

Learning Academy– Targeted Improvement Plan (TIP) Board Report

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Purpose: To present the Devine Learning Academy Targeted Improvement Plan for 2025–2026 and fulfill the TEA-required assurance of stakeholder engagement.

Background

The Learning Academy was identified by the Texas Education Agency (TEA) for School Improvement due to an accountability rating below acceptable performance standards.

As a 9 - 12 campus, DLA does administer STAAR assessments. Therefore, the Texas Education Agency determines its accountability rating through STAAR-tested content

By presenting this plan, DLA fulfills the required assurance that all stakeholders—including the Board—are informed and engaged in the improvement process.

Understanding Accountability for STAAR Campuses

- **Overall Rating** - This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military.
 - **Student Achievement** - Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rates and how prepared students are for success after high school.
 - **School Progress** - School Progress shows how students perform over time and how the school's performance compares to other schools with similar economically disadvantaged student populations
 - **Closing the Gap** - Not Rated
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Summary by Plan Component

1. Student Outcome Goals

The plan sets measurable student achievement and growth goals for the 2025–2026 school year:

Component	2024–2025 Baseline	2025–2026 Goal	Growth Target
Overall Rating	59 out of 100	70	
Student Achievement	59 out of 100	70	
School Progress	42 out of 100	70	

2. Data Review and Root Cause Analysis

Through data analysis and stakeholder collaboration, DLA identified the following root causes:

- High number of Special Education students challenging each STAAR Exams multiple times.
- Higher than normal number of English as a second language students challenging the STAAR Exams.
- Lack of STAAR reviews..

3. Turnaround Plan Focus

The campus improvement plan centers on the students and student needs.

- Instead of having Special Education taking each STAAR every time offered, we will accept scores
 - Cap the number of ESL students accepted.
 - Assign STAAR reviews for a local credit
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4. Milestones

Key milestones ensure implementation fidelity and continuous progress:

- **December 2025:** First round of STAAR exams
 - **May 2026:** Second round of STAAR exams.
 - **June 2026:** Third round of STAAR exams
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5. Performance Management

- Not Applicable
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6. Capacity Building and Professional Development

- Not Applicable
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7. Resource Allocation

- Not Applicable
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8. Stakeholder Engagement and Assurances

Stakeholder engagement has guided the plan development:

- **Campus Leadership** – Review data, root causes, and strategies.
 - **Staff** – Contributed through discussions and surveys.
 - **Parents & Community** – Engaged through the November 12, 2025, Parent Engagement Meeting.
 - **Board of Trustees** – Reviewing and acknowledging the TIP to meet TEA assurance requirements.
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9. Monitoring and Evaluation

The campus will measure effectiveness using:

- Practice exams.
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10. Next Steps

- Obtain **Board review and acknowledgment** of the DLA TIP.
 - Submit plan and assurance documentation to TEA by **November 21, 2025**.
 - Continue progress monitoring cycles and teacher coaching supports.
 - Provide midyear and end-of-year updates to the Board and stakeholders.
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Conclusion

The Learning Academy Targeted Improvement Plan represents a unified effort to strengthen foundational instruction, improve literacy and numeracy outcomes, and prepare all students for success as they advance to STAAR-tested grades.

By presenting this plan to the Board of Trustees, the campus fulfills TEA's assurance of stakeholder engagement and demonstrates a shared commitment to continuous improvement and student achievement.