

**International Leadership of
Texas**

Pearland Middle School

**2025-2026
Campus
Improvement Plan**

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Comprehensive Needs Assessment

Demographics

Summary

At ILTexas Pearland Middle School we have a population of 171 students. This includes a majority of latino population of 48.5%, 41.5% of the students being African American and 2.3% white. The other parts of the population include 4.1% Asian, and 3.5% other. Our student to teacher ratio is 1:20.

School wide demographics:

- Hispanic: 48.5%
- African American: 41.5%
- White: 2.3%
- Asian: 4.1%
- Other: 3.5%

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).

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

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).

★ = Priority

Student Learning

Summary

We are a new campus. 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 ★	The campus is experiencing a high teacher absenteeism rate, which disrupts instructional continuity, impacts student learning outcomes, and places additional strain on campus operations, including substitute coverage and staff morale.	Teachers may be experiencing high levels of stress and burnout due to workload demands, lack of support, or limited recognition, leading to increased absences.
2	Teachers are facing challenges in effectively using student data to design and implement differentiated lesson plans.	A lack of coaching, data teams, or instructional leadership can leave teachers without the guidance or models needed to effectively use data in planning.

★ = 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 coaches, 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.

The demands of whole-group instruction, behavior management, and pacing pressures can make it difficult for teachers to consistently implement small groups.

 = 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



Classrooms on campus are experiencing frequent discipline issues, which disrupt the learning environment, create inconsistency in instructional delivery, and negatively impact student engagement and academic performance.

Teachers may not have consistent or effective strategies for managing classroom behavior, particularly when dealing with high-needs students or challenging situations.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
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Classrooms on campus are experiencing frequent discipline issues, which disrupt the learning environment, create inconsistency in instructional delivery, and negatively impact student engagement and academic performance.

Teachers may not have consistent or effective strategies for managing classroom behavior, particularly when dealing with high-needs students or challenging situations.

2
★

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).

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.

3
★

The campus is experiencing a high teacher absenteeism rate, which disrupts instructional continuity, impacts student learning outcomes, and places additional strain on campus operations, including substitute coverage and staff morale.

Teachers may be experiencing high levels of stress and burnout due to workload demands, lack of support, or limited recognition, leading to increased absences.

★ = 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
- Campus/District improvement plans (current and prior years)

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Discipline records
- Enrollment trends

Employee Data

- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback



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 Reading/Language Arts and STAAR Math and 25% of EB students will perform at the meets level of achievement on STAAR Reading/Language Arts and STAAR for all content areas.

Strategy 1

Intensive Support for EB Students: Sheltered Instruction: Implement sheltered instruction strategies for EB students in both reading/language arts and math, ensuring language support is embedded in content delivery. **Language Development Programs:** Provide additional language development programs for EB students, such as after-school tutoring or language labs. **Peer Mentorship:** Establish peer mentorship programs where proficient English-speaking students can support EB students in both language acquisition and academic content.

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

Staff Responsible for Monitoring: Administrators and Grade Level Administrators.

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

Targeted Professional Development: Train Teachers on Data Utilization: Offer professional development focused on how to interpret and use assessment data to drive instruction, including how to differentiate for EB students and those needing intensive support. **Reading and Math Strategies:** Provide specific PD in evidence-based reading and math strategies (e.g., reciprocal teaching, direct instruction for EB students, close reading, math fact fluency).

Strategy's Expected Result/Impact: To enhance teacher effectiveness in delivering high-quality instruction.

Staff Responsible for Monitoring: Administrators, GLAs, ICs, and teachers

Funding Sources: Supplies 211 - Title 1-A, \$15,000

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

May

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: Extra reading assignments and interactive learning activities 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

Professional Development:

Formative Reviews

November

January

May

June

Performance Objective 3

By the end of the 24-25 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

Provide specialized programs and resources to ensure the learning readiness increases.

Strategy's Expected Result/Impact: Increase student readiness

Staff Responsible for Monitoring: Grade level administrators

Funding Sources: Specialized program materials 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

November

January

May

June

Strategy 2

Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost.

Formative Reviews

November

January

May

June

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

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, 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

November

January

May

June

Goal 3 By the end of the 25-26 school year ILTexas Pearland will retain 76% of teachers.

Performance Objective 1

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. Environmental/Support Factors: Team building 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

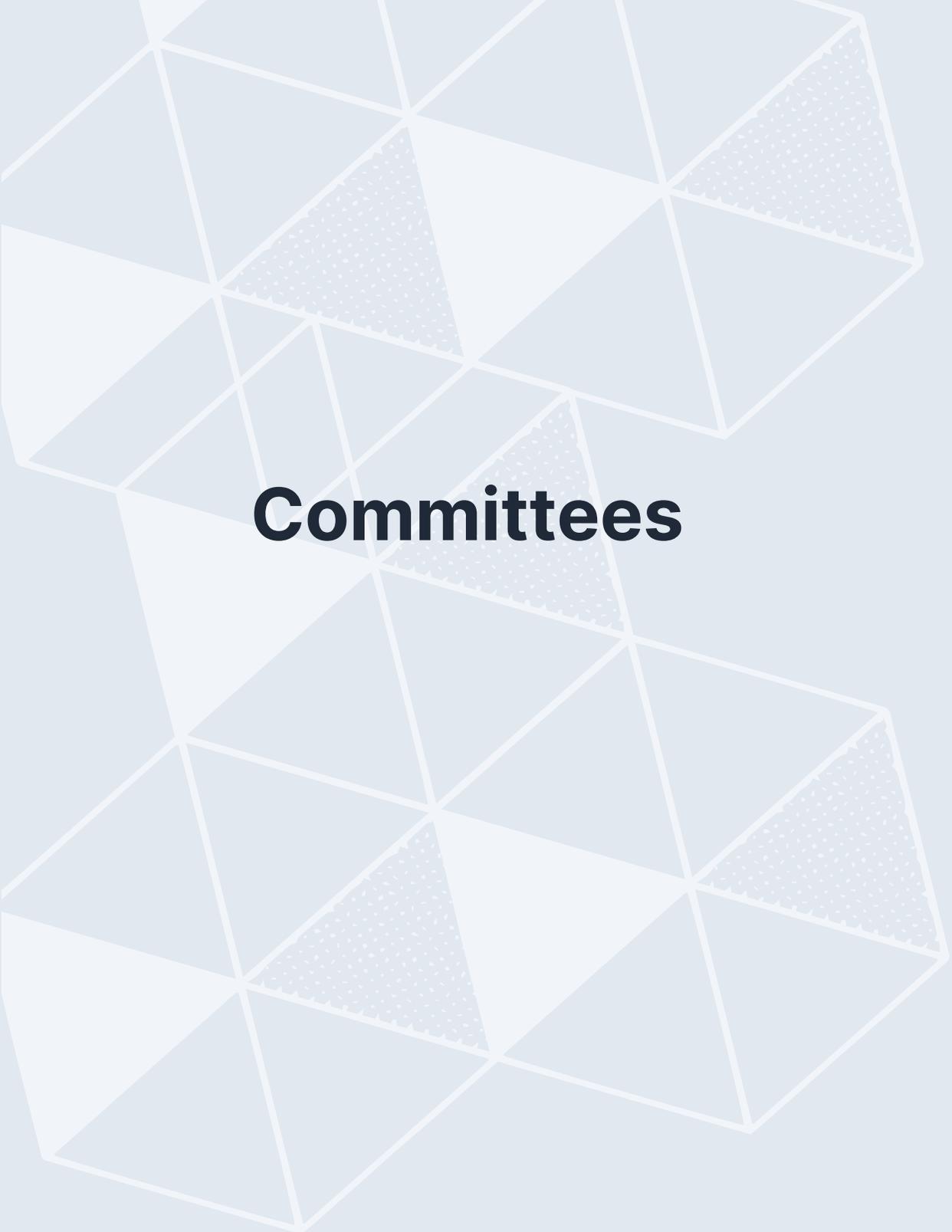
Formative Reviews

November

January

May

June



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
Jason	Clark	Principal	Administrator
Lashawn	Nelson	Assistant Principal	Administrator
Diandra	Smith	Assistant Principal	Administrator
Zhoaye	Pack	Assistant Principal	Administrator
Anali	Garcia	Parent	Parent
Desiree	Clay	Business Owner	Business Representative
Wendolyn	Tavares	Community Member	Community Representative
Tamina	Ford	Teacher	Classroom Teacher
Stephanie	Flores	Paraprofessional	Paraprofessional
Brandi	Lapoint	District Level Professional	District Level Professional
Michelle	Maldonado	Professional Non Classroom	Non Classroom Professional