup MS will encourage parents to sign up for Parental Access to receive real-time information on all aspects of their child's school performance. (Target Group: All)	Administrative Team	Ongoing	(L)Skyward	Criteria: Parent/Guardian Participation Parent/Guardian Feedback
4. Troup MS will provide progress reports and Report Cards to parents, allowing for the monitoring of grades through SKYWARD. Parents will have online access to up-to-date information about their student's progress and grades via our online student database platform, SKYWARD. This will give parents the ability to see student eligibility for all UIL extracurricular activities (ag, athletics, cheer, band, etc.).	Administrative Team, Teachers	Ongoing	(L)Computers, (L)Printer	Criteria: Surveys Formal and Informal Assessments 9 Week Grades Final Grades

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Troup Middle School is a 6th, 7th, and 8th grade campus that serves approximately 250 students. There are approximately 35 faculty and staff assigned to support these students. We serve a community that is extremely supportive of the students, faculty, and staff.
Our student ethnicity is broken down into (7) categories: American Indian/Native American, Asian, White, African American, 2 or more races, Native Hawaiian or Other Pacific Islander, and Hispanic. We are a Title 1 School with 42% economically disadvantaged. Likewise, 42% of our student population is eligible for free/reduced lunches.

Demographic Breakdown:

American Indian/Native American 0%
White 74.2%
African American 7.9%
Hispanic 13.3%
Asian .4%
Pacific Islanders 0%
2 or more Races 4.2%
Economically Disadvantaged 42%
English Language Learners 2.9%
At Risk 38.8%
Special Education 18.75%

Strengths:

Troup Middle School's student body has gained positive diversity over the past few years. As a result, Troup Middle School has created a more positive learning environment that better represents the greater world. Troup Middle School will provide our student body with ongoing rich and robust TEKS-based instruction.

Demographics Weaknesses

- Students at Troup Middle School have shown gains in the content area of 7th Grade Math in state assessments, but it has continued to be the lowest performing area on our campus, we will continue to work on increasing growth in this content area.
- We will work to increase student growth and academic achievement through closing the gaps.
- Our current At Risk students are not meeting the minimal passing standards for the state exam. Students are reassessed yearly using the At-Risk criteria.
- Our current Special Education students are not meeting the minimal passing standards for the state exam.

Comprehensive Needs Assessment

Demographics Needs

- Additional support, through NoRedInk/Quill and Write Align will be provided to the English department to fill gaps in writing, editing, and grammar. PLP will be provided to the AEP students to cover their TEKS and courses while serving time in AEP. NWEA MAPs will be utilized in the Reading, Math, and Science departments to determine reading and math levels of individual students and then creates an individual study pathway for each student. This allows teachers to focus instruction on the gap area for each student.
- Curriculum support resources will be provided to teachers from TEKS Resource System, Maneuvering the Middle, Stemscopes and Lowman Consulting.
- NWEA Maps will be implemented in all Math, Reading, and Science classes to identify students' strengths and weaknesses which aids in planning accelerated/individualized instruction for each student. Students will take diagnostic test two times a year to see student growth.
- TMS will implement tutorials during Tiger Time and before and after school as well as summer school opportunities given to our students who displayed a decline in learning and were not progressing to the standards set forth by the district.
- TMS will implement discussions through PLCs to ensure all teachers are able to break down their standards to have a clear understanding of what student performance abilities should be/set learning targets.
- TMS will implement multiple opportunities, through Tiger Time and Application classes, for students to receive additional remediation/intervention.
- TMS will implement Application classes to help students close the learning gaps with reading and math.
- TMS will implement strategies and approaches such as pull-outs to help our students being served under GT, Special Ed, 504, Dyslexia, and ESL, to be more successful.
- TMS will implement time for teachers to collaborate and support each other in the content during PLCs.
- TMS will have a targeted focus on closing the gaps and increasing student achievement in Mathematics more specifically with African American, White, Economically Disadvantaged, Special Ed, and Continuously Enrolled student populations.

Demographics Summary

Troup Middle School will actively monitor ALL student achievements through the use of the DMAC program. Information will be gathered to identify specific areas of weakness for each student. This information will be used to develop/create intervention plans for our struggling learners. Troup Middle School will use our RTI program to track and monitor our struggling students. This information will be used to develop in class supports that will help our students be successful.
Troup Middle School will continue to provide Accelerated Learning (HB 1416) to ensure that our students, who were not successful on STAAR, will receive an additional 15 hours of support if they are not being taught by a TIA teacher.

Student Achievement

Student Achievement Strengths

The students of Troup Middle School continue to show growth on the Testing Standard of Texas or STAAR Exams.

2026 STAAR SCORES

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

Reading STAAR Scores:

Grade Level	Approaches	Meets	Masters
6th Grade	22%	35%	28%
Total Passing	85%		
7th Grade	26%	27%	25%
Total Passing	78%		
8th Grade	22%	32%	39%
Total Passing	93%		

Math STAAR Scores:

Grade Level	Approaches	Meets	Masters
6th Grade	37%	36%	20%
Total Passing	93%		
7th Grade	30%	18%	3%
Total Passing	51%		
8th Grade	28%	48%	6%
Total Passing	82%		
Alg I	21%	31%	48%
Total Passing	100%		

Social Studies STAAR Scores:

Grade Level	Approaches	Meets	Masters
8th Grade	34%	19%	16%

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

Total Passing 69%

Science STAAR Scores:

Grade Level	Approaches	Meets	Masters
8th Grade	36%	27%	15%
Total Passing	78%		

Student Academic Achievement Strengths

Instructional strategies implored by the staff of Troup Middle School are both creative and innovative. Little is done without intentional rigor and expectations surpassing most area schools. As a result, our students are continuing to show growth including our special education students.
Our students have access to technology at a 1:1 ratio. For the 2026-2027 school year, Troup Middle School will provide access, resources, and academic learning opportunities for all students. In addition, Troup Middle School will provide Accelerated Learning Opportunities to those students who were not successful on their STAAR exams.
Our campus has involved parents who are invested in their student's success.
TMS will foster a positive mindset toward education and educational success.

Student Achievement Weaknesses

- Students at Troup Middle School have shown gains in the content area of 7th Grade Math in state assessments, however that still continues to be our lowest performing content area.
- We will work to increase student growth and academic achievement through closing the gaps in all content areas.
- Our current At Risk students are not being successful on the State Exams.
- Our current Special Education students are failing to achieve minimal passing standards on state exams.

Student Achievement Needs

- Additional support, through Quill will be provided to the English department to fill gaps in writing, editing, and grammar.

Student Achievement Needs (Continued)

- Alignment of curriculum and curriculum support resources will be provided to teachers from TEKS Resource System, Maneuvering the Middle, Stemscopes, Get More Math, and Lowman Consulting.
- NWEA Maps will be implemented in all Math, Science and Reading classes to identify students' strengths and weaknesses which aids in planning accelerated/individualized instruction for each student. Students will take diagnostic test two times a year to see student growth.
- TMS will implement tutorials before and after school and during Tiger Time as well as summer school opportunities given to our students who displayed a decline in learning and were not progressing to the standards set forth by the district.
- TMS will implement discussions to ensure all teachers are able to break down their standards to have a clear understanding of what student performance abilities should be/set learning targets.
- TMS will implement multiple opportunities, through Tiger Time and Application classes, for students to receive additional remediation/intervention.
- TMS will implement the Applications class to help students close the learning gaps with reading and math.
- TMS will implement strategies and approaches such as pull outs to help our students being served under GT, Special Ed, 504, Dyslexia, and ESL, to be more successful.

- TMS will implement time for teachers to collaborate and support each other in the content by the use of PLCs.
- TMS will have a targeted focus on closing the gaps and increasing student achievement in Mathematics.
- TMS will implement co-teaching for the special education population will have two certified teachers in the classroom.
- TMS will implement a resource math and reading class for special education students who are not succeeding in the co-teach model.

Student Achievement Summary

Troup Middle School will actively monitor ALL students' achievement through the use of the DMAC program. Information will be gathered to identify specific areas of weakness for each student. This information will be used to develop/create intervention plans for our struggling learners.
Troup Middle School will continue to provide Accelerated Instruction (HB 1416) to ensure that our students, who were not successful on STAAR, will receive an additional 15 hours of support (for those that are not in a TIA teacher's classroom).

School Culture and Climate

School Culture and Climate Strengths

- Campus faculty and students are welcoming to newcomers
- Small campus allows teachers to get to know students quickly
- All stakeholders are interested in seeing the campus be successful academically
- There is general respect for teachers and the parent support for teachers and administration is strong
- Stakeholder feedback reflects improved feeling of safety on campus, and pleased with academic instruction
- Rewards and incentives are strong motivators for student performance and such supports a positive impact on attitudes about campus as well

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

- Our campus is well maintained, externally and internally
- Teachers are pleased with administrator presence in the halls between classes and the accessibility of administration

School Culture and Climate Weaknesses

- Foster the growth of lifelong learner mindset among all stakeholders
- Consistency across campus
- Continue to improve upon daily procedures
- Decrease the number of office referrals

School Culture and Climate Needs

- Consistency in helping students meet expectations and be held accountable for not meeting expectations
- Consistency for expectations from/for teachers
- Teachers to feel supported in the management and classroom discipline
- Teachers need to feel heard as they manage changes to schedule and higher expectations for professionalism and instructional strength on campus
- Parents desire to feel heard and supported in their concerns on campus
- To celebrate the faculty/staff on campus, professional and paraprofessional, support staff
- Continue for teachers and students to feel that they are priority on campus
- The need of mentors for our students- Mentorship Programs: student to student and adult to student
- H.E.A.R.T. of a Tiger initiative.

School Culture and Climate Summary

- Implementation of discipline flow chart based on actions, # of referrals and consequences
- Discipline plan supports teachers
- Daily PLC Meetings for core teachers to provide staff members with time to collaborate and discuss instruction and data
- Administration has open door policy for all stakeholders
- Campus administrator open to assisting staff in meeting needs for support and instructional goals
- Morale boosts through treat days, breakfasts, lunch opportunities during the year, jeans passes, identify them as leaders on campus
- Teacher and Support Staff of the month, certificate award and a parking spot
- Parent Involvement- Meet the Teacher, Parent/Teacher Conferences, STAAR Family Night, and Parent Academies.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

- Most Teachers at Troup Middle School are certified in the content area assigned, by the State of Texas
- All Staff Members attended 3 days of professional development in their given content areas this summer
- Common planning for content teams time has been incorporated into the schedule for all core subjects.
- Being a campus with traditionally minimal turnover is a positive when seeking additional staff due to more people seeking a position at a stable campus

Staff Quality, Recruitment and Retention Weaknesses

- New teachers need support in developing their instructional craft and unpacking their TEKS. It is difficult to provide additional Professional Development throughout the year due to the limited number of staff members that teach a specific content area.
- Troup Middle School will continue to improve in the area of providing opportunities for our staff members to work with data and foster an understanding for the need for student growth through PLC.

Staff Quality, Recruitment and Retention Needs

- Be sure the daily schedule aligns with the high school campus to enable shared staff to better coordinate duties
- Expand efforts and explore ideas to aid retention so that there is limited turnover; improve the culture and trust among staff
- Collaborative work with data of various data points through PLCs
- Decisions for professional development will be data based decisions
- Monthly teacher appreciation

Staff Quality, Recruitment and Retention Summary

Changes to be implemented will involve professional development that is data driven. Cultivation of a culture and climate that respects one another and where all are seen as equally important to the educational process. The implementation of expectations and accountability, with a focus on student growth is necessary. Paraprofessionals are trained and are expected to work as support for teachers and students in class.

Curriculum, Instruction and Assessment

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths

- Troup Middle School will use Lowman Consulting, Maneuvering the Middle, STEMscopes, TEKS Resource System, Get More Math, and Quill to assist students that are struggling in Math, Reading, History, and Science.
- Troup Middle School will create an Accelerated Learning Committee (HB 1416) to ensure an additional 15 hours of Intervention/Remediation for our students that were not successful on their STAAR exams.
- Chromebooks are used regularly on campus. All Students are 1:1 with Chromebooks.
- Vertical alignment continues to be beneficial for all grades during PLCs
- Progress Monitor and Data Track ALL students
- Math and ELA application classes developed to help better serve all students
- TMS will continue to have a targeted focus on closing the gaps and increasing student achievement in Mathematics for all of our subpopulations.

Curriculum, Instruction and Assessment Weaknesses

- TEKS Resource System curriculum will be used as a guide for each core content on campus
- Gain proficiency with the RTI data tracking in order to better meet the educational needs of all students
- Interventions are needed as a result of HB 1416 for those students who failed their 2025 STAAR state assessments
- Higher order thinking is a skill to be developed within our students and an instructional strategy goal for all teachers
- Data reflects that there are gaps in student ability and reflect a need to support students of lower ability. Examples of service types: Co-Teach, Resource, and Lifeskills.

Curriculum, Instruction and Assessment Needs

- Apply differentiation training to meet the needs of low performing students and high performing students
- Provide and implement instructional tools and resources that aid student understanding and student ability to critically think and problem solve at deeper levels of knowledge
- Interventions are needed at this point for those well below grade level

Curriculum, Instruction and Assessment Summary

Alignment of curriculum and curriculum support resources will be provided to teachers from TEKS Resource System, Maneuvering the Middle, Stemscopes, and Lowman Consulting. NWEA Maps will be implemented in all Science, Math and Reading classes to identify students' strengths and weaknesses which aids in planning accelerated/individualized instruction for each student. Students will take diagnostic test two times a year to see student growth.

TMS will implement Accelerated Learning Groups (HB 1416) during Tiger Time to address the needs of students not making progress and performing below grade level.

Curriculum, Instruction and Assessment Summary (Continued)

TMS will implement tutorials before and after school, during Tiger Time, and provide summer school opportunities given to our students who displayed a decline in learning and were not progressing to the standards set forth by the district.

TMS will implement discussions to ensure all teachers are able to break down their standards to have a clear understanding of what student performance abilities should be/set learning targets.

TMS will implement multiple opportunities, through Tiger Time, for students to receive additional remediation/intervention.

TMS will implement steps to help students close the learning gaps with reading and math through application classes.

TMS will implement strategies and approaches to help our subpopulations being served under Special Ed, 504, Dyslexia, GT, and ESL, to be more successful.

TMS will implement time for teachers to collaborate and support each other in the content through PLC.

TMS will have a targeted focus on closing the gaps and increasing student achievement in Mathematics for all of our subpopulations.

Family and Community Involvement

Family and Community Involvement Strengths

- Parents and family of students are kept informed through various social media applications including Parent Square, Instagram, and Facebook.
- Staff Members are able to interact and build a community of learners here on campus.
- There is strong attendance at extracurricular events.
- Parents and community members are able to be involved in decisions through the Campus Action Team, our site based decision making committee.
- Parent communication lines are kept open through the Parent Portal on Skyward.
- Teachers consistently communicate via email and Parent Square with parents to keep them informed.
- Designated person available to translate to family that speaks language other than English as needed

Family and Community Involvement Weaknesses

- Resources to assist with bilingual [Spanish] communication as needed
- Partnerships with other entities in the community to increase support for the campus and students

Comprehensive Needs Assessment

Family and Community Involvement Needs

Communication on the Troup Middle School campus needs to be consistent with all stakeholders. Parents need to feel welcomed on the Middle School Campus. In addition, each parent should be valued as a possible contributor to the decisions made on the campus.

There is a need to continue to support and ensure opportunities for parent involvement on the campus, and to build rapport between all stakeholders. There is also a need to identify those able to translate for the campus to better keep parents informed.

Family and Community Involvement Summary

Our ability to communicate with all stakeholders is strong. The focus now is to ensure parents feel welcomed on campus and to be involved in campus activities and decisions. We would like to host more campus events to invite parents to be a part of their student's education. We will continue to do this through STAAR Family Night, Meet the Teacher, Parent/Teacher Conferences, and Parent Academies.

The goal will be to identify others, that share our vision, in helping us attain our campus goals.

School Context and Organization

School Context and Organization Strengths

- The campus and district have support for the organization of the instructional schedule.
- Teachers are leaders in the classroom and have full authority in the classrooms.
- Teachers are asked for input at every meeting as well as in 1:1 discussions.
- One additional elective has been added back this year, Theatre Arts.

School Context and Organization Weaknesses

- TMS has very few elective opportunities for our students.
- Due to being a small campus and sharing faculty and facilities, it is difficult to devote additional time to specific areas.

School Context and Organization Needs

- Teachers able to teach multiple areas to allow opportunities for additional electives (new classes created).
- TMS will continue to gather feedback from the community and stakeholders.
- Ongoing effort to maximize learning through intentional academic scheduling.

School Context and Organization Summary

The alignment of the schedule to the high school will continue to aid supervision.

Troup Middle School will continue to evaluate data and provide professional development to best meet the needs of our educators and students.

Troup Middle School will establish an expectation of growing in educational pedagogy and professionalism.

Technology

Technology Strengths

- TMS is a 1:1 campus with Chromebooks
- Each classroom has a Smart Board.
- Technology is used for learning assessments and as a remedial tool.

Technology Weaknesses

- Greater professional development with technology, specifically Chromebooks, would be beneficial.

Technology Needs

Teachers need professional development in the use of technology resources including Smart Board training, Google training, Classwork.com, Get More Math, etc.

Technology Summary

Comprehensive Needs Assessment

We will continue to provide our staff members with professional development activities during assigned PLCs that specifically focus on technology and the implementation of technology strategies in the classroom.

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