

Judson Independent School District

Turnaround Plans

Metzger Middle School

TAP STRUCTURE



STAKEHOLDER ENGAGEMENT

Metzger MS

Campus Staff Meeting: September 15, 2025, 3:55 p.m.

Community Meeting: September 16, 2025, 5:30 p.m.

Campus Site-Based Meeting: September 23, 2025, 5:30 p.m.

Coffee with the Counselors/Principal & Parent Teacher Association Meetings:

- September 8, 2025, 6:00 p.m.
- September 16, 2025, 9:30 a.m.

Metzger Turnaround Plan Community Letter and Survey: September 25, 2025

Collaborative TAP Planning Meeting with Metzger School Community: October 7, 2025, 3:55 p.m.

Draft Turnaround Plan and feedback form shared electronically and printed at campus:
September 16, 2025

Post Public Hearing in Newspaper: October 1, 2025

Public Hearing: October 16, 2025

SCHOOL IMPROVEMENT STRATEGY

Metzger MS
Upon the release of the 2025 State Accountability Ratings Metzger MS has three consecutive unacceptable campus ratings (Fs). Campuses with three consecutive unacceptable ratings are required to write a turnaround plan.
District Improvement Strategy: Change in Campus Leadership Implementation of HQIM for Reading & Math

MILESTONES AND PERFORMANCE MANAGEMENT: MPM (SY 25/26 - 26/27) Weekly Cycle

Milestone	Priority Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Data
Observation/Monitoring calendar for each admin indicating which class will be observed on which day and what will be monitored (ex: Judson ISD instructional model: objective, gradual release model, questioning, accountable talk, HQIM implementation)	5.2	Week of 8/18/2025	Observation Calendar; Feedback Rubric	Admin, Academic Trainers	Observation Calendar Feedback Rubric Completed	Bi-Weekly
Create a calendar of accelerated and small group instruction for elementary campuses within the regular school day for students with low mastery	5.4	Week of 8/18/2025	Master Schedule	Principal, Academic Trainers, Classroom Teachers	Attendance of Students, Unit Assessments, Screener Data	Monthly
Create common campus assessments using Progressing Learning to assess the mastery of spiraled low-performing TEKS	4.1	Week of 9/12/2025	Progress Learning, data trackers, Lead4ward Field Guides and IQ documents	Academic trainers Core teachers	Copies of common assessments w/retested standards and student performance	4 weeks 9 weeks
Facilitate daily PLC meetings for Math and English to ensure alignment with content to context to assessment to written and taught curriculum Facilitate weekly PLC meetings for Social Studies and Science to ensure alignment with content to context to assessment to written and taught curriculum Facilitate weely PLC meetings for all core content with the specific Curriculum & Instruction Staff from district to ensure alignment with content to context to	5.3	Week of 8/18/2025	PLC meetings on the calendar; PLC weekly agendas, PLC coaching/Solution Tree	Campus leadership Academic trainers	PLC agenda and sign-in sheets	Weekly

assessment to written and taught curriculum						
Create student data tracking protocols and forms for ELA and Math enabling low-performing students tools to track their progress	1.3 5.3 5.4	Week of 8/18/2025	JISD student progress monitoring tool	Elementary RTI, Middle School MTSS	Data tool tracking spreadsheet, NWEA MAP student progress report	4 weeks 9 weeks
Review teacher past STAAR performance and T-TESS evaluations to determine teacher placement; ensure only high-performing teachers are in core STAAR tested areas	1.1 1.2 1.3	July 2025	2025 STAAR performance and TPESS evaluations	Campus Leadership	NWEA MAP screeners, unit assessments, Classroom Observations PLC Observations, BOY, MOY, EOY, TPESS	Throughout year
Milestone	Priority Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Data
Redesigned Middle School master schedule to incorporate a daily MTSS (double-block Reading and Math periods for low-performing students and optional for on-grade level students) and PLC period (daily protected time for teacher collaboration)	5.3 5.4	Week of 8/13/2025	HQIM Bluebonnet Math, guide to PLC document	Campus Leadership	NWEA MAP screeners, unit assessments	BOY, MOY, EOY, monthly
Restructured professional development to include a focused approach for improving Tier I instruction and student performance	5.1	Week of 6/2/2025	HQIM lesson structure PLC implementation model	Campus Leadership Academic Trainers	Agenda, PLC observation form, HQIM observation form	Weekly
Create teacher data tracking protocols and forms for RLA and Math enabling teachers to track low-performing students and develop purposeful groups for small group instruction.	5.3	Week of 8/18/2025	Campus Teacher Tracking Protocol Tool	Campus Leadership Academic Trainers	Data tracking sheets Small group rosters	After each assessment
Individual coaching for struggling teachers	5.1 5.2	Week of 8/18/2025	Teacher feedback, Action steps & documentation	Campus Leadership Academic Trainers	Improved practice through walkthrough and observation data	Monthly

Facilitated BlueBonnet Training for all teachers in mathematics for training throughout the school year starting in May	5.2	Week of 5/27/2025	BlueBonnet Materials, Teacher Feedback	Math Teachers Campus Leadership Academic Trainers	NWEA MAP Screeners Unit Assessments HQIM Observation Form	BOY, MOY, EOY, after assessments
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MPM: Talent Strategy - Staffing and Talent

Effective teachers are identified through statistical analysis of student growth data, administrator observations. Both principals and teachers benefit from additional professional development at the beginning of the year and ongoing targeted support.

- Teachers are redistributed by placing our highest performing teachers in our lowest performing campuses. Teachers identified as effective based on a statistical analysis of student assessment growth STAAR Performance data along with administrator observations.
- To minimize the negative impact on campuses contributing their teachers to this initiative, no more than 2 teachers per campus will be allowed to move to a turnaround campus.

MPM: Administrator Development (Experience)

The chart below outlines professional learning sessions designed to support campus administrators. These sessions include topics such as the Foundational Leadership Instructional Practices and Systems (FLIPS) and the encompassing milestones: establishing a Campus Leadership Team, strong systems for planning, establishment of CLT calendar and systems, establishing a Professional Learning Community, alignment of rigor, assessment calendar, and goal, and long-term planning. Our C&I Department will support follow-up implementation.

Upfront Training for School Year 2025-2026		
Date	Content	Audience
June 2 – 5, 2025 JISD C&I Summer Institute	Upfront and targeted professional learning plan and support for all campuses on understanding the state and federal accountability systems, Campus Needs Assessment, middle school initiative, Campus Improvement Plan, Principal Data Dashboard, strategic staffing, Bluebonnet Learning Math implementation (HQIM), Professional Learning Communities, and Tier 1 instructional monitoring tools.	Campus administration Academic trainers
July 21 – 23, 2025 JISD Leadership Summit	Three days of intense focus on accountability, legislative updates, Texas Teacher Evaluation and Support System (T-TESS), documentation protocols, special education, progress monitoring, and instructional practices tied to high leverage indicators, and discipline management.	Campus Administration Academic trainers
August 2025 Professional Learning	In-depth training on Multi-Tiered Student Support, data	Campus Administration Academic trainers

Communities: Year 1	protocols, protected, and powerful team conversations to increase teacher efficacy and student academic achievement.	
Upfront Training for School Year 2026-2027		
Date	Content	Audience
June 1 - 4, 2026 JISD C&I Summer Institute	Upfront and targeted professional learning plan and support for all campuses on understanding the state and federal accountability systems, Campus Needs Assessment, middle school initiative, Campus Improvement Plan, Principal Data Dashboard, strategic staffing, Bluebonnet Learning Math, Professional Learning Communities, and Tier 1 instructional monitoring tools.	Campus administration Academic trainers
July 20 - 22, 2026 JISD Leadership Summit	Three days of intense focus on accountability, legislative updates, Texas Teacher Evaluation and Support System (T-TESS), documentation protocols, special education, progress monitoring, and instructional practices tied to high leverage indicators, and discipline management.	Campus Administration Academic trainers
August 4, 2026 Professional Learning Communities: Year 2	In-depth training on Multi-Tiered Student Support, data protocols, protected, and powerful team conversations to increase teacher efficacy and student academic achievement.	Campus Administration Academic trainers
Ongoing Professional Learning Cohorts for School Year 2025-2026		
Date	Content	Audience
Professional Learning Communities (PLC): Year 1	Introduction to the PLC protocols, systems, and outcomes (DuFour) to improve teacher efficacy and	Campus teachers Academic trainers

	student performance	
Ongoing Professional Learning Cohorts for School Year 2026 – 2027		
Date	Content	Audience
Professional Learning Communities (PLC): Year 2	Year 2 of the PLC implementation protocols, systems, and outcomes (DuFour)	Campus teachers Academic trainers
Curriculum & Instruction Learning Supports for School Year 2025-2026		
Date	Content	Audience
2025 – 2026 Weekly review of campus data	Analyze academic data, campus discipline data, and attendance data. Discuss challenges and brainstorm solutions. Calibrate and debrief walkthroughs on test areas with campus and district leadership. Determine areas of strength and areas of need.	Campus Leadership Team Assistant Principal, Academic Leaders
2025 – 2026 Ongoing monthly Data to Action (DTA) meetings with campus leaders	Provide training to strengthen data analysis and their effective application at the campus level. Deep dive into campus level assessment data to set goals and plan for improvement. Collaborate with peers on high yield instructional strategies that positively impact instruction.	Principals, Assistant Principal Academic Trainers
Curriculum & Instruction Learning Supports for School Year 2026 - 2027		
Date	Content	Audience
2026 – 2027 Weekly review of campus data	Review and refine Campus Improvement Plans based on 2025-2026 outcomes. Discuss and adjust school-wide instructional initiatives and their impact.	Principals, Assistant Principals, Academic Trainers

	<p>Analyze progress towards established goals and identify necessary adjustments</p> <p>Review previous 2025-2026 staffing model and adjust to benefit student academic achievement.</p>	
<p>2026 - 2027</p> <p>Ongoing monthly Data to Action (DTA) meetings</p>	<p>Provide training to strengthen data analysis and their effective application at the campus level.</p> <p>Deep dive into campus level assessment data to set goals and plan for improvement.</p> <p>Determine the high yield instructional strategies that positively impact instruction.</p>	

MPM: Teacher Development (Experience)

The chart below outlines professional learning opportunities for Judson ISD elementary and middle school staff. The content of the sessions revolves around teacher efficacy with district-adopted High Quality Instructional Materials (HQIM), lesson planning, including the use of research, high impact instructional strategies, and differentiation to support all learners.

Upfront Training for School Year 2025-2026		
Date	Content	Audience
<p>May 13th – 15th</p> <p>May 20th – 21st</p>	Introduction to Judson ISD HQIM, Bluebonnet Learning in Math overview of resources, supports, and processes for structures implementation.	6 th – 8 th Math teachers
July 29 th – 30 th	Introduction to Judson ISD HQIM, Bluebonnet Learning in Math, with a focus on lesson plan internalization and effective team planning.	6 th – 8 th Math teachers
August 5 – 7, 2025	Introduction to Judson ISD HQIM, Bluebonnet Learning in Math, with	6 th – 8 th Math teachers

	a focus on research-based and high impact instructional strategies tailored to each grade level.	
August 7, 2025	Introduction to Multi-Tiered Student Support and the MTSS period within master schedule to support struggling students	Middle school Reading Language Arts and Math teachers
September 29, 2025	Professional learning focused on data analysis, collaborative planning, high impact instructional practices, differentiated instruction, and data analysis	Judson ISD core content teachers
September 22 October 14 October 15 November 6 November 7 December 12 January 12 January 13 March 4	Bluebonnet Learning campus coaching by Carnegie Learning to focus on implementation of curriculum, guidance on internalization, MTSS planning, classroom coaching conversations, collaborative lesson cycle, micro professional support and lesson planning support.	Kirby MS
October 31, 2025	Parent Engagement Event: parent conferences regarding student performance data in Reading and Math based on BOY data as well as first nine weeks report card	Judson ISD core content teachers
November 4, 2025	Professional learning focused on data analysis, collaborative planning, high impact instructional practices, differentiated instruction, and data analysis	Judson ISD core content teachers
February 27, 2026	Professional learning focused on data analysis, collaborative planning, high impact instructional practices, differentiated instruction, and data analysis	Judson ISD core content teachers
Upfront Training for School Year 2026 - 2027		
Date	Content	Audience
July 2026 New Teacher Academy	Phase II of Bluebonnet Learning in Math, Phase I Introduction to HQIM in Reading with a focus on	Judson ISD teachers

	<p>lesson plan internalization and effective team planning.</p> <p>New Teacher Academy: induction into Judson ISD systems, supports, process, and HQIM</p>	
<p>August 2026</p> <p>JISD Staff Development Day</p>	<p>Phase II of Bluebonnet Learning in Math, Phase I Introduction to HQIM in Reading with a focus on research-based and high impact instructional strategies tailored to each grade level and content level</p> <p>Judson ISD Staff Development Day</p>	Judson ISD teachers
<p>November 2026</p> <p>JISD Staff Development Day</p>	<p>Phase II HQIM in Reading with a focus on research-based and high impact instructional strategies tailored to each grade level and content level</p>	Judson ISD teachers

Job-Embedded Coaching for School Year 2025 - 2026

Date	Content	Audience
September – October 2025	Monthly classroom observation, coaching, and PLC support from C&I Department for HQIM planning, implementation, and fidelity	Judson ISD core teachers
November 2025 – May 2026	Monthly classroom observation, coaching, and PLC support from C&I Department for HQIM planning, implementation, and fidelity	Judson ISD core teachers

Job-Embedded Coaching for School Year 2026 - 2027

Date	Content	Audience
September – October 2026	Monthly classroom observation, coaching, and PLC support from the Curriculum and Instruction for HQIM planning and JISD curriculum guides, implementation, and fidelity	Core teachers

November 2026 – May 2027	Monthly classroom observation, coaching, and PLC support from the Curriculum and Instruction for HQIM planning and JISD curriculum guides, implementation, and fidelity	Core teachers
Ongoing Professional Learning Cohorts for School Year 2025 - 2026		
Date	Content	Audience
Ongoing 2025 – 2026 Professional Development (quarterly)	Strategic launches into upcoming curriculum and research-based instructional strategies	Core teachers
Ongoing Professional Learning Cohorts for School Year 2026 - 2027		
Ongoing 2026 - 2027 Professional Development (quarterly)	Strategic launches into upcoming curriculum and research-based instructional strategies	Judson ISD core teachers

MPM: Secondary Academics

Curriculum and Instruction Coordinators: The district will leverage the C&I Coordinators to support the implementation of the turnaround plan. The roles of these coordinators will include providing strategic and aligned support to campus-based academic trainers through Professional Learning Communities and content-based professional development, including:

- Rigorous curriculum Design and using the JISD curriculum documents
- JISD Instructional Model and research-based instructional strategies for literacy and numeracy
- Understanding the instructional frameworks for JISD reading language arts and math
- Direction on how to access and differentiate instruction using the JISD curriculum and adopted HQIM

The chart below outlines that will be taken by the Department of Teaching and Learning to support school turnaround. These actions align with the Texas Effective School Framework. Our goal is to provide support and training to campus leaders, teachers, and instructional support staff, empowering them to implement changes in their beliefs and behaviors.

Category	Items
High Quality Professional Learning Communities that focus on results Aligns with: ESF Lever 3: 3.1 3.2	Year 1: 2025 – 2026 <ul style="list-style-type: none"> • Designate PLC lead by department/grade level at campus level, create training, and deliver training • Campus leaders, academic trainers, Curriculum and Instruction coordinators will attend the PLC Coaching and Implementation Academy during the SY 25

<p>3.3</p> <p>ESF Lever 4:</p> <p>4.1</p> <p>ESF 5:</p> <p>5.1</p> <p>5.2</p> <p>5.3</p> <p>5.4</p>	<p>– 26. Along with district leaders, campus administrators will:</p> <ul style="list-style-type: none"> ▪ Define expectations for the focus of PLC (Questions 1 – 4) and how to plan for high quality Tier 1 instruction in classrooms ▪ Action plans for <ul style="list-style-type: none"> - June (introduction and defining systems) - August (implementation) - October (implementation) - November (data analysis protocols and reflection) - January – April (full implementation with continuous improvement) • Progress Monitoring Planning <ul style="list-style-type: none"> - DuFour 4 Questions - Interventions and Enrichment • Create and administer PLC Survey every nine weeks to ascertain time spent on instruction and student support • Create master schedule that allows for small group support on daily/weekly basis • Weekly campus leadership meeting to track student progress <p>Year 2: 2026 – 2027</p> <ul style="list-style-type: none"> • Summer 2026: Year 2 PLC Implementation • Analyze PLC surveys for patterns and trends—successes and challenges • Continue PLC Lead training • Improve upon systems from Year 1
<p>Implementation of Written Curriculum and Adopted HQIM and Instructional Model Framework</p> <p>ESF 4:</p> <p>4.1</p> <p>ESF 5:</p> <p>5.1</p> <p>5.2</p> <p>5.3</p>	<ul style="list-style-type: none"> • Provide ongoing learning experiences for teachers on: <ul style="list-style-type: none"> - Unpacking TEKS and utilizing vertical alignment documents - Internalizing unit guides, unit modules, and lesson modules - Identify misconceptions and scaffolds during planning using Lead4Ward field guides - Incorporating JISD Instructional Model and aligned high-impact

	<p>instructional strategies</p> <ul style="list-style-type: none"> - Train and support campus leaders and academic trainers on curriculum study protocols into weekly PLC meetings - Examine student work and formative assessment data to adjust instruction <ul style="list-style-type: none"> • Conduct regular Tier 1 observations focused on fidelity of curriculum and HQIM implementation • Align walkthrough tools with HQIM instructional routines and TEKS alignment • Provide targeted coaching to campuses based on observational data • Provide monthly reports on implementation successes and next steps.
<p>Cycle for Reviewing Assessment Data</p> <p>ESF 4.1</p> <p>ESF 5</p> <p>5.1</p> <p>5.3</p> <p>5.4</p>	<p>Summer 2025</p> <p>Create an assessment calendar by school level and content level that includes all required assessments</p> <ul style="list-style-type: none"> • Implement PLC data review protocol <p>SY 2025 – 2026</p> <ul style="list-style-type: none"> • Implement assessment plan • Utilize Eduphoria to monitor student performance • Create intervention groups and/or MTSS periods • Monitor student performance, attendance, and needs throughout year • September – December: Meet to discuss student performance on 3 weeks • January – April: weekly meetings by campus leadership • Review PLC survey data <p>SY 2026 – 2027</p> <ul style="list-style-type: none"> • Summer – Adjust plan/calendar based on feedback from Year 1 • Implement Phase II of the plan with identified adjustments
<p>Professional Learning for Multi-Tiered Student Support (MTSS) and Response to Intervention (Rtl)</p> <p>ESF 4</p> <p>4.1</p>	<ul style="list-style-type: none"> • Implement clear protocols and structures for providing academic interventions to students identified as in need • Track effectiveness of intervention strategies and make needed adjustments.

ESF 5 5.3 5.4	
Professional Learning for Content and Pedagogy ESF 5 5.1 5.2 5.3 5.4	<ul style="list-style-type: none"> • Judson University: ongoing unit launches for upcoming curriculum including HQIM and research-based instructional strategies (August 2025 – May 2026) • New Teacher Cohort: monthly training for teachers new to teaching on content and pedagogy
Academic Coaching Support ESF 1 1.3 ESF 5 5.1 5.2 5.3	<ul style="list-style-type: none"> • Academic trainers will support campus teachers within the Professional Learning Communities • Academic trainers will conduct daily classroom visits to monitor implementation of the curriculum and provide timely support to teachers

	SY 2024 - 2025	SY 2025 - 2026
Schedules	Middle School: <ul style="list-style-type: none"> • 7 period day Elementary: <ul style="list-style-type: none"> • 90-minute block for Reading and Math 	Middle School: <ul style="list-style-type: none"> • 8-period day Elementary <ul style="list-style-type: none"> • 90-minute block for Reading and Math
Content	Reading Language Arts & Math daily	Reading Language Arts & Math daily
Support for Students	Middle School <ul style="list-style-type: none"> • Tier 3 in advisory • Students lost elective for RTI 	Middle School <ul style="list-style-type: none"> • Tier 3 built into course schedule • 2 electives for all students
Support for Teachers	Support from C & I Coordinators Support from academic trainers (1 -2 per campus)	Assigned support from C & I Coordinators for Tier 3 campuses HQIM Training beginning May 2025 MTSS Training and Support PLC: support and structure (additional planning time) Campus assessments built in Progress Learning Revision of curriculum guides

MPM: Educator Course Correct

Ensuring Teacher Effectiveness

- Classroom Observations:
- Performance Data:
- Data-Driven Instruction

Course Corrections

- Professional Development provided through high quality external partners
- Teachers will be expected to implement new strategies in their Tier 1 instruction with support from academic trainers.
- Lesson plans, student work samples, and grading practices will be reviewed to ensure alignment to TEKS standards and level of rigor.
- Weekly visits from C & I director, C & I coordinator, and academic trainers to provide monitoring, coaching, planning, and instructional modeling.
- Development of individual support plans will be implemented if teacher practice does not change.

MPM: Assessments

The campus leadership team will be responsible for the ongoing review of assessment data, including:

- **Frequency: Data** will be reviewed at least three times a year following the administration of the Fall MAP (BOY), Winter MAP (MOY), and STAAR Assessments. TEA Interim assessment data will also be reviewed upon availability.
- **Data Collection:** Student performance data from MAP assessments and STAAR will be collected and analyzed using the Judson ISD Accountability Data Tracker. This tracker will also be utilized to create student intervention lists aligned with Domain 2A cut point and the Domain 3 growth targets for all students, the high-focus group, and the two lowest-performing racial groups.
- **Review Process:** The campus leadership team will analyze the data to identify student growth trends, impact of implemented interventions, and campus progress towards goals for Domain 2A and Domain 3.
- **Reporting and Communication:** Progress data and analysis will be shared with:
 - **Campus Leadership: Monthly** analysis to inform instructional practices and resource allocation.
 - **Superintendent and Key District Leadership: During** the course of a semester, leadership will provide an overview of progress towards targets and performance goals. This will include the review of MAP BOY and MOY data along with interim and summative STAAR results.

Assessment Strategy

- District-created unit assessments for grades 3 – 5 and 6 – 8 Math and ELA, 8th grade science and 8th grade social studies.
- Unit assessments will cover unit targeted TEKS and include 10 – 20 items.
- Assessment items will be released STAAR questions and test bank items that include:
 - ELA: revising and editing, short constructed response, extended constructed response, reading passages with MC items, and technology enhanced items
 - Math: multiple choice and technology
 - Science: multiple choice, technology enhanced items, and short constructed response items
 - Social Studies: multiple choice, technology enhanced items, and short constructed

response items

- Unit assessments for targeted grades will be accessible in Eduphoria.
- Each unit assessment will evaluate content covered in the current instructional unit guide and include spiraled, high-leverage TEKS to reinforce ongoing learning and mastery.