TROUP H S
Campus Improvement Plan 26-27
2026/2027

Campus: Better Together: Every Tiger. Every Day.

District: Equip Now- Empower Forever

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TROUP H S

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 H S 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 H S Site Base

Name	Position
Ard, Karyn	Teacher
Parrish, Robin	Teacher
Bernard, Lance	Teacher
Brown, Allison	Teacher
Lacy, Janna	Teacher
Goode, Travis	Campus Administrator
Castillo, Robert	Teacher
Huckaby, Tyson	Teacher
Wyatt, Erin	Counselor
Davis, Lanette	Parent
Coleman, Amy	Parent

TROUP H S

Goal 1. (SpEd Personnel) Expand the special education department to improve capacity for meeting diverse student needs by increasing staffing, resources, and program supports.

Objective 1. Hire at least one additional certified special education teacher and one paraprofessional by the end of the school year to be able to adapt to the needs of students who need resource classes for more than just basic subjects.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct a needs assessment to identify staffing, materials, and training gaps. Partner with Human Resources to prioritize recruitment and retention of SPED staff. (Target Group: SPED) (Strategic Priorities: 1)	Administrators, Human Resources, Superintendent	August 2027	(S)Local Funds - $50,000	10/05/26 - Some Progress

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Goal 1. (SpEd Personnel) Expand the special education department to improve capacity for meeting diverse student needs by increasing staffing, resources, and program supports.

Objective 2. Provide targeted professional development for all SPED staff in evidence-based instructional and behavioral strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide targeted professional development for all SPED staff in evidence-based instructional and behavioral strategies. (Target Group: All)	Administrative Team	May 2027		10/05/26 - On Track

TROUP H S

Goal 1. (SpEd Personnel) Expand the special education department to improve capacity for meeting diverse student needs by increasing staffing, resources, and program supports.

Objective 3. Increase access to instructional materials, assistive technology, and specialized resources by 20% compared to the prior year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Allocate funding for additional adaptive curriculum resources and assistive technology. (Target Group: All)	Administrative Team	May 2027		10/05/26 - Significant Progress

TROUP H S

Goal 1. (SpEd Personnel) Expand the special education department to improve capacity for meeting diverse student needs by increasing staffing, resources, and program supports.

Objective 4. Strengthen collaboration with general education staff through regular co-planning and professional learning communities (PLCs).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish monthly PLC meetings between general education and SPED staff. Allocate a specific room away from other students who do not need specialized instruction so they can have their tests read to them and access to individualized instruction when needed. (Target Group: All,SPED)	Administrative Team	August 2027		10/05/26 - Some Progress

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Goal 2. (State Testing Performance) Increase student performance in state-tested subjects (Reading, Writing, Math, Science, and Social Studies) for students receiving special education services through targeted instruction and aligned interventions.

Objective 1. (SpEd Student State Testing Performance) By the end of the year, at least 70% of SPED students will show growth on state assessments (STAAR/STAAR Alt) in their tested subject areas.100% of SPED teachers will provide accommodations and evidence-based interventions aligned to individual IEPs in state-tested subjects.Students in SPED will participate in progress monitoring using curriculum-based measures (CBMs) or MAP Testing in these subjects to track growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide small-group and targeted intervention sessions in Reading and Math focused on TEKS readiness standards. Ensure accommodations and modifications are implemented consistently in both classroom instruction and assessments. Offer professional development for SPED and general education teachers on strategies to improve performance in state-tested content. Use data from benchmarks, CBMs, and classroom assessments to adjust instruction and interventions in real time. (Target Group: SPED) (Strategic Priorities: 2)	Teachers	May 2027		10/05/26 - Some Progress

TROUP H S

Goal 2. (State Testing Performance) Increase student performance in state-tested subjects (Reading, Writing, Math, Science, and Social Studies) for students receiving special education services through targeted instruction and aligned interventions.

Objective 2. (All Students State Testing Performance) The campus will increase overall student achievement and close performance gaps among student groups so that all learners demonstrate measurable academic growth on STAAR End-of-Course (EOC) exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use DMAC to monitor progress and identify student learning gaps. Provide targeted interventions such as small-group instruction, tutorials, and reteach opportunities. Implement intervention cycles after each checkpoint based on DMAC analysis. (Target Group: All) (Strategic Priorities: 2)	Administrators, Teachers	May 2027		10/26/26 - On Track
2. Teachers will implement data-driven instructional strategies that address individual student needs, and evidence of these strategies will be reflected in lesson plans and student work samples. (Target Group: All)	Administrators, Teachers	May 2027		10/26/26 - Some Progress

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Goal 3. (School Culture And Climate) To foster a thriving and secure campus environment, we will strategically develop leadership, enhance student pathways and support systems, boost parent and community engagement, and prioritize comprehensive mental health and safety initiatives for all students and staff.

Objective 1. (Creation of the Campus Leadership Committee) The leadership team, composed of teachers and staff from all school disciplines, has been developed to plan and implement strategies for the improvement of campus culture.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monthly Meetings Develop the framework needed to create, implement, and be successful in reaching set culture and climate goals. (Target Group: All) (Strategic Priorities: 3)	Administrative Team, Teachers	May 2027		10/26/26 - Significant Progress

TROUP H S

Goal 3. (School Culture And Climate) To foster a thriving and secure campus environment, we will strategically develop leadership, enhance student pathways and support systems, boost parent and community engagement, and prioritize comprehensive mental health and safety initiatives for all students and staff.

Objective 2. (Encourage Student Participation in Student Organizations and Activities) To encourage student participation in student organizations and activities, strategies will focus on increasing involvement in existing programs like Start Strong - Freshman Orientation, Tiger Pals - Peer to Peer Mentoring, Academic UIL, Agriculture (FFA, 4-H, Plant Science, Animal Science, Agriculture Engineering), Athletics (Student Trainer Program), Culinary Arts - SkillsUSA, Debate, FCA, Fine Arts (Art, Band, Theater Arts One Act), Fishing Club, Health Science, NHS, Student Council, and Year

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students are consistently encouraged to participate in all activities at THS. Students have student council, NHS, FCA, FFA, UIL speech/debate, UIL OAP, band, cheer, athletics, CTE programs, fine arts, Art UIL.	Administrators, Teachers	May 2027		10/26/26 - On Track

TROUP H S

Goal 3. (School Culture And Climate) To foster a thriving and secure campus environment, we will strategically develop leadership, enhance student pathways and support systems, boost parent and community engagement, and prioritize comprehensive mental health and safety initiatives for all students and staff.

Objective 3. (Student Pathway Selection) To ensure comprehensive student and parent understanding of the College, Career, Military Readiness (CCMR) Initiative, per the State of Texas guidelines, we will implement strategies focused on informed Student Pathway Selection. This includes administering a CCMR Student Survey to gather insights and facilitate personalized guidance, as well as conducting dedicated Pathway Parent Involvement Meetings. These meetings will thoroughly review available option selections and clarify all necessary re

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff, Student, and Parent Education of CCMR (still ongoing) CCMR Student Survey (completed) Staff PD on CCMR (completed) Pathway Parent Involvement Meetings (scheduled for January/February) (Target Group: All)	Administrators, Counselor, Parents, Teachers	May 2027		10/26/26 - Significant Progress

TROUP H S

Goal 3. (School Culture And Climate) To foster a thriving and secure campus environment, we will strategically develop leadership, enhance student pathways and support systems, boost parent and community engagement, and prioritize comprehensive mental health and safety initiatives for all students and staff.

Objective 4. (Increase Parent and Community Involvement) To increase parent and community involvement, strategies will focus on leveraging platforms such as ParentSquare and social media to enhance engagement and communication.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To increase parent and community involvement, strategies will focus on leveraging platforms such as ParentSquare and social media to enhance engagement and communication. (Target Group: All)	Administrators, Parents, Teachers	May 2027		10/26/26 - Significant Progress

TROUP H S

Goal 3. (School Culture And Climate) To foster a thriving and secure campus environment, we will strategically develop leadership, enhance student pathways and support systems, boost parent and community engagement, and prioritize comprehensive mental health and safety initiatives for all students and staff.

Objective 5. (Mental Health Development) To foster comprehensive mental health development, strategies will include implementing the "Tiger Pals" peer-to-peer mentoring program to provide mental health support, organizing Mental Health and Drug Awareness Presentations for Parents to educate and engage the community, displaying 988 Awareness posters to promote crisis support resources, and ensuring a Certified Crisis Counselor is on staff to offer immediate and professional assistance to students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Tiger Pals - A peer-to-peer group to help mentor mental health Mental Health and Drug Awareness Presentation for Parents 988 Awareness posters Certified Crisis Counselor on staff (Target Group: All)	Administrators, Counselor, Parents, Students	May 2027		10/26/26 - On Track

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Goal 3. (School Culture And Climate) To foster a thriving and secure campus environment, we will strategically develop leadership, enhance student pathways and support systems, boost parent and community engagement, and prioritize comprehensive mental health and safety initiatives for all students and staff.

Objective 6. (School Safety Training) To enhance campus safety and preparedness, strategies will include consistent practice of the Standard Response Protocol, regular administration of a Student and Staff Safety Survey to identify concerns and areas for improvement, and comprehensive Staff and Student Safety and First Aid Training.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Practicing Standard Response Protocol Student and Staff Safety Survey Staff and Student Safety and First Aid Training Reunification Procedures (Target Group: All)	Administrators, SRO Officer, Teachers, Troup Police	May 2027		10/26/26 - On Track

TROUP H S

Goal 3. (School Culture And Climate) To foster a thriving and secure campus environment, we will strategically develop leadership, enhance student pathways and support systems, boost parent and community engagement, and prioritize comprehensive mental health and safety initiatives for all students and staff.

Objective 7. (Awareness of Sexual Abuse, Trafficking, and Maltreatment) Increase awareness for teachers, students, and parents of various issues related to sexual abuse, sex trafficking, and other maltreatment of children. This includes warning signs. Information includes prevention techniques using resources which include characteristics of sexual abuse, warning signs for indicating a child is at-risk, and methods to reduce risk factors. (TEC 38.004 (a)), TEX 11.252(c)(9).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff members will be trained using our online platform through summer PD. (Target Group: All)	Staff	September 2026		

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Goal 4. (Staff Quality, Recruitment, Retention) To continue finding ways to improve our academics, campus safety and expectations and our programs.

Objective 1. (Campus Discipline and School Safety) Fair and consistent discipline policies and implementation from teachers and administrators. Consistent parent contact from teachers and administrators Well known expectations of behavior and consequences for students, teachers, parents, and community. Present law enforcement for internal conflicts and outside threats.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fair and consistent discipline policies and implementation from teachers and administrators. Consistent parent contact from teachers and administrators Well known expectations of behavior and consequences for students, teachers, parents, and community. Present law enforcement for internal conflicts and outside threats. (Target Group: All)	Administrative Team, Teachers, Troup Police	May 2027		10/26/26 - On Track

TROUP H S

Goal 4. (Staff Quality, Recruitment, Retention) To continue finding ways to improve our academics, campus safety and expectations and our programs.

Objective 2. (Programs) CTEDiverse and relevant programs for future skills and employment.Engaging projects.Consistent presence in outside competitions and district/regional/state events. Development of character, citizenship, and lifelong development/appreciation of skill and professionalism. Fine ArtsConsistent presence in outside competitions and district/regional/state events. Quality community performances and events.Well prepared, engaging, and enjoyable content. Development of character, citizenship,

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CTE- Diverse and relevant programs for future skills and employment. Engaging projects. Consistent presence in outside competitions and district/regional/state events. Development of character, citizenship, and lifelong development/appreciation of skill and professionalism. Fine Arts- Consistent presence in outside competitions and district/regional/state events. Quality community performances and events.Well prepared, engaging, and enjoyable content. Development of character, citizenship, and lifelong development/appreciation of the arts. Athletics- Competitive teams. Development of character, citizenship, and lifelong development/appreciation of physical fitness. (Target Group: All)	Students, Teachers	May 2027		10/26/26 - On Track

TROUP H S

Goal 4. (Staff Quality, Recruitment, Retention) To continue finding ways to improve our academics, campus safety and expectations and our programs.

Objective 3. (Academics) State ratingsGraduation rateRigorous and diverse curriculum Teacher communicationFair and consistent grading policies and implementation Dual credit participation

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. State ratings (working to improve our CCMR and academic gaps of achievement) Graduation rate (still 100%) Rigorous and diverse curriculum (currently working to improve across the board) Teacher communication (Parent Square has been utilized much more) Fair and consistent grading policies and implementation (we are going on year 2 of this) Dual credit participation (increased participation and grades!) (Target Group: All)	Administrators, Paraprofessionals, Parents, Students, Teachers	May 2027		10/26/26 - Some Progress

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Goal 5. (Curriculum Instruction and Assessment) Troup High School will develop an environment that creates independent, self-directed learners with the skills needed to succeed in future endeavours such as work, attending college or military commitments.

Objective 1. (Curriculum) COLLEGE PATH - Troup High School will develop a program that creates independent, self-directed learners with skills needed to succeed in college - level work and beyond.CAREER PATH - Troup High School will offer programs that specifically relate to job skills as they correlate with current job market demands.MILITARY PATH - Troup High School will provide resources for students exploring a path that combines service, education, and career training in the military.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Strategies: Advanced Course work Dual Credit / Associates Degree TSI / ACT / SAT or College Prep Course in Math or English Possible testing of ACT 9th - 10th - 11th -12th grade for growth CAREER PATH - Troup High School will offer programs that specifically relate to job skills as they correlate with current job market demands. Strategies: Implementation of CTE programs that fit current job demands Tracking students through industry certification programs Earning an IBC while they complete 4 or more credits Developing different CTE programs of study to meet needs of a more diverse group of students Completing a career and technical education program of study MILITARY PATH - Troup High School will provide resources for students exploring a path that combines service, education, and career training in the military.	Administrative Team, Counselor, Teachers	May 2027		10/26/26 - On Track

TROUP H S

Goal 5. (Curriculum Instruction and Assessment) Troup High School will develop an environment that creates independent, self-directed learners with the skills needed to succeed in future endeavours such as work, attending college or military commitments.

Objective 1. (Curriculum) COLLEGE PATH - Troup High School will develop a program that creates independent, self-directed learners with skills needed to succeed in college - level work and beyond.CAREER PATH - Troup High School will offer programs that specifically relate to job skills as they correlate with current job market demands.MILITARY PATH - Troup High School will provide resources for students exploring a path that combines service, education, and career training in the military.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Strategies: ASVAB testing / scores and what that means Testing 10th - 11th - 12th (possibly fall and spring of 12th grade) National Guard opportunities during h (Target Group: All)				

TROUP H S

Goal 5. (Curriculum Instruction and Assessment) Troup High School will develop an environment that creates independent, self-directed learners with the skills needed to succeed in future endeavours such as work, attending college or military commitments.

Objective 2. (Instruction) THS will continue to improve instruction across all content areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Strategies: Teachers will be evaluated more frequently to encourage consistency in rigor of content. Teachers will be encouraged to participate in subject specific, relative professional development. Teachers will provide opportunities for students to engage in higher-order thinking, problem-solving, and mastery of essential skills through structured lessons. (Target Group: All) (Strategic Priorities: 1,2,3)	Administrators, Teachers	May 2027		10/26/26 - Some Progress

TROUP H S

Goal 5. (Curriculum Instruction and Assessment) Troup High School will develop an environment that creates independent, self-directed learners with the skills needed to succeed in future endeavours such as work, attending college or military commitments.

Objective 3. (Assessment) Teachers with a STAAR EOC course will utilize DMAC to analyze assessment data in order to identify student learning gaps, adjust instruction, and improve student performance on STAAR EOC assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Strategies: By the end of the school year, 100% of STAAR EOC teachers will use DMAC reports after each checkpoint assessment to document instructional adjustments, with evidence shown in lesson plans and student progress data. Provide targeted professional development for STAAR EOC teachers on generating and interpreting DMAC reports. Establish a schedule (e.g., after each grading period) for STAAR EOC teachers to run reports and reflect on results. Track progress by comparing assessment data within DMAC. Evaluation: Lesson plans include instructional adjustments tied to DMAC findings. Increased percentage of students meeting or exceeding growth on STAAR EOC. (Target Group: All) (Strategic Priorities: 2)	Administrators, Teachers	May 2027		10/26/26 - Some Progress

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Goal 6. (Family and Community Involvement) The THS staff and teachers will create a positive, engaging, and inclusive learning environment that encourages parent and community involvement to support the success of both students and the school.

Objective 1. (Family and Community) Effective communication between school and parents, especially utilizing Parent SquareIdentify mentor partnerships with students and local professionals/businesses

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Progress report cards and report cards The new sign-in for parents–Verkada Host career inspirational speakers from within the community Bringing in colleges, trade schools, and military representatives to speak to students Hosting a college fair (Target Group: All)	Administrators, SRO Officer, Students, Teachers, Technology Staff, Troup Police	May 2027		10/26/26 - Significant Progress

TROUP H S

Goal 7. (School Context and Organization) To identify who we are as a campus and showcase our strengths and unique characteristics while continuing to work on areas to make us stronger.

Objective 1. (School Context and Organization pt. 1) To explain and inform the community of what our school consists of.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. WHO WE ARE We are a school of roughly 320 students and 30 teachers. WHAT WE OFFER We offer on-level, honors, and dual credit classes in our English, math, and history classes. We offer on-level and honors classes in science. We have agricultural classes, including horticulture, mechanical and metal, and livestock classes. We offer certifications in welding, small animal management, floral design, culinary (servsafe manager, health science (certified medical assistant), law enforcement, digital communications and education paraprofessionals. We have the following extra-curricular activities and organizations: band, cheerleading, twirling, FFA, theatre, UIL debate and academics, NHS, FCA, UIL One-Act Play, GT program, student council sports (cross country, tennis, volleyball, football, basketball, powerlifting, basketball, softball/baseball, track) (Target Group: All)	Administrative Team, Teachers	May 2027		10/26/26 - On Track

TROUP H S

Goal 7. (School Context and Organization) To identify who we are as a campus and showcase our strengths and unique characteristics while continuing to work on areas to make us stronger.

Objective 2. (School Context and Organization pt. 2) To explain and inform the community of what our school consists of

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. WHAT MAKES US DIFFERENT Smaller class sizes than some of the larger schools (mostly) Better student-to- teacher ratios allowing us to really get to know our students A school that is the center of the community WHAT WE NEED TO IMPROVE ON Offering more variety of programs for CTE to target more student interest. Offering courses that make our students more competitive in college and in the workforce. For technology to be more functional in the classroom. Facilities that help us to make our students more competitive in college and in the workforce. (Target Group: All)	Administrative Team, Teachers	May 2027		10/26/26 - Some Progress

TROUP H S

Goal 8. (Technology) Increase the efficiency, reliability, and integration of technology to improve student learning, enhance communication with families, and provide equitable access to digital resources across campus.

Objective 1. (Sources and Needs) To determine our strengths, weaknesses, and needs to improve our technology.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Technology Data Sources Teacher/Staff Technology Inventory DMAC Reports ParentSquare Usage Reports Student/Parent Feedback Hardware/Software Inventory Technology Needs Assess teacher technology use and provide targeted professional development. Update/replenish hardware and software to ensure reliable student access. Expand specialty technology resources (ex. Text-to-Speech applications for accessibility and instructional support). Improve internet connectivity and bandwidth across campus. Streamline digital applications for consistency across programs and content areas. (Target Group: All)	Administrative Team, Students, Teachers, Technology Staff	May 2026		10/19/26 - Some Progress

TROUP H S

Goal 8. (Technology) Increase the efficiency, reliability, and integration of technology to improve student learning, enhance communication with families, and provide equitable access to digital resources across campus.

Objective 2. (Strengths and Weaknesses) To determine our strengths, weaknesses, and needs to improve our technology

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Technology Strengths Campus uses multiple platforms (DMAC, Google Classroom, Learning Ally, Frontline, Active Defender, Skyward, ParentSquare, etc.) to support instruction and communication. Parents and students are regularly reminded about ParentSquare, and text alerts are utilized to improve communication. Specialty applications (ex. Learning Ally) available for student support. Technology Weaknesses Bandwidth and internet connectivity issues continue to impact instructional time. Chromebooks are slow and possibly outdated. Lack of streamlined applications across departments and CTE. (Target Group: All)	Administrative Team, Teachers, Technology Staff	May 2026		10/19/26 - Significant Progress 10/19/26 - Significant Progress

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Attendance Reports
Community Demographics
Community Input
Enrollment Reports
Graduation Records
Highly Qualified Staff
Parent Participation
PEIMS Reports
TAPR report

Demographics Strengths

The student population is made up of roughly 320 students as of October 2026:
11.18% African-American, 66.45% White, 0.4% Hawaiian/Indian/Multi-racial, 18.21% Hispanic. 35.14% economically disadvantaged status.

THS current attendance rate is slightly above 95%, which is almost 1% higher than the of the year last year. And our graduation rate continues to be 100%

The staff population is roughly 5% African-American, 6% Hispanic, 88% White and 37% male, 62% female.

Demographics Weaknesses

We have almost half of our teachers who are eligible for or are very close to retirement. This will cause a massive staff turnover in the very near future.

We are in need of cosmetic makeovers and additions to the high school. There is a contingent plan to add a new Science/CTE wing.

Demographics Needs

Demographics Needs (Continued)

We need local business and community members to be willing to come to the school to present their trades, careers, and military backgrounds. This will give our students an insight into what our community is comprised of.

We also need to continue to develop ideas and plans to mitigate the staff turnover that is coming in the near future due to retirements.

Demographics Summary

We want to provide the best teachers, the best facilities and the best community involvement that we can. We want our students, of all sub-populations and ethnicities to feel valued and important in our community and school.

Student Achievement

Student Achievement Strengths

THS uses three checkpoints, one of those being a mock STAAR test, to track student growth and performance in relation to STAAR scores and achievement gaps.

THS offers the TSIA2 to students at no cost and is a host site; additionally, we are a host site for the ACT/SAT test.

Students have opportunities as a junior and senior to take multiple dual credit courses (english 1301/1302 and 2332, college math, US history, and government/personal financial literacy and speech).

Teachers across the campus can use DMAC as a data tracking tool for quizzes and assessments. We have also included all of our CTE teachers and a few other core teachers in our TIA plan, which they also utilize DMAC for. This initiative is also strengthening our students' experience here, while increasing rigor and engagement.

Students continue to score above the state average on the EOC assessments.

Student Achievement Weaknesses

Student Achievement Weaknesses (Continued)

Our CCMR (college, career, military readiness) credits have been below average and in turn have had a direct impact on our TEA accountability ratings.

Campus wide expectations and procedures for classroom instruction and the level of rigor across all content.

Students completing or taking their TSI, ACT or SAT.

Student Achievement Needs

THS will continue to improve classroom instruction through the use of TTESS walkthroughs/observations, as well as appropriate and relative professional development.

Increase student achievement on EOC testing to "close the gaps" and show growth or maintain category performance standards.

Student Achievement Summary

THS is aiming to increase classroom instruction and rigor, provide more CTE opportunities for students, close the gaps in student achievement and continue to strengthen our data informed practices across all content areas.

School Culture and Climate

School Culture and Climate Strengths

High percentage of veteran teachers that contribute to leading organizations and extracurricular activities for student involvement (FFA, FCA, NHS, Stu-Co, Tiger Pals).

Student led announcements, student of the week, student of the month, game day staff member.

THS utilizes a Leadership team, CTE team, Campus Action Team and a CIP committee with parent involvement.

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

Booster clubs are very involved and advocate for students.

CTE pathways are strongly encouraged and beginning to expand.

Increased communication with parents by utilizing Parent Square and Facebook.

Health and safety are strongly encouraged and practiced.

School Culture and Climate Weaknesses

We have a good number of students who are involved in very many things, but then we have a small number of students who struggle to find something to be involved in.

We need more opportunities for students to engage with community members or representatives for college, career, military readiness.

Promoting our pathways for CCMR and empowering students to engage with those opportunities for their futures.

School Culture and Climate Needs

Utilize our community resources for students to relate to.

Continue to strengthen the safety measures across our school and district.

Keep encouraging students to get involved and develop more opportunities for them to do so.

Parent engagement through Parent Square and communicating before there is an issue.

School Culture and Climate Summary

THS commits to doing and providing more for our students to be involved in. THS will also continue to commit to providing safer measures and practices for students and staff.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

New teacher bonuses this year based on years of experience; up to 8,000.

Staff bonding through meals, activities, and celebrations.

Veteran led staff and novice teachers that can learn from those veterans.

A strong community support system and a large amount of staff that live in Troup and/or attended Troup ISD.

CTE additions are being considered to improve our facilities and space.

Staff Quality, Recruitment and Retention Weaknesses

About half of the teachers are eligible to retire now or very soon.

Classrooms that are having to be shared amongst staff.

Staff members having to sponsor sometimes multiple organizations to ensure students have those opportunities.

Staff Quality, Recruitment and Retention Needs

Classroom space additions; currently developing a plan for this.

Stipends or bonuses for STAAR/EOC teachers.

Additional staff for CTE classes and special education staff.

Updated facilities.

Staff Quality, Recruitment and Retention Summary

Comprehensive Needs Assessment

THS staff works very hard to give our students the best education and opportunities to participate in activities. Our staff spends a lot of their own time and money to ensure these things sometimes. We want to continue to build and grow our own within, but we know we have to be prepared for some of our staff to retire in the near future.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

THS teachers utilize resources such as TEKS Resources System, NWEA MAP, DMAC, NoRedInk, WriteAlign, ICEV, Accelerated Reader.

STAAR tested subject teachers have consistently scored well above the state average for student achievement performance.

Tiger Time is built into the daily schedule to allow for in-school tutorials and interventions.

THS now utilizes DMAC for 3 "checkpoint" tests per year (1 in the fall, 1 in the winter, and 1 before STAAR). This allows the STAAR tested subjects to gather data and track student progress/growth.

THS offers honors, on-level, and dual credit courses. We also use our own teachers for the dual credit courses instead of adjunct professors.

We have a strong veteran staff of teachers to educate our students, as well as mentor our novice or beginner level teachers.

THS will incorporate more frequent and meaningful walkthroughs in classrooms to assess the level of instruction, learning and procedures/routines.

Curriculum, Instruction and Assessment Weaknesses

Scheduling conflicts due to not enough teachers to offer enough sections of classes.

Need to service the top 10% of students with more rigorous course offerings; we have started a new program for this.

Offering more diverse options for CTE courses so students will want to complete a program of study and not just take some classes to count as electives; we have implemented 3 new pathways this year.

Inconsistent rigor and standards from teacher to teacher.

Difficulty finding and attending useful, relative professional development opportunities.

Lack of concern for any support for the individual STAAR subjects and the need for external resources and training for EOC teachers.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs

Need to service the top 10% of students with more rigorous course offerings.

Offering more diverse options for CTE courses so students will want to complete a program of study and not just take some classes to count as electives.

Difficulty finding and attending useful, relative professional development opportunities.

Increased percentage of students meeting or exceeding growth on STAAR EOC.

Lesson plans include instructional adjustments tied to DMAC findings.

Curriculum, Instruction and Assessment Summary

THS will continue to seek ways to increase the rigor of instruction and provide high quality instruction to all of our students. We will also make string efforts to develop more CTE classes and opportunities for students to earn IBCs.

Family and Community Involvement

Family and Community Involvement Strengths

Site based committee for the CIP plan.

StartSTRONG freshman orientation and parent meeting.

Teen Lives Matter presentation.

College and Career Fair Day.

Meet the Tigers.

Quick communication through Parent Square.

FFA Night.

CTE night and parent night.

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

Team meals for varsity players.

Parent sponsored extra curricular and booster clubs.

Family and Community Involvement Weaknesses

Parents utilizing Skyward to check grades.

Parents becoming familiarized with using Parents Square for communication across the school and district.

The school not utilizing our local professionals/businesses to come in and share with students.

School needing to be informative and timely with student scheduling, test dates/registrations and communication in general.

Family and Community Involvement Needs

Progress report cards and report cards; communicated through Skyward now.

Host career inspirational speakers from within the community; we have had a few already.

Bringing in colleges, trade schools, and military representatives to speak to students; we have started doing this more.

Hosting a college and career fair for students and families; we have one scheduled in November.

Family and Community Involvement Summary

THS is striving to create more opportunities for parents to be involved and informed of their student's education, choices, and decisions for their futures. We want to continue to

Family and Community Involvement Summary (Continued)

increase our communication, as well as collaborate more with parents and community members on things that they wish to see taking place.

School Context and Organization

School Context and Organization Strengths

We have an average of 10:1 student to teacher ratio. This allows for more one-on-one time and better opportunities to reach student's needs.

STAAR scores are above state average in terms of passing the test.

School Context and Organization Weaknesses

Lack of facility space to offer a room for all teachers and needed courses.

Student growth on STAAR scores needs to improve.

Provide more opportunities for students to enroll in courses that fit their future needs or interests.

Streamlining communication for student's scheduling and progress of their plans; we have adjusted our procedures for this.

School Context and Organization Needs

Offering more variety of programs for CTE to target more student interest; we have offered 3 more.

Offering courses that make our students more competitive in college and in the workforce.

For technology to be more functional in the classroom.

School Context and Organization Needs (Continued)

Facilities that help us to make our students more competitive in college and in the workforce.

School Context and Organization Summary

Our goal in summary: to identify who we are as a campus and showcase our strengths and unique characteristics while continuing to work on areas to make us stronger.

Technology

Technology Strengths

Campus uses multiple platforms (DMAC, Google Classroom, Learning Ally, Frontline, Active Defender, Skyward, ParentSquare, etc.) to support instruction and communication.

Parents and students are regularly reminded about ParentSquare, and text alerts are utilized to improve communication.

Specialty applications (ex. Learning Ally) available for student support.

Technology Weaknesses

Bandwidth and internet connectivity issues continue to impact instructional time.

Chromebooks are slow and possibly outdated.

Lack of streamlined applications across departments and CTE; this has been updated by using ICEV.

Technology Needs

Comprehensive Needs Assessment

Technology Needs (Continued)

Assess teacher technology use and provide targeted professional development.

Update/replenish hardware and software to ensure reliable student access.

Expand specialty technology resources (ex. Text-to-Speech applications for accessibility and instructional support).

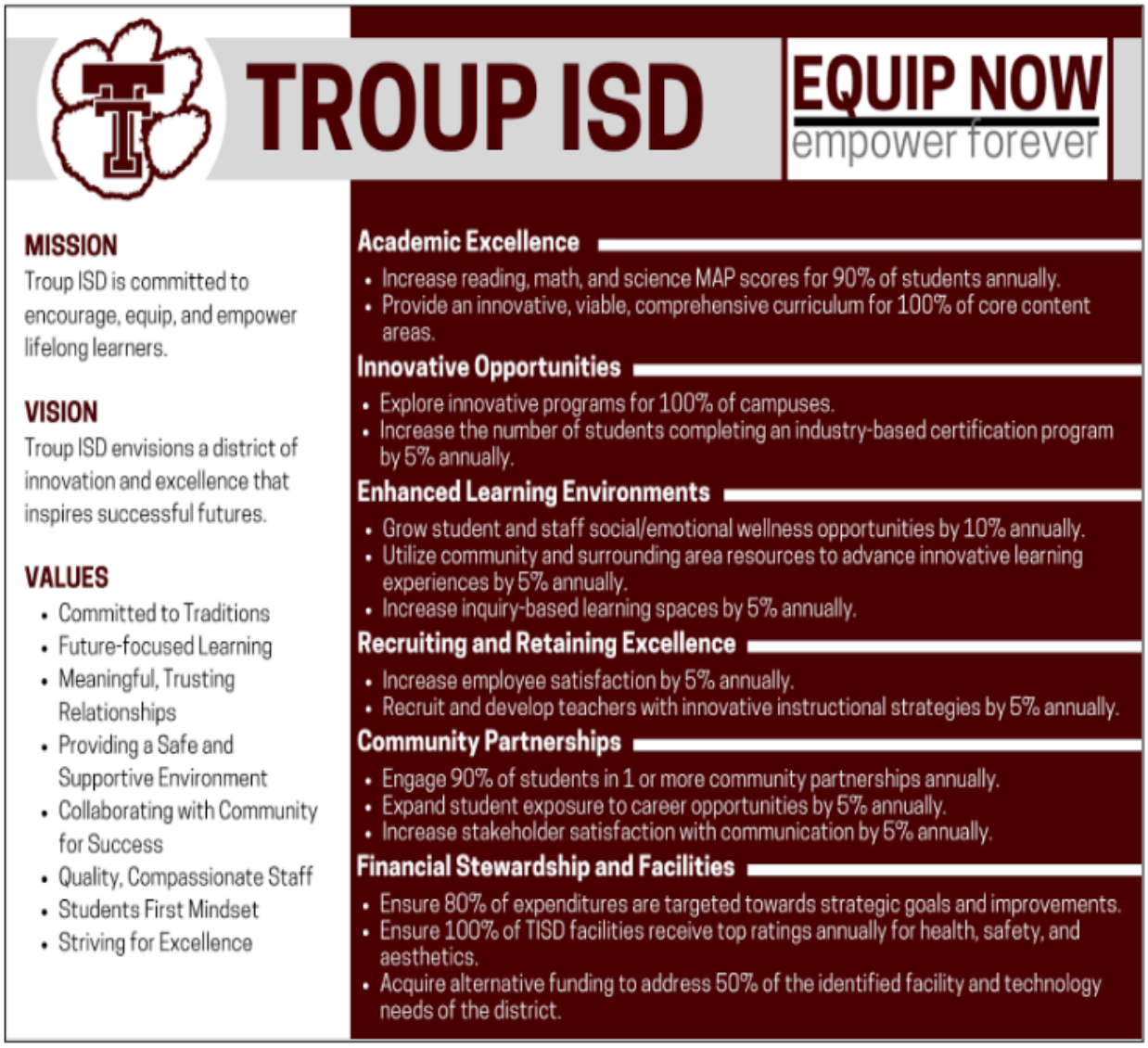
Improve internet connectivity and bandwidth across campus.

Streamline digital applications for consistency across programs and content areas.

Technology Summary

Increase the efficiency, reliability, and integration of technology to improve student learning, enhance communication with families, and provide equitable access to digital resources across campus.

STRATEGIC PLAN ON A PAGE



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*