

TROUP ISD

District Improvement Plan

2025/2026



Date Reviewed:

DMAC Solutions ®

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Date Approved:

10/21/2025

TROUP ISD

Mission

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

Vision

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

Nondiscrimination Notice

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

TROUP ISD Site Base

Name	Position
Griffin, Amanda	Parent
Harley, Seth	Paraprofessional
Neel, Misty	Community
Brown, Lisa	Teacher
Riggins, Rita	Teacher
Shofner, Kim	Special Education Teacher
Johnson, Ava	Community
Walston, Jane	Librarian
Brashear, Jennifer	Teacher
Smith, David	Central Office Staff
Salgado, Linda	Central Office Staff
Martin, Tracye	Counselor
Thomas, Wendy	Teacher
Ryan, McInturff	Principal
Knighton, Kimberly	Elementary Counselor
Cooksey, Stephen	Central Office Staff

TROUP ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create an environment conducive for learning with an increased accountability for all staff. (Title I SW: 2,3) (Target Group: All) (Strategic Priorities: 2)	Math Coach, Principal(s), Reading Coach, Reading Interventionist, Teachers	September - May	(L)Math Materials, (L)Reading Materials	STAAR Test TPRI Teacher Observation Benchmark Scores Report Card Grades
2. Ensure delivery of TEKS through an aligned curriculum. (Title I SW: 3,9) (Target Group: H,W,AA,ECD,ESL,504,1st,2nd,3rd,4th,5th,6th, 7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 2)	Principal(s), Teachers	August-May	(F)DMAC, (F)Title I, (L)ARD Information, (L)Benchmarks, (L)ELA Materials, (L)Math Materials, (L)Reading Materials, (L)Science Materials, (L)Social Studies Materials, (L)TEKS Based Resources, (L)Writing Materials, (S)STAAR	Both Benchmarks STAAR Scores Report Card Grades
3. Utilize assessment and student data to measure student progress. DMAC Fees \$9,333.00 (Title I SW: 1,2,3,4,8) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,4)	Administrators, Assistant Principal, Executive Director of Curriculum & Instruction, Math Coach, Principal(s), Reading Coach, Reading Interventionist, Teachers	August - May	(F)DMAC, (F)Region 7, (F)Title I, (L)Benchmarks, (L)Computers, (L)Executive Director of Curriculum & Instruction, (S)STAAR	Summative - Daily grades Report card grades Benchmark Scores Student Progress STAAR Scores
4. Troup ISD will provide additional instructional support for students demonstrating academic need. Support includes: before and after school tutorials, additional support during the day, additional class period of specific content needing support. (Title I SW: 1,2,4,8) (Target Group: All,H,AA,AtRisk) (CSFs: 1,2,4)	Assistant Principal, ELA Teachers, Principal(s), Writing Teachers	August-May	(F)Title I, (L)Professional Development Journals, (L)Writing Materials	Summative - Teacher observation Daily grades Benchmark scores Renaissance data TPRI data STAAR results
5. Troup ISD will utilize data from various sources to target students not reaching expectations in all subgroups: all students, AA, Hisp., White, Econ. Dis, Special Education. (Title I SW: 10) (Target Group: SPED)	Arp Coop, Executive Director of Curriculum & Instruction, Principal(s), Teachers	August- May	(F)Region 7, (L)Director of Special Education	Summative - Both STAAR Teacher Observation Benchmark Test

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(CSFs: 1,4)				
6. Troup ISD will utilize formative benchmark testing to measure student progress. Formative benchmark testing will be one way to help determine which test special education students will need to take. (Title I SW: 8) (Target Group: H,AA,ECD,SPED,AtRisk) (CSFs: 2)	Counselor, Executive Director of Curriculum & Instruction, Principal(s), Students, Teachers	Fall, Spring	(F)DMAC, (L)Benchmarks, (L)NWEA Maps, (L)Special Education Coop, (L)TEKS Based Resources	Summative - Student Progress on Benchmarks
7. Troup ISD will offer the required summer learning for students failing to meet testing standards as defined by TEA. Summer instruction will also be provided to fulfill HB 1416 Requirements (Title I SW: 8,10) (Target Group: AtRisk) (CSFs: 1)	Assistant Principal, Principal(s), Students, Teachers	June-July	(F)Title I, (L)Transportation, (S)Local Funds	Summative - Both Student progress reports OEYP benchmark scores STAAR Scores
8. Teachers will use released STAAR results and disaggregate the data by individual student response and by categories to determine individual students' strengths and weaknesses in all tested areas. (Title I SW: 2,8) (Target Group: H,AA,ECD,SPED) (Strategic Priorities: 2) (CSFs: 1,2)	Assistant Principal, Math Coach, Principal(s), Reading Coach, Reading Interventionist, Teachers	August - May	(F)DMAC, (O)ETS, (O)Pearson, (S)TEA	Benchmark Results Grades Progress Monitoring STAAR Scores Accountability Summary
9. Students will receive small group instruction in math, science reading and writing and social studies in order to meet individual student needs in the classroom and through pull out programs. (Title I SW: 1,2,8) (Target Group: H,ECD,ESL,SPED) (Strategic Priorities: 2) (CSFs: 1,2)	ESL Teacher, Math Coach, Reading Interventionist, Teachers	August - May	(L)ELA Materials, (L)Math Materials, (L)Reading Materials, (L)Science Materials, (L)Writing Materials	Summative - Both Benchmark Results Grades Progress Monitoring Running records Report Card STAAR SCORES Accountability Summary
10. Troup ISD will utilize DMAC for data disaggregation, teacher appraisals and walk-	Assistant Principal, Executive Director of Curriculum &	Daily	(L)Benchmarks, (S)STAAR , (S)TEKS	

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
throughs. We will also begin using DMAC to design and implement new STAAR question types throughout the year in order to prepare students for the New STAAR. DMAC Fees \$9,333.00 (Title I SW: 2,4,8) (Target Group: All) (CSFs: 1,2)	Instruction, Principal(s), Teachers			

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Troup ISD will provide after school tutorials as needed to meet the needs of ESL and dyslexic students. (Title I SW: 2,9) (Target Group: ESL,Dys) (Strategic Priorities: 2) (CSFs: 1,4)	Principal(s), Teachers	August-May	(L)Math Materials, (L)Reading Materials, (L)TEKS Based Resources, (L)Transportation	Summative - Both Teacher Observation Student Performance Benchmark Scores Grading Reports STAAR Scores TPRI TELPAS 9 Week Grades
2. Troup ISD will utilize formative benchmark testing to measure student progress. (Title I SW: 8) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Counselor, Principal(s), Students, Teachers	Fall, Spring	(L)Curriculum, (L)NWEA Maps, (L)TEKS Based Resources	Formative - Benchmark Scores Student Progress
3. Troup ISD will implement individual education plans through local regular education. Troup ISD will work to increase mainstream time of special education students by providing academic support. (Title I SW: 1) (Target Group: SPED) (Strategic Priorities: 2) (CSFs: 1)	Counselor, Director of Special Education, Executive Director of Curriculum & Instruction, Paraprofessionals, Principal(s), Region 7, Special Education Teachers, Teachers	August-May	(F)Region 7, (L)Director of Special Education, (L)IEP Information, (L)Special Education Coop	Formative - STAAR Benchmark Tests Teacher Observation
4. Troup ES offers 2 PreK 4 year old classes in order to touch 1/2 of all potential kindergarten students in the district. (Title I SW: 6,7) (Target Group: PRE K) (CSFs: 1,5)	PreK Teachers	August	(L)Parents, (S)Local Funds	Summative - Prepared for Kindergarten
5. Teachers will use a variety of test results and disaggregate the data by individual student response and by categories to determine individual students' strengths and weaknesses in all tested subjects. (Title I SW: 8) (Target Group: All) (CSFs: 1,2)	Math Coach, Reading Coach, Reading Interventionist, Teachers	August - May	(F)DMAC, (L)NWEA Maps, (S)TEA	Summative - STARR Scores Accountability Summary
6. Students will receive small group instruction in math, science, reading and writing in order to meet individual student needs in the classroom and through pull out programs and	ESL Coordinator, Math Coach, Reading Coach, Reading Interventionist, Teachers	August - May	(L)ELA Materials, (L)Math Materials, (L)Science Materials, (L)Social Studies Materials, (L)Writing Materials	Formative - Benchmark Results Grades Progress Monitoring

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
after school tutorials. (Title I SW: 1,9) (Target Group: H,AA,ECD,ESL) (CSFs: 1,4)				
7. Troup ISD will provide paraprofessional staff to assist At-Risk students. (Title I SW: 1) (Target Group: SPED,AtRisk) (CSFs: 1)	Paraprofessionals, Principal(s), Special Education Teachers	August - May	(F)Region 7, (L)Curriculum	Summative - Student Report Cards Student Progress Benchmark Assessment TPRI
8. Troup ISD will work with all Special Education students in small group settings to improve passing standards of the STAAR assessment and meet state safeguards in Reading and Math. (Title I SW: 1,8) (Target Group: SPED) (Strategic Priorities: 2) (CSFs: 1,2)	Arp Coop, Paraprofessionals, Principal(s), Special Education Teachers	August-May	(F)Region 7, (L)Director of Special Education, (L)IEP Information, (L)Special Education Coop	Summative - Both Student academic progress STAAR Scores

TROUP ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Technology will be integrated into the curriculum through out the district utilizing various forms of technology such as: A.)Smartboards B.)DMAC C.)Computer classes for all students in elementary D.)TI Smart View E.)Graphing calculators F.)eInstructors G.)iPads/Chrome Books--All Students K-6 H.)Webpages I.)Skyward J.)Reading Renaissance K.)Macbooks/iPads/Chromebooks for all students 7th-12th L.)See Saw M.)Google Classroom N.)NWEA Maps (Title I SW: 1,4) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1,4)	Director of Special Education, Director of Technology, Dyslexia Teacher, ESL Coordinator, ESL Teacher, Executive Director of Curriculum & Instruction, Principal(s), Teachers, Technology Staff	Daily	(F)Region 7, (L)Computers, (L)Professional Development	Summative - Both Daily Progress Interaction with students & parents and technology Teacher Observation Technology Competencies Student evaluated Texas Essential Knowledge and Skills (TEKS) in technology
2. The district will provide Gifted and Talented (GT) instruction through a Pull-Out program on the Elementary Campus. Troup Middle School will implement advanced classes for students as well as a Pull-Out Program. GT is integrated into the core curriculum for grades 8 through 12 through PAP & dual credit classes and special assignments in the regular classroom. (Title I SW: 1,10) (Target Group: GT) (CSFs: 1,2)	Counselor, Executive Director of Curriculum & Instruction, GT Coordinator, Principal(s), Teachers	Weekly, Daily	(F)Region 7, (L)Computer Labs, (L)Outside consultants, (L)Tyler Junior College, (O)Responsive Learning	Summative - Test Scores 9 Weeks Grades TJC Grades
3. The district utilizes grant opportunities to enhance the core curriculum through federal grant funds. Federal Consolidated Grant: Title 1 \$272,456. Title IV \$ 17,829. Carl Perkins Funds and State Grant Funds (Title I SW: 1) (Target Group: All) (Strategic Priorities: 2)	CTE Consortium, Executive Director of Curriculum & Instruction, Principal(s), Teachers	Daily	(F)Carl Perkins, (F)Title I	Summative - Student progress reports Teacher observation TEA evaluation

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(CSFs: 1)				
4. Title 3 funds are used to support our ESL program. (Title I SW: 10) (Target Group: ESL) (CSFs: 1)	Counselor, ESL Coordinator, ESL Teacher, Executive Director of Curriculum & Instruction, Principal(s)	Daily	(F)Region 7, (F)Title III Bilingual / ESL	Summative - TELPAS PBM
5. Troup ISD will provide a Title I school wide program and a compensatory education program. Federal Consolidated Grant: Title 1 \$272,456. Title IV \$ 17,829. Carl Perkins Funds and State Grant Funds (Title I SW: 1) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3,4,5,6,7)	Counselor, Executive Director of Curriculum & Instruction, Principal(s), Teachers	Daily	(F)Title I, (S)FTE's, (S)State Compensatory	Summative - Various Data Sources Benchmark Scores Progress Reports Academic Performance STAAR Scores TPRI Semester Grades
6. Troup Elementary will implement Pre-K state guidelines to help students transition the Pre-K program to Kinder and be successful. (Title I SW: 7) (Target Group: PRE K) (Strategic Priorities: 2) (CSFs: 5)	PreK Teachers, Principal(s)	August - May	(F)Region 7, (L)Curriculum	Monthly Assessments School Report Cards
7. 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. (Target Group: All)	General Education Teacher, Principal(s), Reading Teachers	August-May		

TROUP ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will attend technology training throughout the year in small group settings with our Education Technologist to improve their skills. (Title I SW: 4,10) (Target Group: All) (CSFs: 1,3,7)	Executive Director of Curriculum & Instruction, Principal(s), Teachers	2023-2024	(F)Region 7, (L)Executive Director of Curriculum & Instruction, (L)Outside consultants, (L)Professional Development, (L)Professional Development Journals, (L)Special Education Coop, (L)Technology Director	Summative - TTESS

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will ensure that all teachers will be certified in their current teaching field. (Title I SW: 3,5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,7)	Executive Director of Curriculum & Instruction, Human Resources, Principal(s), Teachers	Before they are hired	(O)Alternative Certification Programs, (S)TEA	Summative - Documentation from approved program Attend Training
2. The district will ensure that all paraprofessionals will be highly qualified. (Title I SW: 1) (Target Group: All)	Executive Director of Curriculum & Instruction, Paraprofessionals, Principal(s)	Within 6 weeks of hire	(F)Region 7, (L)Executive Director of Curriculum & Instruction, (L)Report Cards, (L)Tyler Junior College, (L)University of Texas at Tyler	Summative - Documentation from approved program Attend Training TEA
3. The district will pay for certification tests and certificates for those being reassigned to a new teaching position. (Title I SW: 3,5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Executive Director of Curriculum & Instruction, Principal(s), Teachers	Throughout the year	(F)Region 7, (L)Executive Director of Curriculum & Instruction, (S)TEA	Summative - Retain certified, effective teachers

TROUP ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will provide counseling to students to diminish the chance of suicide and provide coping skills for those that may contemplate suicide through prevention and postvention. We have a full time Social/Emotional Counselor that is available to all TISD students. We have partnered with and implemented TCHATT. With parent permission, TCHATT provides telemedicine or telehealth programs to school districts to help identify and assess the behavioral health needs of children and adolescents and provide access to mental health services free of charge. (Title I SW: 1) (Target Group: All)	Counseling Services - Next Step, Counselor, Principal(s)	August - May	(L)Outside consultants, (S)Local Funds	Summative - Number of referrals
2. Each campus will implement a program to focus on Character Traits for students. Programs include bullying prevention and targeted character traits. (Title I SW: 1) (Target Group: All)	Athletic Trainer, Counselor, Executive Director of Curriculum & Instruction, PE Teachers, PEIMS Coordinator	Aug.-May	(L)PE Materials, (S)Local Funds	Summative - Fitnessgram Results
3. Assistant Principals and counselors will implement bullying, violence, dating violence and sexual harassment prevention and intervention strategies with students and staff. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Counselor, Students, Teachers	Year round	(L)Professional Development, (L)Professional Development Journals, (O)Rachel's Challenge	Summative - Number of repeated referrals
4. 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 mistreatment of children through a local training program involving TISD counselors. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Faculty, Staff		(L)SRO, (L)Troup PD, (O)WORKS, (S)CPS	Summative - Completion of training module Abuse reported in a timely manner per TEA/CPS guidelines
5. Troup High School and Middle School will continue to participate in the Troup ISD Drug Testing Policy. (Title I SW: 1,6) (Target	Athletic Trainer, Extra Curricular Sponsors, Students	August, random throughout the year	(L)School Board Policy, (L)Southwest Consortium	Summative - Number of positive drug tests

TROUP ISD

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Group: 7th ,8th,9th,10th,11th,12th) (CSFs: 6)				

TROUP ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Troup ISD will provide training to students and staff on bus safety, fire drills, tornadoes, and emergency operations to keep them safe during possible emergency situations. Per state law, all campus safety drills will be entered in to Sentinel. (Title I SW: 1) (Target Group: All)	Assistant Principal, Director of Technology, Principal(s)	Monthly	(L)Active Defender, (L)SRO, (L)Troup PD, (S)Multi-hazard Emergency Operations Plan, (S)TEA	Summative - Both Drills Completed safety reports
2. Troup ISD will ensure all students are safe of any known food allergies. (Title I SW: 1) (Target Group: All) (CSFs: 5)	Nurse, Parents, Principal(s), Teachers	Daily	(L)Parents, (L)Skyward, (O)WORKS	Both Teachers complete training Limited number (None) Allergic reactions to food
3. Troup ISD will maintain the District's Multi-hazard Emergency Operation's Plan in conjunction with the local and county emergency teams. (Title I SW: 1,9) (Target Group: All) (CSFs: 5,6)	Administrators, SRO Officer, Superintendent, Troup Police	Daily as needed	(L)City of Troup, (L)School Map, (L)SRO, (L)Video Equipment, (S)Multi-hazard Emergency Operations Plan	Both Regular practice drills Successful times of training Good plan implemented
4. Troup ISD will maintain an anonymous incident reporting option to our district website. (Target Group: All)	Technology Staff	always available	(L)District Website	
5. All District Employees and Students in grades 7-12 will be trained in "Stop the Bleed" with Stop the Bleed kits available on each campus, cafeterias, field house, bus barn, Ag. Shop, and Maintenance Shops (Target Group: All)	Administrators, Director of Support Services, Executive Director of Curriculum & Instruction, Nurse, SRO Officer	Fall 2023	(L)Nurse, (L)Outside consultants, (L)SRO, (L)Troup ISD	Summative - Both Regular Practice Drills Successful Training
6. The District will assemble a Threat Assessment Team for each Campus and a District Team. The teams will be responsible for a Pro-Active support approach to ensure the students' safety. Each Team will receive extensive training. (Target Group: All)	Administrative Team, SRO Officer	Always Available		
7. Troup ISD utilizes a Crisis Prevention	Administrative Team, Assistant	August-May	(L)Director of Special Education,	Criteria: Summative-Decline in

TROUP ISD

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Intervention Instructor to train staff in CPI using deescalation techniques. (Target Group: All)	Principal, Director of Special Education, General Education Teacher, Paraprofessionals, Special Education Teachers		(L)Executive Director of Curriculum & Instruction	outbursts of aggressive behavior
8. Troup ISD will provide counseling to all students, as needed, to foster strong mental/emotional health in all students	Counselor	Ongoing		Criteria: Student/Teacher/Parent Feedback
9. Troup ISD will use "Children's Advocacy Center" to provide age/grade appropriate material required by Senate Bill 9. We will have a "parent night" for material preview, and grade level assemblies for the students. (Target Group: All)	Administrators, Assistant Principal, Counselor	October-November		Criteria: Student and Teacher Surveys
10. Troup ISD will provide a Staff Development with our local LPC to educate staff on "Mental Health Training", including signs, symptoms, and coping skills.		October		Criteria: Staff Surveys
11. Troup ISD has our own Police Department, consisting of a chief and a 2nd officer. We believe this will enhance district safety during school hours, as well as at after school events. One will be housed at the Elementary and one at the High School/Middle School. Police Officer responsibilities are located at the end of the DIP as an attachment. (Target Group: All)	Administrative Team, Administrators, SRO Officer	Ongoing		Criteria: Superintendent yearly evaluations 03/05/24 - Completed
12. Ensure each campus has adequate working video cameras and radios to help maintain a safe environment.	Director of Support Services, Director of Technology, District Police Chief	Year Round	(L)Computers, (L)Media Devices, (L)Security Devices, (S)Local Funds	
13. Campus and district admin and counselors will be active in the identification of bullying and harassment on each campus (Target Group: All)	Administrators, Counselor, Principal(s)	Yearly	(S)Local Funds	
14. Teachers will be trained to recognize the	Administrative Team,	Ongoing	(F)Region 7, (L)District Website,	

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
signs of bullying, harassment, abuse and suicide and know how to respond to student needs. Suicide prevention including a parental or guardian notification procedure. Stop It will be used. (Target Group: All)	Administrators, Counselor, District Police Chief, Faculty		(S)Local Funds	
15. Provide training on and promote and support programs and activities for character education, conflict resolution programs, social and emotional wellness, anti-bullying, bullying, harassment, suicide prevention, sex education, safety and wellness, and dating violence. (Target Group: All)	Administrators, Counselor, Nurse, Superintendent	Ongoing		Criteria: Decrease in reports of bullying and harassment. Increase in attendance.
16. Provide training on and promote and support programs including Early Mental Health Training Support, Social Emotional Training Support, Substance Abuse Support, Suicide Prevention Support, Trauma-Informed Practices, Positive School Climate, Behavior Intervention and Support, Positive Youth Development, Safe, Supportive and Positive School Climate, and Training provided to students including Consequences of Sharing Sexual Content Material (Target Group: All)	Administrative Team, Counselor, District Nurse, District Police Chief, Principal(s), Region 7, SRO Officer	Fall 2025		Criteria: Decrease in the number of incidents reported Increase in Attendance Rate

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Troup ISD will provide progress reports and Report Cards every 3 weeks to parents in order to allow monitoring of grades. (Title I SW: 9) (Target Group: All)	Assistant Principal, Campus Secretary, Principal(s), Teachers	12 times a year	(L)Computers, (L)Copier, (L)Paper	Summative - Both 9 Week Grades End of year grades
2. Troup High School, Troup Middle School and Troup Elementary will use Parent Square, X, Facebook, and the District Website to keep students, parents, and community members informed of the activities occurring on their campuses. (Title I SW: 1) (Target Group: All)	Assistant Principal, Principal(s)	Throughout the year	(L)Cell Phones, (L)Computers	Summative - Community Participation Community Feedback
3. Troup ISD will communicate to parents through electronic marquees. (Title I SW: 1) (Target Group: All)	Campus Secretary	Throughout the year	(L)Computers	Summative - Positive feedback
4. The district and campuses will provide opportunities for parents to be involved with their student's campus, faculty, and staff. • Campus programs • Career planning • Financial Aid Nights • Report Card • Parent/Teacher Conferences • PTO • Book Fair • Freshmen Orientation • 6th Grade Orientation • Meet the Teacher • Class Meetings • College Fair • Parent Access • School Volunteers • Grade Level Meetings (Title I SW: 6) (Target Group: All) (CSFs: 5,6)	Counselor, Executive Director of Curriculum & Instruction, Parent Volunteers, Principal(s), Students, Teachers	August - May	(L)School Facilities, (L)Troup ISD	Summative - Parental Involvement Number of mentor and student participations Attendance
5. The campuses and the teachers will send home notes keeping parents informed of ongoing Strategies used in the classroom.	Counselor, Principal(s), Teachers	August - May	(L)Computers, (L)Copier, (L)Paper, (L)Printer	Formative - Feedback from parents and community members

TROUP ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Title I SW: 2,6) (Target Group: All) (CSFs: 5,6)				
6. Troup Elementary will host a Family Math and Reading Night. (Title I SW: 1,6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,5,6)	Math Coach, Reading Coach	1st Semester	(L)Math Materials, (L)Reading Materials, (L)School Facilities	Sign-In Sheets Number of Attendees
7. Campuses will offer parent conference opportunities at least twice a year. Appointments can be set up on Staff Development days, or before/after school. Notices will be sent out on social media and district website. (Target Group: All)	Principal(s), Teachers	August-May		

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Troup ISD is a K-12 public school system located in both Cherokee County and Smith County. The approximate 110 square-mile district consists of 3 campuses serving approximately 1081 students and 182 employees. The district and all campuses have earned the "Met Standard" rating in addition to several distinctions.

District Enrollment Data

Campus	Grades	Students
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Troup High School	9-12	323
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Troup Middle School	6-8	254
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Troup Elementary	Pre K-5	497
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Student Ethnicity Percent

White	76.1%
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African American	10.4%
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Hispanic	11.9%
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Asian	0%
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Native Indian	0%
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Two or More Races	1.5%
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Enrollment in Troup ISD has increased by 15 students from the previous school year.

Comprehensive Needs Assessment

Demographics Strengths (Continued)

Troup ISD has a 93.9% attendance rate, a 100% graduation rate and consistently achieves higher than average on state and national (SAT/ACT) assessments.

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

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

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

Demographics Weaknesses

Demographics Needs

Comprehensive Needs Assessment

Demographics Needs (Continued)

Our district has made an effort to encourage all students who may qualify for free and reduced lunch to complete the application.

Teacher recruitment efforts are made by principals to hire the most qualified candidates. Our district recognizes the changing demographics of our district and will continue to review our hiring practices as needed.

Demographics Summary

Student enrollment for the current school year is 10 students higher than in the previous year.

Student Achievement

Student Achievement Strengths

Student Achievement Weaknesses

Student Achievement Needs

Comprehensive Needs Assessment

Student Achievement Summary

Instructional needs of students will continue to be monitored and addressed.

Our campuses will utilize various data sources to ensure learning objectives are taught and assessed.

Our district will conduct a targeted needs assessment during the spring to seek teacher input on various programs. Our goal is to ensure our student and teachers have all of their needs met to achieve success in the classroom.

The district will continue to review our district's technology and training programs related to instructional technology. Our new web page is continually updated to ensure we have a website that is easy to use and provides the latest options for notifications and connection to social media resources.

Efforts to ensure all measures of Career and College Readiness are met and properly reported for the high school campus are ongoing. There will continue to be discussions about adding certification opportunities for students enrolled at THS.

Increasing elective options for students in TISD is an ongoing goal. Staffing needs and choices made by the student's largely drive our decision making. We will continue to investigate the options for students.

Troup ISD is committed to parent involvement and will continue to build relationships with parents and families. We will examine ways to involve more parents at all campuses to help students be successful throughout their time with TISD.

School Culture and Climate

School Culture and Climate Strengths

Comprehensive Needs Assessment

Each campus, along with Central Office staff plans staff development sessions for August In-Service Training. This allows the training to be specific to the individual campus needs. Also, conversations are continual between Central Office leaders and campus leaders to ensure training needs are met.

Student from outside Troup ISD continue to enroll in the district as transfer students.

Students are involved in a variety of co curricular and extra curricular activities.

The additional SRO along with our District Police Chief allows campuses to have additional resources to help ensure student safety is a top priority.

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

School Culture and Climate Weaknesses

Troup ISD continues to review safety procedures on all campuses. A re-modeling project to the front office on each campus for more security measures has been implemented and was completed in 10/19.

All campuses have a "buzzer" system installed during the summer of 2018. Visitors must now be "buzzed" into the office. To increase safety and security on all campuses, the effectiveness of this system will continue to be reviewed each year.

We have added a Verkada System to the entry at each campus. All visitors must have their ID scanned before entering campus, which notifies the campus if the person is a "Registered Sex Offender"

Students attendance rate will be a targeted area to monitor for the 25-26 school year.

School Culture and Climate Needs

Troup ISD will conduct needs assessment in the spring semester to allow stakeholders to provide input on the academic programs, climate, level of security, and solicit ideas for different ways to increase overall effectiveness.

School Culture and Climate Summary

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Troup ISD is committed to having 100% of our staff highly qualified.

When additional certification tests are needed, the district pays for teachers to take the assessment.

Teachers in certain "hard to fill" areas are paid a stipend.

Across the Board Staff Pay Raises for the 2025-2026 School year

Teachers are working with campus leadership to make sure student needs are met. Training for teachers is provided as needed.

Review of the Troup ISD Dyslexia Program indicates there is a need to train more staff members to conduct assessments. Beginning in the 24-25 school year, we added a Dyslexia teacher that will serve both the Elementary and Middle School students. We will continue to monitor our Dyslexia Program in Troup ISD to ensure our students' needs are met. The TISD Dyslexia Handbook has been updated and added to the District Website.

Staff Quality, Recruitment and Retention Weaknesses

Staffing patterns will be reviewed this year on all campuses.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses (Continued)

There are challenges to ensure the staff population is reflective of the student population.

Teacher turnover is limited, but creates a challenge for continuing programs that require training of new staff members.

Staff Quality, Recruitment and Retention Needs

Our district currently has 7-10 teachers that are close to retirement. With the difficulty of finding highly qualified teachers in today's world, we need to develop strategies and establish a recruiting process to attract certified teachers to fill a number of possible openings in the near future.

Staff Quality, Recruitment and Retention Summary

Staff members are valued in Troup ISD. Our goal is to continue to provide a supportive working environment.

An increase in pay and the district's contribution to insurance costs for the year speak to the desire to create a great working environment.

Curriculum, Instruction and Assessment

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths

TISD will review the existing curriculum documents during the school year. The TEKS are the basis of all curriculum design. Data reviews during the year will indicate needed adjustments to the instructional calendar.

Teachers meet regularly to determine effective strategies and plan for upcoming instructional objectives.

There is an ongoing review of 504 procedures, RTI processes, and effective implementation of IEPs.

Students are provided additional instructional support during extra tutorials, or additional class periods for core content are during the day as needed.

Implementation of advanced classes is an ongoing goal of the district from students at TES and TMS.

The addition of CTE courses which offer Industry Based Certifications are a goal of THS.

Various data sources are used to help staff members determine student growth and remediation needs.

We continue to implement the TEKS Resource System for the 2025-2026 School Year to assist in vertical/horizontal alignment of District Curriculum.

We have added the Bluebonnet Curriculum at Troup Elementary for K-5 Reading and Math. This will help with vertical and horizontal alignment. Bluebonnet is a State Aligned Curriculum. This will help in improving STAAR scores and will aide in improving our Campus Rating at TES.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses

Curriculum documents are in place but need to be reviewed.

Data indicates the number of students who are able to achieve "Meets" or "Masters" on the state accountability testing needs to be addressed. Curriculum documents that address higher order thinking and more rigorous problems need to be included in curriculum.

Adjustments need to be made to the curriculum calendar after each group reviews data trends for TEKS that are consistently falling below level.

Data meetings to review assessments with a plan for areas below a designated percent of mastery must be included on each campus.

Utilization of resources which include Region 7 to provide teachers and staff members with current trends for improving instruction will be implemented.

Curriculum, Instruction and Assessment Needs

Teachers need to be able to utilize DMAC reports and implement targeted plans for academic assistance for their students.

Utilization of skills based assessments given at the beginning of the year to indicate which skills are not mastered from the previous grade level will be reviewed. The need for data to support progress through the RTI process will help students achieve in the classroom and on state assessments.

Curriculum, Instruction and Assessment Summary

Following our Strategic Planning meetings, TISD will review curriculum documents and ensure curriculum calendars and plans are designed to best meet the needs of learners based on data.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Strengths

Troup ISD appreciates the support of parents and community members to help our district be successful.

The following items are areas that we try to involve our parents in our district:

Parent Square

SHAC

PTO

Site-base Committees

Title I Parent/Community Meetings

Meetings regarding GT, Dyslexia, ESL, LPAC, Special Education, Speech

Meet the teacher

Family Reading & Math Night

First Grade Play

Food pantry drive

Backpack program

Freshman Orientation

Financial Aid Night/College

College 101 Presentation

Class Schedule Night

College Fair

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

6th grade Parent Orientation

Middle School Open House

Parent Technology Meeting

Technology Tips

Box Tops

Soap-tober

Family Fitness Night

Family and Community Involvement Weaknesses

One of the biggest challenges we face is translating to spanish.

We transitioned to having our "beginning of the year" paperwork translated from English to Spanish.

Our new website has the option to translate to Spanish through Google Translate

TES and TMS have an active PTO in place.

A limited number of parents attend our meetings for college related information.

We will examine more effective ways to communicate the important information.

Family and Community Involvement Needs

There is always a need for more parents to be involved.

Comprehensive Needs Assessment

Family and Community Involvement Needs (Continued)

We will examine ways to better communicate and strive to have more parents involved on each campus.

Family and Community Involvement Summary

Troup ISD is proud of the community and family support.

We will continue to explore more ways for more involvement from outside support.

School Context and Organization

School Context and Organization Strengths

Troup ISD is the heart of the community. Students and staff are supported and encouraged from the various groups in the community.

The goal of Troup ISD is to support each student and provide the opportunity to receive a quality education.

School Context and Organization Weaknesses

Troup Independent School District is currently rated "C" by the Texas Education Agency (TEA). At the elementary level, we have implemented the Bluebonnet Curriculum for reading and mathematics. All campuses use

Comprehensive Needs Assessment

School Context and Organization Weaknesses (Continued)

Professional Learning Communities (PLCs) to collaboratively plan, align, and continuously refine curriculum and instruction. We have also implemented regular checkpoint assessments to identify strengths and areas for improvement and to guide targeted interventions. These strategies are designed to improve instructional quality and elevate campus and district performance.

School Context and Organization Needs

Teachers will participate in the data talks regarding their students' performance on benchmark assessments during the course of the school year.

Utilization of parent survey's and parent meetings will be an effective way to understand the needs of our district from a different perspective.

School Context and Organization Summary

We have a need to develop a plan for the ongoing review of data. Information collected from student data, survey's and planning meetings will help create an organization with a common goal.

Technology

Technology Strengths

Troup is fortunate to have many different pieces of technology in our district.

We have technology support staff that is very useful and helps each teacher and student.

Comprehensive Needs Assessment

Technology Strengths (Continued)

We will begin the process of a review of how we are implementing technology in the classroom for student learning.

We will conduct interviews/surveys with staff and students to determine our needs to ensure we are optimizing technology.

We are entering our 6th year of a new technology position, with the Title of "Instructional Technologist". She helps teachers integrate technology into the classroom throughout the school year, as well as provide ongoing Staff Development/Training.

Our Executive Director of Technology has brought many new ideas and creative ways to address technology in our School District.

We now have 1/1 devices consisting of IPADS, MacBooks, and Chrome Books for all students K-12. This is extremely beneficial since the STAAR/EOC transitioned to ALL ONLINE tests in the Spring of 2023.

Hot Spots have been added throughout the District to allow our students who do not have internet at home, to access the internet in order to complete school assignments

We have purchased new Smart Boards that have been installed in every classroom across the District.

We have integrated analysis of specific STAAR and EOC item types into instruction and review to better prepare students for the spring assessments.

Technology Weaknesses

One of the areas we need to investigate includes how our teachers are utilizing technology for our struggling students. We must examine ways to extend the learning opportunity outside of the school setting through technology.

Technology Needs

Ongoing professional development for technology integration in the classroom is a need.

We need to determine the level of proficiency and implementation needs of each classroom to ensure training is addressing the learning needs of our staff members.

Comprehensive Needs Assessment

Technology Summary

Troup ISD has initiatives in place to ensure our staff and students have and use technology.

All of our staff and students now have a personal device furnished by Troup Independent School District.

We need to examine how we can better implement technology in learning and provide the necessary training to ensure teachers are equipped with the skills to fulfill this goal.

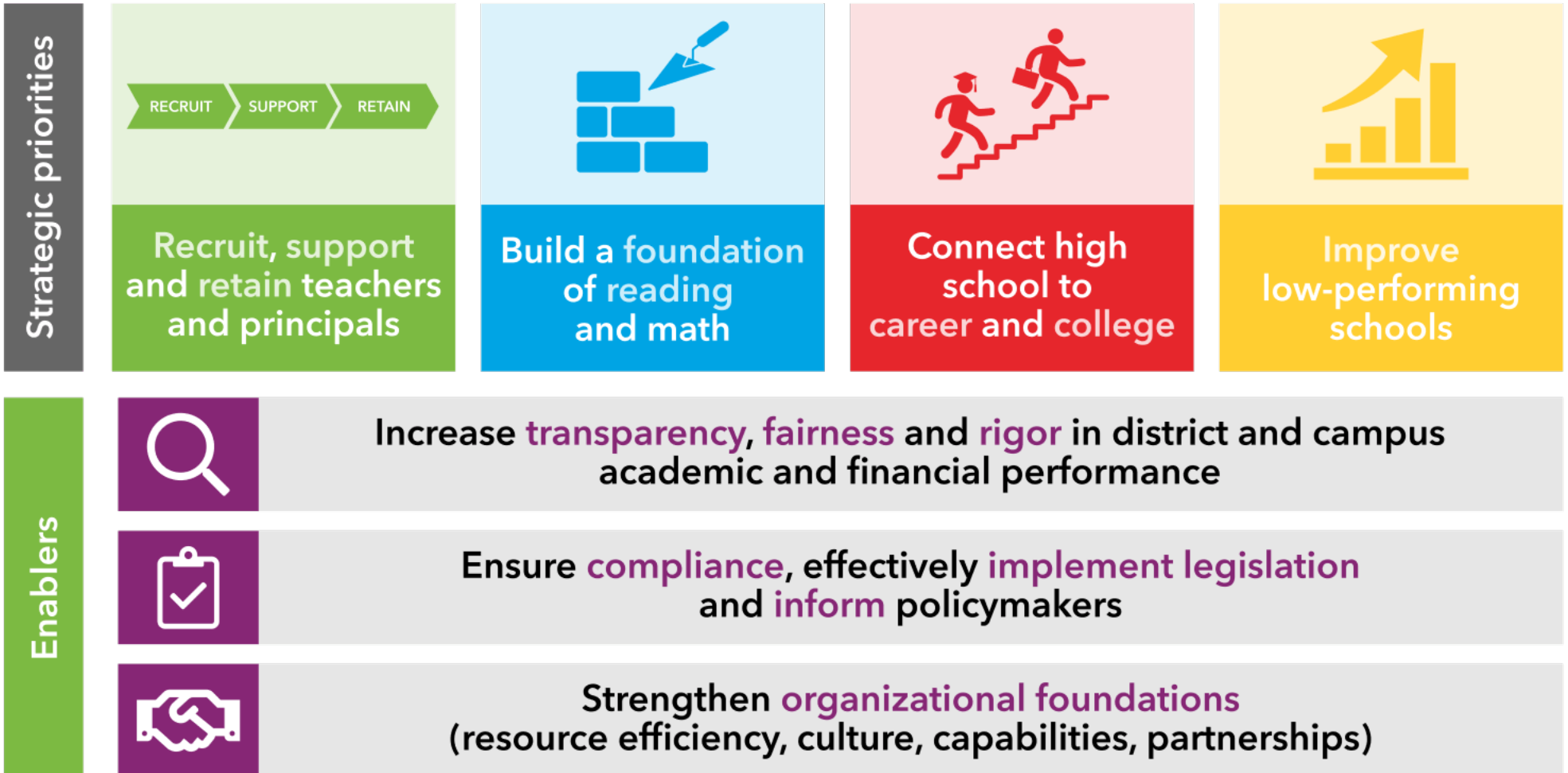
Comprehensive Needs Assessment Data Sources

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

Comprehensive Needs Assessment

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

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



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

School Resource Officer Expectations:

The SRO will:

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

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

Dating Violence Policy

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

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

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

Examples

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

Reporting Procedures

Student Report

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

Employee Report

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