

**International Leadership of
Texas**

**Pearland Elementary
School**

**2025-2026
Campus
Improvement Plan**

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Comprehensive Needs Assessment

Demographics

Summary

ILTexas Pearland K8 serves a growing and diverse population of students in grades PreK4–8. Students come from various educational backgrounds, including public, private, charter, and home schools. The campus has a student-to-teacher ratio of approximately 20:1. The student population is predominantly Hispanic/Latino, followed by African American, White, Asian, and students of two or more races. All special populations are represented, including Special Education, Section 504, Gifted and Talented, and Emergent Bilingual (EB) students.

Staff recruitment includes certified teachers, with specific certification required for bilingual and special education teachers. ILTexas also hires international Chinese and Spanish educators to support the Dual Language Immersion (DLI) program.

We have a population of 553 students. with 41.8% of the students being African American, which includes of latino population with 40.7%, 4.9% white. The other parts of the population include 5.6% Asian, 1.1 % Indian/Native American, and 6.0% other. Our student to teacher ratio is 1:20.

School wide demographics

- African American: 41.8%
- Hispanic: 40.7%
- White: 4.9%
- Asian: 5.6%
- Indian/Native American: 1.1%
- Other: 6.0%

Strengths

ILTexas Pearland has many strengths. Student population represents a multiple of educational backgrounds and cultures. The teaching population mirrors closely our student population. The Chinese and Spanish international teachers provide strong support of our DLI program and language courses. Our class sizes are below state average. We celebrate our diversity via celebrations throughout the year, including, National Hispanic Heritage, Chinese Lunar New Year, Black History month, and ending the year with an International Festival.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged students, special education students, gifted and talented students, and emerging bilingual students)	Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom. Limited support in unpacking TEKS and lesson alignment.
2 Special Education students on campus are consistently underperforming on standardized assessments, indicating a gap in academic achievement and instructional effectiveness.	General and special education teachers may lack the training or support needed to effectively modify curriculum and instruction based on Individualized Education Plans (IEPs).
3 Emergent Bilingual (EB) students are underperforming on state assessments across multiple content areas, indicating a persistent achievement gap.	Teachers may lack training in sheltered instruction or culturally responsive pedagogy, reducing their effectiveness in meeting the needs of linguistically diverse students.

 = Priority

Student Learning

Summary

ILTexas Pearland K8 is a new campus. We do not have campus data, but below is the District data.

Economically Disadvantaged Students: 38% of eco. dis. students performed at the Meets performance level or higher in Reading. In mathematics, 20% of eco. dis. student performed at the Meets level or higher. Emergent Bilingual Students: 34% of EB students performed at the Meets performance level or higher in Reading. In mathematics, 18% of EB student performed at the Meets level or higher. Special Education Students: 16% of SPED students performed at the Meets performance level or higher in Reading. In mathematics, 11% of SPED student performed at the Meets level or higher.

Strengths

On the STAAR Reading test, 8 out of 13 targets were met for percentage of students performing at the Meets grade level standard and 12 out of 12 targets were met for academic growth in Reading. For CCMR, 77% of graduates met CCMR - and 10 out of 10 targets were met for all sub-populations. All students receive instruction in both Spanish and Mandarin Chinese beginning in Kindergarten and continuing through High School Students at the elementary levels participate in a two-way dual language program All campuses across the district operate on a common master schedule to allow for common planning times and inter-district PLC opportunities on a daily and weekly basis Data Days are set aside for teachers to understand where students are and to purposefully plan for instruction, accelerated learning, and extensions

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Teachers on campus face challenges in effectively using student data to design and implement differentiated lesson plans.	Teachers may not have received adequate professional development on how to analyze various types of student data (formative, summative, benchmark) and translate it into targeted instructional strategies.
2 ★	As a newly established campus, students are experiencing difficulties in acquiring a second language due to limited exposure, underdeveloped support systems, and an evolving academic environment.	Students may not have sufficient opportunities to use or hear the target language in authentic contexts, both in and out of school, which impedes natural acquisition and fluency.
3	A high number of students are arriving late to school in the morning and to their classes throughout the day. This pattern of tardiness disrupts instructional time, negatively affects student learning, and contributes to a lack of school-wide academic and behavioral consistency.	Inconsistent enforcement of tardy policies by staff may lead to students not perceiving timeliness as a priority or consequence-worthy behavior.

★ = Priority

School Processes & Programs

Summary

International Leadership of Pearland K-8 is focused on building exceptional leadership in scholars using a trilingual model and building the mind, body, and character. The school is structured in a way that ensures that each scholar receives curriculum instruction to enhance each area of the aforementioned and provides adequate support to teachers, scholars, parents, and the community. The school is organized in a structure that will provide support for teachers, scholars, and the community. The school is led by a principal, 1 associate principal, 2 assistant principals, 9 grade level administrators, 3 counselors, two district instructional coach, , as well as instructional aides for each grade level. New teachers are provided with mentors to assist them throughout the year in various areas. The school has a trilingual -model including English, Spanish and Chinese for all scholars. Teachers have conference periods as well as PLC periods built into their day. Physical Fitness is a part of daily instruction for scholars and allows for an additional remediation to take place for our scholars that are in need. ILTexas has an extended school day helps in the implementation of the school's curriculum. ILTexas has added math and reading remediation teacher to assist our students during the COVID loss of learning. The Campus Leadership, Grade Level Administrators and District Coordinators will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade level academic performance gains and STAAR performance gains. Our curriculum, instruction, and assessment supports and challenges all students with all of our teachers following the state standards (TEKS) guidelines. Our planning of instruction and assessments are always based with TEKS in mind. The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Teachers will teach the TEKS following the TEKS RS Scope and Sequence and curriculum programs for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. All classroom instruction will be data driven. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. When differentiating teachers are able to reach a diverse group of students and able to target instruction more effectively. Our 3rd grade students will take STAAR Reading and Math Tests, 4th graders will take STAAR Reading, Math Test, and 5th Graders will take STAAR Reading, Math, and Science Tests. Students will take the Istation and M-Class in Kinder-2nd grades and MAP testing in 2nd-5th Grades. iStation will be utilized in K-5th grades. In addition, all 2nd-5th grade students will take district ECAs and MAP. Critical thinking and problem solving skills will be emphasized in all core subject areas. Service learning is also an important component of our K-5 curriculum and culminates into an End of Year service learning project "Others Before Self" for each grade level. 6th Grade students will take STAAR Reading and Math Test, 7th grade students will take STAAR Reading and Math Test, 8th Grade Students will take STAAR Reading, Math, Science, and Social Studies, English I and Algebra I students will have an additional opportunity to test. Economically disadvantaged, LEP, and at risk student population groups who have established a pattern of non-mastery will be targeted for remediation. Small group instruction, tutorials, parent-teacher conferences and consistent written and oral communication between home and school will ensure that home and school work together to provide the necessary support to students to bring about student success. ILTexas-Pearland will provide student support services as outlined in IEPs and 504 accommodations for qualifying students.

In order for students to be successful and maximize academic achievement, they must attend school on a regular basis. Student absences will be closely monitored by homeroom teachers, school registrar and school counselors. Parents will be contacted by their teacher if they are absent more than 2 consecutive days. Students with perfect attendance for the year will be recognized for every six weeks and at the end of the year during our awards program to encourage daily attendance. Continuous monitoring and recognition of high achievement is a high priority supported in every area. All staff members have been provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, students in grades 3 through 5 have been provided their own Chromebooks and K - 2nd class set. Lastly, we have a media lab with 30 laptop computers. We utilize the following academic resources to assist us in our daily learning and communication, Dojo, Study Island, Reading A-Z, Stemsscopes, MAP, STAAR-AR; and finally, technology pieces that also encourage and engage parents through the use of programs such as Istation, Study Island, and Parent Skyward Portal. With the use of this kind of technology we have increased our parent communication, improved behavior. Teachers have access to a variety of instructional software and websites including Google Classroom, Skyward, Imagine Math, Study Island, Brainpop, TEKS Resource Service and PLATO. In addition each classroom is equipped with a projector and an interactive whiteboard. Document cameras and laptop carts are available.

Strengths

Our curriculum, instruction, and assessment supports and challenges all students with all of our teachers following the state standards (TEKS) guidelines. Our planning of instruction and assessments are always based with TEKS in mind. We are guided by

the TEKS and follow TEKS Resource System. Teachers are required to use these resources to guide their planning, instruction and assessment. Teachers plan with their grade level teams, instructional coaches and content areas. Teachers have dedicated DATA days every 3 or 6 weeks to review student levels and instructional needs. They also have extended time daily to meet with grade level team or partner teachers during Professional Learning Community

- Teachers have the support of partners and team members,
- Teachers plan lessons, activities and assessments together as a team,
- Several GLAs/teachers have attended TEKS Resource System Training, Teachers have access to several on-line programs: Istation, Imagine Math, Study Island, Reading A-Z, Accelerated Reader, Brain Pop, Measuring Up, etc.
- Teachers utilize Eduphoria Teachers have the support of the District Content Coordinators
- Students receive intervention during school and after school/Saturdays

Items used for curriculum:

- TEKS Resource System
- Selected programs for core subject areas
- Trilingual Programs (English, Spanish and Chinese)

Assessments:

- iStation in Kinder-2nd grades
- MClass
- ACTFL
- AAPLE
- MAP Assessments (2nd-5th Grades)
- STAAR ECA's Teachers utilize technology daily in their instruction.
- All students in 6th - 8th have Chromebooks

Problem Statements Identifying School Processes & Programs Needs

Problem Statement

Root Cause

1

Teachers are experiencing challenges in effectively planning and delivering small group differentiated instruction within the classroom.

Teachers may not have received sufficient training on how to plan, structure, and manage differentiated small group instruction effectively.

 = Priority

Perceptions

Summary

Our school's mission embodies the ideal relationship between parents and school. Communication is vital to the success of parent involvement. Through the use of internal and external electronic communication resources stakeholders receive timely notification. Pearland K-8 provides communication via the following electronic means: school website, Facebook, emails, phone calls and school messenger. Our campus provides communication through weekly newsletters, weekly callouts, Facebook post, website. Parents are encouraged to join PTO and volunteer, chaperone, or observe classroom/classroom activities. ILTexas, Pearland K-8 seeks to provide many activities at the campus level to promote services to support families: counseling services, guidance lessons in the classrooms, family nights at community partnership businesses, Cultural Awareness nights, Reading/Science/Math nights, Fall carnivals, Health Awareness and ESL/Spanish/Chinese parenting classes. We leverage our Professional Learning Communities, who meet daily, to build a collaborative culture. Our grade level teams plan together work towards common goals. Our staff members are able to rely on each other for support, suggestions and assistance. In addition, we are able to bounce ideas off of each other and use colleagues as resources. Improvement on communication by having weekly newsletters, GLA meetings, PLC meetings, faculty meetings

Strengths

International Leadership of Texas, Pearland K-8 will have in place several vehicles to facilitate parent communication to include:

- GLA Newsletter
- Monthly calendar
- PTO monthly meetings
- Skyward Parent Portal
- Parent-Teacher Conferences
- School website
- School Messenger
- School Newsletter
- Weekly callouts and emails

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause

1

The campus is experiencing a high student absentee rate, which negatively impacts academic achievement, disrupts instructional continuity, and hinders the development of a strong school community and culture of learning.

Students and families may not fully understand the importance of consistent attendance or may not see it as a high priority due to limited reinforcement or school-wide emphasis.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Teachers on campus face challenges in effectively using student data to design and implement differentiated lesson plans.

Teachers may not have received adequate professional development on how to analyze various types of student data (formative, summative, benchmark) and translate it into targeted instructional strategies.

2
★

As a newly established campus, students are experiencing difficulties in acquiring a second language due to limited exposure, underdeveloped support systems, and an evolving academic environment.

Students may not have sufficient opportunities to use or hear the target language in authentic contexts, both in and out of school, which impedes natural acquisition and fluency.

3
★

Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators.

The teacher salary scale is lower than surrounding Independent School Districts and the ILTexas school day is longer.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals

Student Data: Assessments

- Student failure and/or retention rates
- State-developed online interim assessments

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records



Goals

Goal 1

By the end of the 25-26 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher the previous year.

Performance Objective 1

By the end of the 25-26 school year, 30% of all ILTexas students will perform at the meets level of achievement on STAAR for all core content and 25% of EB students will perform at the meets level of achievement on STAAR for all core subjects.

Strategy 1

Data driven Instruction and Monitoring: Data Analysis: Regularly analyze STAAR data, interim assessments, and formative assessments to identify student strengths, weaknesses, and patterns across grade levels. Utilize this data to inform teaching strategies. Targeted Grouping: Use data to group students for differentiated instruction. Create intervention groups for students performing below the meets level and enrichment groups for those above. Progress Monitoring: Implement frequent checks of student progress (e.g., monthly assessments) to adjust instruction in real-time.

Strategy's Expected Result/Impact: To ensure targeted, individualized instruction based on student needs.

Staff Responsible for Monitoring: Grade Level Administrators

Funding Sources: Teacher training in creating effective small groups based on data. 420 - State, \$1,500

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

May

June

Strategy 2 Targeted Support Strategy

Provide online programs and supplemental materials for ELAR, math, science, and social studies to include Study Island, Mathia, Zearn, IXL, iStation, MAP, Measuring Up, and other online resources to enhance instruction and increase student academic achievement.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Dean, ICs, Admin

Funding Sources: Supplies 211 - Title 1-A, \$40,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

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June

Performance Objective 2

By the end of the 25-26 school year, ILTexas Pearland K8 students enrolled in the Special Education program will maintain a Meets achievement standard at a 9% rate for Math and a 10% rate for English Language Arts and Reading state assessments.

Evaluation Data Source: MAP, Interim assessments, STAAR

Strategy 1

Individualized Education Plans (IEPs) and Data-Driven Instruction: IEP Alignment: Ensure that every student's IEP is aligned with state assessment goals and includes measurable objectives for both Math and ELA. Review and update IEPs quarterly to ensure alignment with current student needs. Progress Monitoring: Implement a robust progress monitoring system that tracks students' growth on IEP goals, focusing on Math and ELA. Use this data to adjust instruction and interventions as necessary. Differentiated Instruction: Tailor instruction to meet individual needs. Provide additional scaffolds and accommodations (e.g., extended time, small group instruction, modified assessments) to support students in achieving the Meets standard.

Strategy's Expected Result/Impact: To ensure that each Special Education student has an individualized learning path based on their specific strengths, weaknesses, and needs in Math and ELA.

Staff Responsible for Monitoring: Special education educators

Funding Sources: Interactive learning activities for students along with additional resource staffing 420 - State, \$1,500

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

May

June

Performance Objective 3

By the end of the 25-26 school year, ILTexas Pearland K8 students' learning readiness indicator as

measured by Rhithm, will increase 10% with the help of subject matter experts and specialized programs/ resources aimed at improving the social emotional health of our students with a focus on safety.

Evaluation Data Source: Rhithm Insight reports and assessments compared to 2023-2024 data.

Strategy 1

Collaborate with Subject Matter Experts (SMEs): Hire or Partner with SEL Specialists: Bring in certified SEL consultants or psychologists to train staff and support high-need students. Monthly SME-Led Sessions: Schedule monthly workshops or virtual sessions for staff and/or students on topics like emotional regulation, digital safety, anxiety management, or conflict resolution. Consultation for Individual Student Plans: Use SMEs to help create or review individual behavior and emotional support plans for students flagged by Rhithm.

Strategy's Expected Result/Impact: Leverage external and internal experts to develop targeted, evidence-based interventions.

Staff Responsible for Monitoring: Grade level administrators

Funding Sources: Specialized programs and resource books and activities for learning readiness 420 - State, \$2,500

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Strengthen Social-Emotional Learning Programs: Daily SEL Check-ins: Use Rhithm daily for student mood check-ins and follow up with short, skill-based SEL activities based on group trends. Weekly SEL Lessons: Incorporate structured SEL lessons (e.g., Second Step, CASEL-aligned) into morning meetings or advisory blocks.

Strategy's Expected Result/Impact: Build SEL competencies schoolwide to help students improve focus, regulation, and peer relationships.

Staff Responsible for Monitoring: School Counselors

Formative Reviews

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Strategy 3

Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the compact will be made available at no cost.

Formative Reviews

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Strategy 4

Build capacity of families and staff to partner effectively to improve student outcomes by providing professional development for staff on the value and utility of parents, and providing parents with resources to support student learning outside of the classroom.

Formative Reviews

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Goal 2

By the end of the 25-26 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

Performance Objective 1 High Priority

By the end of 25-26 school year, at least 36% (federal target) of EL/EB students will have made one proficiency level progress in English language acquisition.

Evaluation Data Source: TELPAS 22-23

Strategy 1

Personalized and Differentiated Language Instruction: Differentiated Instruction: Implement differentiated instruction strategies within the classroom, where teachers adjust content, processes, and products based on students' language proficiency levels. Use strategies such as sheltered instruction (SIOP), the use of visuals, and explicit language modeling. Content and Language Integration: Provide integrated instruction in both academic content and language acquisition, ensuring that language learning is not isolated but connected to core subject areas like Math, Science, and Social Studies.

Strategy's Expected Result/Impact: To provide instruction that is tailored to the individual language needs of EL/EB students, ensuring they progress in English language acquisition.

Staff Responsible for Monitoring: Grade level administrators

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Goal 3 Reduce staff turnover by 25% by end of school year.

Performance Objective 1

ILTexas Pearland will provide onboarding training for all new teachers in the classroom throughout the 25-26 School Year.

Strategy 1

Strong Onboarding and Mentorship: Structured Onboarding: Provide a comprehensive onboarding program that includes training on school policies, classroom management expectations, cultural values, and curriculum tools. Mentor Program: Pair every new teacher with a trained mentor for the first year. Schedule regular check-ins, co-planning sessions, and classroom visits. First-Year Teacher Support Cohort: Establish a support group for first-year teachers with monthly workshops on common challenges (e.g., behavior management, grading, parent communication).

Strategy's Expected Result/Impact: Help new teachers feel prepared, supported, and integrated into the school culture from the start.

Staff Responsible for Monitoring: Administration and Grade Level Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

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Performance Objective 2

We will increase the percent retention of our special education, math and reading teachers by 1% by the end of the 25-26 School year.

Strategy 1

Workload Management and Planning time. Protected Planning Time: Ensure daily or weekly protected planning time with no meetings or duties, especially for SPED teachers with IEP responsibilities. IEP/Admin Support: Provide administrative support or case management clerks to help SPED teachers manage documentation and ARD prep. Curriculum Support: Streamline lesson planning with ready-made, standards-aligned resources or shared unit plans for Math and Reading.

Strategy's Expected Result/Impact: Address burnout by ensuring adequate time and manageable responsibilities.

Staff Responsible for Monitoring: Administrators and staff support

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

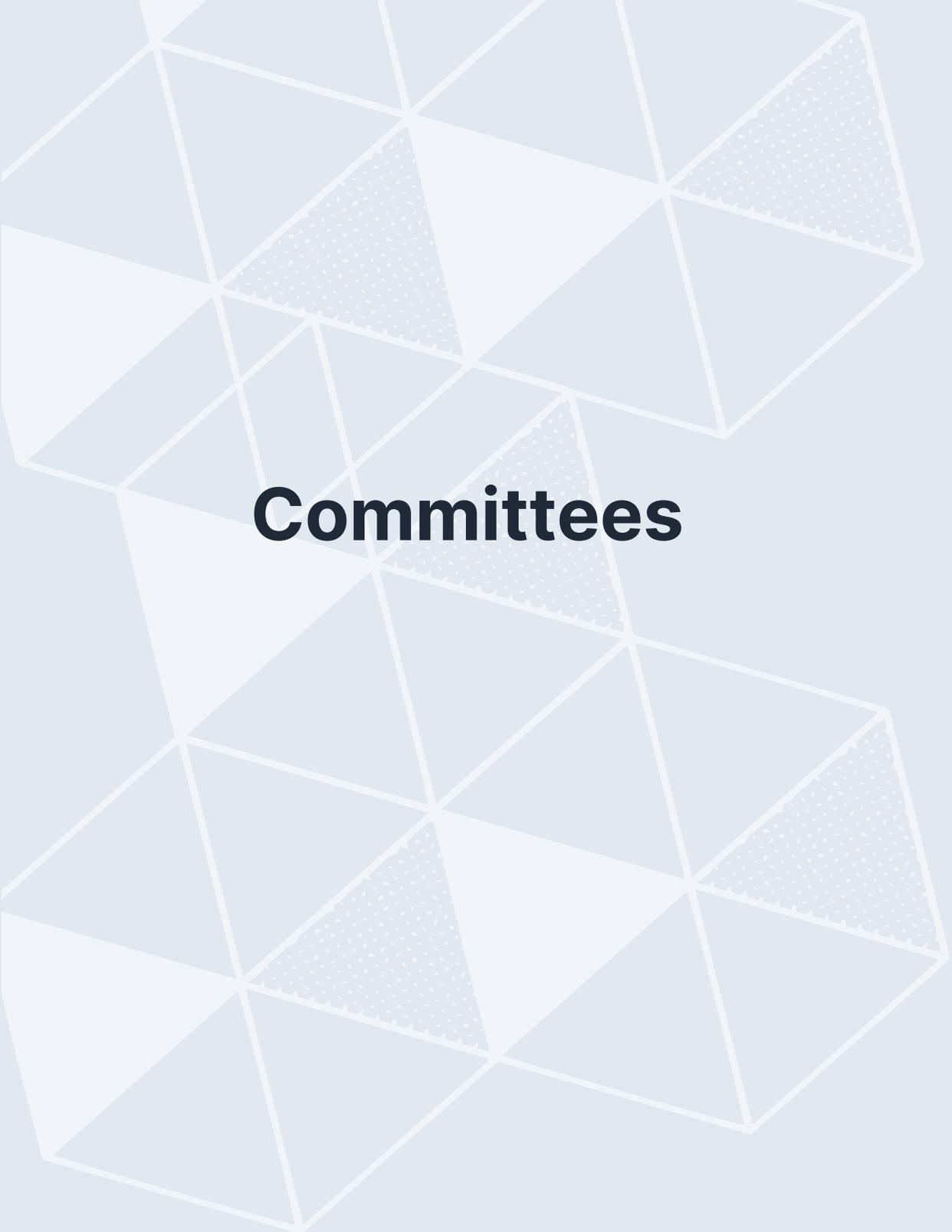
Formative Reviews

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Committees

Committees

2025-2026 Campus Advisory Council

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 16, 2025 @ 11:00 AM	Pearland K8	Meeting May 16, 2025.pdf	SBPC agenda and minutes 2025-2026.pdf

Members

First Name	Last Name	Position	Committee Role
Corene	Anderson	Special Education Coordinator	Special Education Representative
Michelle	Maldonado	Professional non classroom	Non-classroom Professional
Brandi	LaPoint	District Level Professional	District-level Professional
Stephanie	Flores	paraprofessional	Paraprofessional
Tamina	Ford	Teacher	Classroom Teacher
Wendolyn	Tavares	Community member	Community Representative
Desiree	Clay	Business owner	Business Representative
Anali	Garcia	Parent	Parent
Zhoaye	Pack	Assistant Principal	Administrator
Diandra	Smith	Assistant Principal	Administrator
LaShawn	Nelson	Associate Principal	Administrator
Jason	Clark	Principal	Administrator