



# Education Center International Academy

057833

2025-2026



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## Mission Statement

**Our mission is to prepare every student for a meaningful life of success by producing leadership, integrity, and service.**

## Our Vision

**Our vision is to become a leading charter organization by providing academic excellence and Character training that prepares students for life beyond school.**

## Our Values

**Motto: Golden Rule - “Treat others the way you want to be treated!”**

**Responsibility is personal.**

**Equality is inherent.**

**Honesty is essential**

**Learning is lifelong.**

**Discipline is love.**

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### KEY CRITERIA \*\*

- (1)Comprehensive Needs Assessment
- (2)School-wide Reform Strategies
- (3)Highly Qualified Teachers
- (4)Professional Development
- (5)Parental Involvement

### ECIA CAMPUS IMPROVEMENT PLAN

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2025 -2026

- (6)Use of Technology to meet the needs of students
- (7)Aligned Curriculum
- (8)Inclusion of Teachers in Use of Assessments
- (9)Supporting Students in Need of Assistance
- (10)Coordination of Programs and Systems

## Committee Members

Lisa Hiatt - Campus Leader  
 Elicia Villa – Sped Director  
 Ken Alvarez - Teacher

Antonia Cienega - Administrative Assistant  
 Laura Barrett - Parent

## Needs Assessment

Critical Success Factor's (CSF's)	Texas Education Code	Guidelines and Procedures Relevant to Each Area of Insufficient Performance	Findings
<b>Academic Performance</b>	§39.106(b)(10)	1. Assessment of the appropriateness of the curriculum. 2. Assessment of the appropriateness of teaching strategies 3. Data Driven Instruction/Research-Based Instructional Practices. 4. Per HB 4545, all students who were not successful on STAAR assessments in Spring of 2025 will be identified for required Accelerated Instruction.	1. The curriculum is based upon the TEKS 2. BOY, MOY, EOY assessments available to estimate increases in student growth 3. Teachers and administration are meeting to identify best teaching strategies and effective student activities at PLC meetings. 4. Each student who DID NOT MEET grade level on STAAR assessments in the Spring of 2025 shall receive a minimum of at least 30 hours of Accelerated Instruction (per assessment - maximum of 2 assesments) over the course of the school year through TEA approved resources. These tutorials will be facilitated by trained Administrators, Educators and/or Tutors.
<b>Use of Quality Data</b>	§39.106(b)(7)	1. Demographic analysis of the targeted student population, including - Student demographics - Economically Disadvantaged - Limited English Proficiency 2. At-risk populations 3. Special education percentages 4. On-going communication of data	1. Enrollment >Number of Students 36 >Economically Disadvantaged 14 >African American 7 >Asian 4 >Hispanic 19 >White 8 >Hawaiian/Pacific 0 >Multi Racial 17

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		5. Examine the tools utilized to gather and analyze student data, the quality of teacher training, and processes to effectively implement data-driven decisions to target and design instruction.	2. At Risk 4 3. Special Education 2 504 0 Dyslexia 0 ESL 3 Female 24 Male 12 Foster Care 4. Data reviewed to determine learning gaps for all students
<b>Leadership Effectiveness</b>	§39.106(b)(3)	1 Assessment of the quality, quantity, and appropriateness of instructional materials. 2. Availability of technology-based instructional materials. 3. Describe how the district's administrator evaluation process is implemented to accurately measure decision-making skills, organizational skills, leadership, strengths and weaknesses and productivity, and to identify needed professional development. 4. Examine the implementation and effectiveness of the campus and district decision-making processes mandated by TEC §11.251 and §11.252.	1. Online assessments have been prepared to improve data collection of students. 2. Think Central Science, SAVVAS Social Studies, Bluebonnet Math / ELAR, IXL Math/Reading/Science/Social Studies have been implemented as online resources for the improvement of instruction. 3. Professional development is ongoing to improve teaching strategies at all levels 4. Ongoing: Examine the effectiveness of programs, curriculum, and involvement implemented throughout the year through data, teacher input, student input, campus administration input
<b>Learning Time</b>	§39.106(b)(2)	1. Staff Collaborative Planning Time. 2. Instructional Focused Calendar.	1. PLCs are occurring as needed on campuses 2. The instructional calendar is implemented 3. Pacing calendars are created, implemented, and edited continually.
<b>Family Community Engagement</b>	§39.106(b)(4)	1. Effective and Equitable Communication. 2. Parental Involvement through various activities during the school year	1. Weekly newsletters via SMORE, automated phone calls, facebook, instagram, emails, text messages via Remind, Class DOJO are being utilized to communicate with parents and stakeholders. 2. Sign in sheets for Grandparents day, Field day, parties, Meet the Teacher Night, Parent Teacher Conferences, Donuts with Dads / Moms, PAC mts, etc.

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<b>School Climate</b>	§39.106(b)(8)	<ol style="list-style-type: none"> <li>1. Report on disciplinary incidents (PEIMS 425 Record).</li> <li>2. Attendance</li> <li>3. Threat Assessment Committee on going on campus / Guardian program ongoing</li> <li>4. Staff receive support for mental health</li> </ol>	<ol style="list-style-type: none"> <li>1. Reported</li> <li>2. Attendance continues to stay at or above</li> <li>3. Meetings with threat assessment team including ongoing training / Guardian program ongoing training/ Weekly safety checks</li> <li>4. TCHAT available (Texas Child Mental Health Care Consortium) for students needing counseling</li> <li>5. Mental Health wellness Wednesdays, Friday mental checkins with students and staff</li> </ol>
<b>Teacher Quality</b>	§39.106(b)(1)	<ol style="list-style-type: none"> <li>1. Assessment of the staff to determine the percentage of certified teachers who are teaching in their field.</li> <li>2. Assessment of the staff to determine the percentage of teachers who are fully certified.</li> <li>3. Job-Embedded Professional Development and examine the impact on student success of Professional Learning Communities (PLCs), vertical and horizontal teams, academic teams, and departments.</li> <li>4. Aligned Appraisal and Evaluation.</li> <li>5. Describe the process used for monitoring instruction and providing feedback to teachers.</li> <li>6. Describe how the district's teacher evaluation system is used to accurately identify the teacher's instructional skill level, determine needed professional development, and when necessary, create appropriate plans for teachers in need of assistance.</li> </ol>	<ol style="list-style-type: none"> <li>1. 100%</li> <li>2. 100%</li> <li>3. Student data is driving professional development</li> <li>4. Evaluations are aligned with student achievement.</li> <li>5. T-ESS is implemented</li> <li>6. Teachers are monitored daily. Walk-throughs and observations are continually being documented.</li> </ol>

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## Long Range Goals

*Strategy I: We will ensure effective, engaging, and enriching instruction and experiences for each student in a safe, supportive environment.*

*Strategy II: We will encourage students to explore, identify and develop their strengths and interests.*

*Strategy III: We will prepare students for responsible citizenship in a global society.*

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## ECIA Goals

1. To Provide instructional materials/resources, activities, and outreach to meet the needs of our students
  2. To provide social and emotional wellness supports to students and professional development(training) to staff
  3. To provide staff development to enrich teacher teaching strategies for accelerated learning
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## Action Plans

**Goal One** - To Provide instructional materials/resources, activities, and outreach to meet the needs of our students

Objective 1: Use appropriate assessment practices and analyze available data to make effective instructional decisions.

Objective 2: Provide the level of differentiated instruction to all students, across all grade levels, that promotes the global thinking, problem-solving and critical thinking skills required to succeed today and in the future.

Objective 3: Per HB 4545, all students who DID NOT MEET standards of STAAR assessments in Spring of 2025 will receive a minimum of 30 hours or Accelerated Instruction per subject area assessment.

Strategies	Persons Responsible	Resources	Formative Evaluations	Timeline	Special Populations	Criteria**	Funding Source
Additional aides will be added to support students in need of assistance	Campus Leader	Federal Funds	IXL Benchmarks, Assessment Tests, CLI Testing	On going	All Students	4,9	IDEA -B Title Money
Data collection and analysis	Campus Leader	Local Funds	Assessment Tests, CLI, IXL	On-going; Monthly meetings with staff to review data	All Students	1,2,8,9	Gen. Fund 420
Student use of "Think Central Science, Bluebonnet Math and ELAR, SAVVAS Social Studies	ECIA Staff	TEA provided	Unit Tests	On-going	All Students	1,2,5,6,7,8,9,	TEA
Students in need of assistance are provided opportunities to reach their potential.	Campus Leaders Teachers	Federal Funds	Assessment Tests, IXL Benchmarks, CLI Testing	On going	Special Ed, RTi, 504, Dyslexia, ESL, At Risk	1,2,6,8,9	IDEA - B 224

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**At Risk:**

Number of Students	At Risk Indicator	At Risk Definition
9	Indicator 1	is in PK,K,1,2,3 grades and did not perform satisfactorily on a readiness test during current school year
12	Indicator 3	Was not advanced from one grade level to the next for one or more school years
19	Indicator 4	did not perform satisfactorily on an assessment instrument administered to the students and who has not in previous or current year performed on that instrument at a level equal to at least 110% of the level of satisfactory
11	Indicator 10	is a student of limited English proficiency
4	Indicator 11	is in custody or care of Dept of Protective and Regulatory Services
0	Indicator 14	is homeless

**Goal Two** – To provide social and emotional/counseling, wellness supports to students and professional development(training) to staff

- Objective 1: Continuation of ongoing analysis and revision of ECIA Crisis Management Plan and procedures
- Objective 2: Implementation of professional development and curriculum to support SEL of students and staff

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Strategies	Persons Responsible	Resources	Formative Evaluations	Timeline	Special Populations	Criteria**	Funding Source
Emergency evacuation, bad weather, and intruder procedures are implemented and practiced continually	ECIA Safety Committee	Local Funds	Drills & Procedures	On-going	All Students and Teachers	10	Gen. Fund 420
Additional training for ECIA safety and threat assessment committee / Guardian Program	ECIA Administration	ECIA	Yearly	On-going	All Students	1,2,3,4,6,7,8,9,10	Gen. Fund 420 Subscriptions
Staff and student training for use of materials for social emotional learning	Campus/District Leader Teachers/staff	Local Funds State Grants Loan Funds	Monthly reports on staff and students	on-going	All Students	1,4,5,6,7,8,9,10	Gen. Fund 420 Loan Funds

**2024-2025 Drills**

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		Hold	Secure	Lockdown	Shelter (Hazard)						
		Semester 1	Semester 1	Semester 1	Semester 1						
	Sunnyvale	8-29-24	8-29-24	8-29-24	9-27-24						
	Rowlett	12-19-24	12-19-24	12-19-24							
		Semester 2	Semester 2	Semester 2	Semester 2						
	Sunnyvale	1-7-25	1-7-25	1-7-25	1-7-25						
	Sunnyvale		2-10-25	2-10-25		W/Sunnyvale PD					
	Rowlett	3/24/25	3/24/25	3/24/25	1-24-25						
	Fire Drill/ Evacuation	August	September	October	November	December	January	February	March	April	May
	Sunnyvale	8-29-24	9-27-24	10-31-24	11-21-24	12-19-24	1-23-25	2-27-25	3-27-25	4-24-25	5-28-25
	Rowlett	8-27-24	9-27-24	10-30-24	11-30-24	12-18-2024	1-27-2025	2-24-25	3-24-25	4/28/25	5-27-25

**Goal Three** - To provide staff development to enrich teacher teaching strategies for accelerated learning

Objective 1: Emphasize overall support for ECIA staff by assisting them in all aspects of their job functions as well as assuring they know what their resources are and how to access them.

Objective 2: Continue to provide professional development that will ensure the effective implementation of innovative curriculum and instruction.

Objective 3: Provide opportunities for professional development that support ECIA campus improvement plan objectives.

Strategies	Persons Responsible	Resources	Formative Evaluations	Timeline	Special Populations	Criteria**	Funding Source
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Pacing Calendars created and implemented – scope and sequence	ECIA Staff	Local Funds	Unit Tests	On-going	All Students	1,2,3,4,6,7,8,9,10	Gen. Fund 420
Student test data disaggregation	PSP ECIA Staff	Online	IXL, CLI, Unit Tests	On-going	All Students	1,8,9	Title I SIP 211
Establish professional learning communities	Campus Leader	Time	IXL, CLI, Unit Tests	On-going	Teachers	4,7,10	Title I SIP 211

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