

DRAFT

## John Q. Adams Elementary School

# Targeted Improvement Plan (TIP)

First and Last Name \*

Linda Kratzert

Position \*

- ☒ Principal
- ☐ Assistant Principal
- ☐ Executive Director (Principal Manager/DCSI)
- ☐ Regional Director
- ☐ Other Campus Leader
- ☐ Central Staff
- ☐ Region 10 Representative
- ☐ Texas Education Agency (TEA) Representative

Name of Campus \*

JQ Adams Elementary

Region and Regional Director

- ☒ Region 1 - Laura Garza, Regional Director
- ☐ Region 2 - Tanya Shelton, Regional Director
- ☐ Region 3 - Jonathan Smith, Regional Director
- ☐ Region 4 - Salem Hussain, Regional Director
- ☐ Region 5 - Nancy Bernardino, Regional Director
- ☐ Region 6 - Ryan Zysk, Regional Director

**Needs Assessment**

Click for more information: [Needs Assessment](#)

Please indicate the type of needs assessment conducted for each SI-identified campus in the school system following the release of 2025 preliminary state and federal ratings. \*

- ☒ ESF Diagnostic
- ☐ Locally Conducted Needs Assessment

**IF [Locally Conducted Needs Assessment](#)-**

\*

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
- ☐ No
- ☒ Not Applicable due to ESF Diagnostic

### Stakeholder Engagement

Click for more information: [Stakeholder Engagement](#)

I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus identified for school improvement 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 targeted improvement plan? \*

☒ Yes

☐ No

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

☐ No

Date of Campus Community Meeting \*

MM DD YYYY

10 / 20 / 2025

**Student Outcome Goals**

Click for more information: [Student Outcome Goals](#) [Optional Goal Setting Resource](#). This information will be completed in the [Student Outcome Goals Survey](#). Click **NEXT**.

## School Improvement Strategy

Click for more information: [School Improvement Strategy](#)

Please select the **strategy or strategies** you will implement for this campus. \*

- ☐ Improve Graduation Rate (Thomas Jefferson HS only)
- ☒ Intensive Curriculum & Instruction Improvements (All Campus should select this area, except Thomas Jefferson HS.))
- ☐ Other: .....

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

- ☐ Effective Schools Framework Focused Support Grant 24-26
- ☐ Learning Acceleration Support Opportunities (LASO) Grant 25-27 Instructional Leadership Pathways
- ☒ Our school system has not been awarded a grant to support this strategy.

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

- ☒ School Improvement Curriculum and Instruction Support Grant
- ☐ 2024-2026 ESF Grant Awardee
- ☐ 2025-2027 LASO Grant Awardee
- ☐ None

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

- ☐ Big Rock Education Services (BRES)
- ☐ Engage2Learn
- ☒ Region10:TIL
- ☐ Other: .....

How many district staff members will you be reporting capacity building information for? \*

70 .....

**ONLY Complete if your campus a ESF or LASO Grant Awardee.** What are the **names and roles of district and campus staff members responsible** for capacity building, and **what percent of their role is dedicated to supporting implementation** of the school improvement strategy?

**ONLY Complete if your campus a ESF or LASO Grant Awardee.** Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Curriculum and Instruction

Click for more information: [Curriculum and Instruction](#)

Please select the adopted curriculum. \*

- ☒ Amplify Reading
- ☒ Carnegie Learning Math
- ☒ Eureka Math
- ☐ Other: \_\_\_\_\_

Is this the curriculum that will be implemented for the duration of the plan? \*

☒ Yes

☐ No

**If no-**

What new curriculum will be adopted?

When will the district adopt the new curriculum?

.....

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

600 - Amplify; 300 Eureka; 300 Carnegie

.....

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

600 - Amplify; 300 Eureka; 300 Carnegie - Yes we are meeting all required minutes

.....

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

Assessments are taken per district calendar, which focus on Learning Checks, SMCs/ACP, and state assessments. We also provide iReady assessments at BOY, MOY, and EOY. We do in-campus assessments/quizzes as needed to monitor TEKS gaps.

Will the campus implement a PLC structure? \*

☒ Yes

☐ No

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

PLCs are organized by Content for 3rd-6th and Grade Level PreK-2

How frequently will PLCs occur? \*

PLC's occur weekly 45-55 minutes per grade level/content.

Who will facilitate PLCs? \*

PLC's are facilitated by CILT Leaders, Principal, AP, and K-2 Specialist

Who is required to attend PLCs? \*

All PreK-6th Grade teachers are required to attend PLCs

Please describe the PLC protocol to be used. \*

We use the baseline district PLC protocol which focuses on backwards planning around the standard, breaking down the standard, analyzing the exit ticket/dol for alignment, reviewing the lesson plan for alignment, and then role-playing out part of the lesson

### Capacity Building

Click for more information: [Capacity Building](#)

Campus principal name \*

Linda Kratzert

Years of experience as a campus principal \*

6

Campus principal turnaround experience (experience and track record in school turnaround moving a campus from failing to meet standards to meeting and/or exceeding standards). \*

2 years

Principal Manager (Executive Director) name \*

Ruby Garza

Years of experience as a Principal Manager (Executive Director) \*

4 years

Principal Manager (Executive Director) turnaround experience (experience and track record in school turnaround moving a campus from failing to meet standards to meeting and/or exceeding standards). \*

3 years

Total number of teachers \*

40

% of teachers on the campus who: \*

-have more than 2 years experience

10%

% of teachers on the campus who: \*

-are certified

90%

% of teachers on the campus who: \*

-are TIA designated teachers

20%

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

–Principal manager (Executive Director)

–Principal

–Other campus admin (assistant principals, campus leaders)

–Teachers

ED: Visits weekly with Principal to do classroom walk-throughs, coaching/feedback with the Principal, check-in on data, CIP, and PEI goals. Attends and checks in with the Principal around the PTE components of the school as needed.

Principal: Attends all district trainings as required, along with PTE PD sessions for Principals. Leads and develops the PD plan for the campus with a focus on the trends in observations, data, or rollout of new implementations. Asks for peer support with ideas when needed.

Other Campus Admin: Lead PLC/PD sessions weekly; attend required district trainings; weekly admin check-ins for alignment with campus/district expectations

Teacher: attend weekly PLCs/PD sessions on campus (Tuesdays) with Admin or CILT leading the sessions. All teachers are required to attend and then breakout sessions take place as needed based on the campus needs. A PD calendar is created and rolled out with teachers throughout the course of the year.

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

For inexperienced teachers, they have a mentor that they work with bi-weekly, a coach designated to work with them in their curriculum area weekly, and then continued PLC cycles, weekly observations/feedback cycles, or if needed to be on a Growth plan, the plan is created with certain metrics to be met during the course of the plan.

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?

Through an observation tool, we track implementation, trends, and provide feedback directly to teachers around the implementation. We debrief as Admin team, find the highs/lows, provide the data to the staff, and then work on upgrades with individual teachers. We use campus created rubrics and observations tools to monitor the work.

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

Each teacher currently is being observed weekly, either formal or informal and receives feedback weekly.

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

All teachers were trained at the beginning of the year on how to offer supports, ensuring accommodations and modifications are done and being offered to students. Our SpEd teachers continue to receive district training and work in co-teaching model with gen ed teachers as needed.

## Milestones

Click for more information: [Milestones](#) EXAMPLE: [Possible Instructional Leadership Grant Milestones](#)

Please share the key milestones for this strategy for **2025-2026** School Year: **Resource/Tool Deployment:** \*

At the beginning of the year in Summer PD, we front loaded a a lot of resources for teachers to be using in their classrooms. As the year as progressed, we continue to provide support, coaching, and training around resources as we see them as effective or ineffective and shift gears when needed. As resources or supports come out from the Region or District, I train my Admin team first and then move into them training GLC or CILT leads to roll out during PLC.

Please share the key milestones for this strategy for **2025-2026** School Year: **Capacity Building Efforts:** \*

We will continue to work with CILT leaders through CILT trainings through the district, monthly CILT campus based training to build the leadership capacity of the teacher leaders. I continue to work with the TLI (teacher leader intern) and AP to build their instructional and operational capacity as leaders on this campus with bi-weekly check-ins, calibration walks, and focusing on building their toolbox.

Please share the key milestones for this strategy for **2025-2026** School Year: **Implementation Checkpoints** \*

Each week we meet as an Admin team to work through the nexts week action plan, to-dos, coaching/feedback session and continue to monitor data progress at each 3-week checkpoint to observe trends and know where to shift our focus as needed. We meet with our ED monthly to follow up on touchpoints and status of coaching/feedback, data, and campus rollouts.

Please share the key milestones for this strategy for **2025-2026** School Year: **Coaching Touchpoints:** \*

Teachers are coached weekly through an observations/feedback tool that is campused based. Teachers have a K-2 specialist who works directly with our K-2 teachers and 3-6 are coached by Principal, AP, or TLI for their content needs. Weekly as Admin we reviewing coaching sessions, make adjustments as data comes in, and continue to monitor all staff. The Principal meets with ED weekly to debrief about data, trends, and coaching.

Please share the key milestones for this strategy for **2025-2026** School Year: **Assessment Cycles:** \*

We review data at the 3, 6, and 9 week, when district assessments are given. We want to see a continue growth at each touchpoint where more students are meeting their individual goals as well as a positive trend of data continuing to increase across the campus. Through daily tracking of exit tickets/dols, data binders for students, and iredy interventions, we are intervening early and often to fill in the gaps.

## Performance Management

Click for more information: [Performance Management](#)

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

We will be monitoring the action plan during Admin meetings and check-ins with ED throughout the year. After each grading cycle, we engage in a deep dive into the data to review the plan for the next nine weeks and make adjustments to the current plan as needed. Through feedback sessions with EDs, we monitor and work on next steps to ensure the campus is moving.

Who will be responsible for reviewing progress towards the milestones described in the previous section? \*

Principal and ED will be monitoring the progress

How frequently will progress toward milestones be reviewed? \*\*\*\**Recommended is every other week or more.* \*

The plan will be reviewed every other week through ED check-ins

How will milestone progress data be collected? \*

District coaching tracker provided by ED; Campus based is through data meetings and Admin meetings (slides)

How will milestone progress data be shared with district leadership and other relevant stakeholders? \*

Through data meetings when called upon; one-pager located in Principal office on progress with data; Coffee with the Principal meetings

## Resources

Click for more information: [Resources](#)

Please share the required costs to implement the plan and source of funds. (Grant Awardees input your Grant Quote for two-year span.) \*

\$10,000 - supplies for rollout of campus initiatives such as notebooks, anchor charts, manipulatives, etc.

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?

## Additional Information

(Optional) Please share any additional information about your strategy that was not included in the prior sections. Please add all additional information to your campus shared Google Folder.

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### Student Outcome Goals Form

**All campuses** that have a TIP requirement must complete the [Student Outcome Goals Form](#).

This is the last step in completing your Targeted Improvement Plan. Thank you for your participation.

**All campuses** that have a TIP requirement must complete the [Student Outcome Goals Form](#). \*

This is an individual form that must be completed for each campus with a TIP required. Allow 15-30 minutes to complete this task.

- ☐ I have completed the Student Outcome Goals Form.
- ☒ I will complete the Student Outcome Goals Form.

This form was created inside of Dallas Independent School District.

Google Forms