

Response Summary:



Targeted Improvement Plan and Turnaround Plan Form 25-26: School Year 2025-26

Before you begin, please ensure:

- You've completed the [Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25–26](#) for all campuses required to submit a Targeted Improvement Plan or Turnaround Plan.
- You've completed the [Targeted Improvement Plan and Turnaround Plan Form: Closure/ Reassign Form for School Year 25–26](#) for all campuses that are choosing Closure/Reassign as the school improvement strategy.

Please complete this form by **5 pm on November 21, 2025**. The survey should take approximately **30-90 minutes to complete**. To avoid losing progress, please set aside enough time to complete the submission in one sitting. If you have questions, please contact the School Improvement Division at SIDivision@TEA.Texas.Gov. Thank you for taking the time to engage in this submission and provide the requested information.

Upon submission, you will receive an email containing a PDF of your Targeted Improvement Plan or Turnaround Plan responses for your records. TEA will upload your responses into ISAM on the submissions table for your campus(es).

Reminder:

- Maximize your browser window for the best experience
- Complete the form in one sitting to avoid losing progress.

0.0. Will you be completing a Targeted Improvement Plan (TIP) or a Turnaround Plan (TAP) submission?

- Turnaround Plan (TAP)

Before you continue, please ensure that all statutory requirements for on-site needs assessment, stakeholder engagement, and board approval are complete for the campus included in this plan.

1.1TAP. Please select the campus for this submission:

Region	20
District	20 ~ JUDSON ISD-015916
Campus	20 ~ JUDSON ISD-015916 ~ HENRY METZGER MIDDLE-015916044

1.1aTAP. If the campus you are completing this submission for is not available in the list above, please enter the campus(es) CDCN number in the field below.

Please, ensure the CDCN number is complete with leading zeros when applicable.

Example: Campus 235467 should be entered as 00235467

N/A

1.2. Please enter your first and last name.

Ebonisha Davis

1.3. Please enter your email.

edavis@judsonisd.org

1.4. Please select your role:

- Other:
Principal

NOTICE:

To proceed with this submission, all Needs Assessment and Stakeholder Engagement assurances (items 2.1–2.6) must be marked **"Yes."**

If any of these items are marked **"No,"** you will be redirected to the end of the survey and must restart the submission once assurances 2.1–2.6 can be confirmed as **"Yes."**

2.1. I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in [Section 39A.053](#) of the Texas Education Code. (For example: Texas Strategic Leadership Landscape Analysis, Effective Schools Framework Diagnostic, or a local needs assessment.)

- Yes

2.2. I assure that all locally conducted needs assessments met the requirements in [Section 39A.053](#) of the Texas Education Code, and the results of the local needs assessment are available upon request.

- Yes

2.3. I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan/Turnaround Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.

- Yes

2.4. I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.

- Yes

2.5. I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each plan, and the board posted the plan(s) on the district website prior to the hearing.

- Yes

2.6. Has the board approved this plan(s)?

- Yes

2.7#1. Please select the date of board approval: - Month

Please Select:	October
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2.7#2. Please select the date of board approval: - Day

Please Select:	16
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2.7#3. Please select the date of board approval: - Year

Please Select:	2025
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2.8. As part of the TAP submission, all campuses must upload stakeholder comments. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted.

Please upload a copy of public comments or additional documents explaining the lack of public comments:

[\[Click here\]](#)

NOTICE:

To proceed with this submission, the Student Outcome Goals the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26' must be completed first, so assurance 3.1 can be marked 'Yes'. If you have not completed the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26', please do so before returning to complete the 'Targeted Improvement Plan and Turnaround Plan Form: School Year 25-26'.

If 'No' is marked for item 3.1 you will be redirected to the end of the survey and must restart the submission once assurance item 3.1 can be confirmed as "Yes."

3.1. I assure that all campuses included in this plan have set campus-wide goals for ELA/Reading and Math STAAR performance rates and scaled score goals for Domain III components (Academic Achievement, Growth Status, ELP Status, and Student Success Status) for the 2025–2026 school year.

- Yes

4.1. Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.

- Intensive Curriculum & Instruction Improvements

4.2. Which, if any, grants has your school system been awarded to support this strategy?

- Our school system has not been awarded a grant to support this strategy

4.3. Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?

- Our school system does not intend to apply for a grant to support this strategy

4.4. Please name any organizations you are currently working with to build capacity and support strategy implementation.

[SAPL List for LASO 3](#)

[SAPL List for LASO 4](#)

- External Vendor on the State Approved Provider (SAPL) list
- ESCs
- District Staff

4.5a. How many district staff members will you be reporting capacity building information for?

- 2

1_4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

Name	Dr. Mary Duhart-Toppen
Role	Deputy Superintendent
Percent	50

2_4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

Name	Dr. Kristin Saunders
Role	Assistant Superintendent
Percent	50

5.1. Please select the adopted curriculum for: K-5 Math

- Not applicable

5.7. Please select the adopted curriculum: K-5 RLA

- Not applicable

5.13. Please select the adopted curriculum for: 6-8 Math

- Bluebonnet Learning Math Grades 6-8
- Carnegie Learning 6–12 Texas Math Solution

5.14. Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

- Yes

5.17. How many instructional minutes per week are required/recommended for implementation of this curriculum?

235

5.18. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

235

5.19. Please select the adopted curriculum for: 6-8 RLA

- Other:
HMH into Literature

5.20. Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

- Yes

5.23. How many instructional minutes per week are required/recommended for implementation of this curriculum?

235

5.24. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

235

5.25. Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

- Bluebonnet Learning, Secondary Mathematics Algebra 1

5.26. Is this the curriculum that will be implemented for the duration of the plan for: 9-12 Math (Algebra 1, Algebra 2, Geometry)?

- Yes

5.29. How many instructional minutes per week are required/recommended for implementation of this curriculum?

235

5.30. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

235

5.31. Please select the adopted curriculum for: 9-12 RLA

- Not applicable

5.37. How many instructional days are included in the 2025-2026 calendar?

170

5.38. If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?

N/A

5.39. Please describe the assessment plan for the impacted campus(es).

The campus will use NWEA MAP for RLA, Math, and Science for BOY, MOY, and EOY. It will also use released STAAR questions aligned with the taught curriculum for the fall semester exams. The campus will take the STAAR Interims in the spring semester.

5.40. Will the campus(es) implement a PLC structure?

- Yes

5.41. How will PLCs be organized (by grade level, content area, etc.)?

content area

5.42. How frequently will PLCs occur?

RLA and Math meet twice a week, and Science and Social Studies meet once a week.

5.43. Who will facilitate PLCs?

Academic Trainers and campus administration

5.44. Who is required to attend PLCs?

All core content teachers

5.45. Please describe the PLC protocol to be used.

DuFour's Professional Learning Community (PLC) protocol

11.1. Please describe your planned training/PD sessions (and who delivers and attends) for:

Principal Manager	Dr. Mary Duhart-Toppen
Principal	Ebonisha Davis
Other Campus Admin (assistant principal, instructional coaches)	Jodie Lee, Charlton Bruton, Katelyn Wood, Laura Medone
Teachers	N/A

11.2. How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?

New teachers participate in a new teacher academy and are assigned a teacher mentor to help them throughout the year. On campus, inexperienced teachers will receive appropriate professional development during PLCs or professional development days based on their needs.

11.3. What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Walkthroughs will be utilized to evaluate the implementation of the training along with coaching cycles between.

Look fors will be developed during the training so teachers know the expectations.

11.4. How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

- Bi-Weekly

11.5. What capacity building supports related to supporting students in special populations will teachers and administrators receive?

The Bilingual/ESL, Special Education, or 504 department will be contacted for training support as needed. There will be in the moment coaching and discussion during data meetings on effective strategies for special population groups.

12.1. Please share the key milestones for this strategy from August 2025 to August 2026 for TIP, key milestones from August 2026 to August 2028 for TAP Development, and key milestones from August 2025 to August 2027 for TAP Development AND Implementation. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.

2025-2026 School Year

- June 2025 –

The Campus Instructional Leadership Team (CILT) will attend training with Solution Tree to receive PLC Foundations training. This will be led by the vendor and supported by the Curriculum & Instruction (C&I) Department. Training over the adopted PLC protocol will build capacity in the implementation of consistent PLCs using reliable tools. Progress will be reviewed bi-weekly by the C&I Department to ensure the protocol is implemented with fidelity and that the CILT is using the data to inform professional learning needs as well as schedule classroom walkthroughs. Progress will be shared with stakeholders bi-weekly at the Cabinet meetings.

- June-August 2025 –

The campus will develop a schedule that incorporates MTSS class periods following each RLA and Math class to address both remediation and extension needs for all students. This will be led by the principal and supported by the Campus Instructional Leadership Team (CILT) and monitored by campus and district assessment data. Progress will be reviewed weekly by the principal with the CILT, bi-weekly with the Innovation Director and principal manager and shared with stakeholders through quarterly updates.

- August 2025 –

The Campus Instructional Leadership Team (CILT) will attend training with Solution Tree to receive Data Analysis & Protocols training. This will be led by the vendor and supported by the Curriculum & Instruction (C&I) Department. Training over the adopted data analysis protocol will build capacity in the implementation of consistent PLCs using reliable tools. Progress will be reviewed bi-weekly by the C&I Department to ensure the protocol is implemented with fidelity and that the CILT is using the data to inform professional learning needs as well as schedule classroom walkthroughs based on data gathered from lesson internalization and rehearsal sessions. Progress will be shared with stakeholders bi-weekly at the Cabinet meetings.

Teachers in the subject area of Mathematics and English receive a daily Professional Learning Community (PLC) period to plan alongside academic trainers, administration, and the C&I Department (weekly). Teachers discuss curriculum and targeted intervention for students.

- September 2025-May 2026 –

The campus will receive onsite Bluebonnet Math coaching from Carnegie Learning monthly with support from the Curriculum & Instruction (C&I) Department. Progress will be monitored in various ways—implementation of notes by

the consultant, assessment data by the Accountability Department, and classroom observations by the C&I Department and administration.

Bluebonnet Math Coaching from Carnegie Learning has two different cycles for different teachers. Teachers are receiving one of the following coaching cycle: 1. Planning together Demo Lesson by Carnegie Learning Observation of Teacher teaching Debrief ; 2.Planning together Collab Teach Debrief

The District C&I Department come and complete walk-throughs with a targeted focus for specific teachers. Feedback is given to teachers and a plan is implemented for the next walk-through session.

- September-October 2025 –

The campus will administer its NWEA MAP BOY assessments through coordination with the C&I Department. Data will be used to identify misconceptions and trends that need to be addressed in the fall to ensure a strong start to the year and proper placement into the MTSS periods. Progress will be evaluated at the BOY data meeting and shared with stakeholders through the Superintendent's report.

AVID representer came and conducted training for the entire campus with emphasis on targeted intervention strategies including but not limited to: note-taking, journal examples, and intervention strategies for individual students.

- October 2025-April 2026 –

The campus will contract intensive teacher coaching to improve daily Tier 1 instruction in critical courses aimed at increasing use of the HQIM and effective teaching practices. This will be led by the principal and supported by the academic trainers and monitored through bi-weekly feedback sessions with the teacher coach. Progress will be collected through local assessment data throughout and shared with stakeholders through in-person meetings and data review meetings.

- November 2025 –

The Campus Instructional Leadership Team (CILT) will attend training with Solution Tree to receive Strengthening Collaborative Practice training. This will be led by the vendor and supported by the Curriculum & Instruction (C&I) Department. Training over the adopted PLC protocol will build capacity in the implementation of consistent PLCs using reliable tools. Progress will be reviewed bi-weekly by the C&I Department to ensure the collaborative planning practices are implemented with fidelity and that the CILT is using the data from the PLCs to inform future campus decisions and decide upon future professional learning needs. Progress will be shared with stakeholders bi-weekly at the Cabinet meetings.

Tutoring will commence for identified students based on NWEA MAP BOY assessments. Students will attend on Saturdays and after school sessions to receive their targeted intervention based on the topics identified by the NWEA MAP BOY and District Assessments.

- January 2026 –

The Campus Instructional Leadership Team (CILT) will attend training with Solution Tree to receive Continuous Improvement training. This will be led by the vendor and supported by the Curriculum & Instruction (C&I) Department. Training over the adopted continuous improvement protocol will build capacity for the campus as they enter the spring semester and get ready to conduct their Spring CNA using reliable tools and practices. Progress will be reviewed bi-weekly by the C&I Department to ensure the protocol is implemented with fidelity in campus committee meetings and PLCs and that the CILT is using the data to inform professional learning needs. Progress will be shared with stakeholders bi-weekly at the Cabinet meetings.

- January-February 2026 –

The campus will administer its NWEA MAP MOY assessments through coordination with the C&I Department. Data will be used to identify misconceptions and trends that need to be addressed before the Spring STAAR administration. Data will also be used to inform groupings for STAAR Blitz sessions in preparation for the Spring STAAR. Progress will be evaluated at the MOY data meeting and shared with stakeholders through the Superintendent's report.

- May-June 2026 –

The campus will administer its NWEA MAP EOY assessments. Progress will be evaluated at the EOY data meeting and shared with stakeholders through the Superintendent's report.

- June 2026 –

The campus staff will attend the C&I Summer Institute Leadership to begin revising 2026-2027 campus leadership roles and responsibilities, collaborative planning tools, walkthrough data trackers/forms, etc. The campus will also complete draft of Campus Improvement Plan using spring CNA data and data from the year. Progress will be monitored by the C&I Department through meetings with the CILT throughout the week of the institute and shared with stakeholders following its close.

- June-July 2026 –

The campus will work with the Accountability Department to review its Spring 2026 STAAR results and understand 2026 A-F projections. Early results will also be used to schedule students into their MTSS periods.

–Progress will be monitored by the Accountability Department and shared with the Superintendent who will share with Board members through newsletter updates.

- August 2026 –

The campus will conduct BOY training on its own to review school model expectations based upon the 3rd year implementation plan to fold in 8th grade into the campus. Academic, behavioral, and STEM-related goals and expectations will be reviewed. Progress will be monitored through the rubrics finalized by the CILT and SBDM committee members.

2026-2027 School Year

- September 2026 –

BOY assessments

- October 2026 –

AVID training

- November 2026 –

AVID training

- January 2027 –

MOY assessments

- February 2026 –

AVID training

- May 2027 –

EOY assessments

- June 2027 –

The campus will attend the C&I Summer Institute Leadership to begin revising 2026-2027 campus leadership roles and responsibilities, collaborative planning tools, walkthrough data trackers/forms, etc. The campus will also complete draft of Campus Improvement Plan using spring CNA data and data from the year. Progress will be monitored by the C&I Department through meetings with the CILT throughout the week of the institute and shared with stakeholders following its close.

- June-July 2027–

The campus will work with the Accountability Department to review its Spring 2026 STAAR results and understand 2026 A-F projections. Early results will also be used to schedule students into their MTSS periods. Progress will be monitored by the Accountability Department and shared with the Superintendent who will share with Board members through newsletter updates.

- August 2027 – The campus will attend Judson University BOY professional learning to ensure it stays consistent with district expectations. Progress will be monitored by campus instructional leaders in collaboration with the C & I Department.

13.1. Please describe how district and campus leaders will monitor the successful implementation of this plan.

Campus principal will meet with several district personnel each month to ensure plan is being implemented with fidelity to progress monitoring and guarantee the plan is being strengthened or amended as necessary. The principal and the campus instructional team will meet with the principal manager for calibration walkthroughs, the Curriculum and Instruction Department for professional learning trainings, and the Accountability Department to review data from assessment plan.

13.2. Who will be responsible for reviewing progress towards the milestones described in the previous section?

Principal through bi-weekly meetings with the principal manager and DCSI

13.3. How frequently will progress toward milestones be reviewed?

- Bi-Weekly (Meets Expectation)

13.4. How will milestone progress data be collected?

Milestone progress data will be collected on the original TAP submission in the format of a running agenda

13.5. How will milestone progress data be shared with district leadership and other relevant stakeholders?

The principal manager will share with the Cabinet at least bi-weekly, and the Superintendent will prepare monthly updates to the Board through the Board Newsletter.

14.1. Please share the required costs to implement plan and source of funds:

Title and local funds

14.2. If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

Henry Metzger Middle School does not have a grant

15.1. Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

N/A

15.2. Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

N/A

Embedded Data:

<i>BlockName</i>	Additional Information
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