

International Leadership of Texas
Arlington Grand Prairie High
2024-2025 Campus Improvement Plan



Mission Statement

Our mission at International Leadership of Texas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese Languages, and strengthening the body, mind and character.

Vision

Our vision is to see our community filled with graduates making a positive impact on our local and global community. We see our school as a safe, encouraging, and visionary campus where we help student to see their value and potential and work daily to allow them opportunities to honor both.

Motto

We believe in exhibiting "Others Before Self" behavior.

We believe in exhibiting "Grit" and "Eagle Pride".

We believe in our students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

School Population (2023 - 2024 Fall PEIMS file loaded 07/22/2024)	Count	Percent
Student Total	757	100%
9th Grade	237	31.31%
10th Grade	193	25.50%
11th Grade	172	22.72%
12th Grade	155	20.48%

Student Demographics (2023 - 2024 Fall PEIMS file loaded 07/22/2024)	Count	Percent
Gender		
Female	371	49.01%
Male	386	50.99%
Ethnicity		
Hispanic-Latino	475	62.75%
Race		
American Indian - Alaskan Native	4	0.53%
Asian	20	2.64%
Black - African American	205	27.08%
Native Hawaiian - Pacific Islander	0	0.00%
White	31	4.10%
Two-or-More	22	2.91%

Student Programs (2023 - 2024 Fall PEIMS file loaded 07/22/2024)	Count	Percent
Dyslexia	11	1.45%
Gifted and Talented	61	8.06%
Regional Day School Program for the Deaf	0	0.00%
Section 504	31	4.10%
Special Education (SPED)	62	8.19%
Bilingual/ESL		
Emergent Bilingual (EB)	346	45.71%
Bilingual	0	0.00%
English as a Second Language (ESL)	2	0.26%

Student Programs (2023 - 2024 Fall PEIMS file loaded 07/22/2024)	Count	Percent
Alternative Bilingual Language Program	3	0.40%
Alternative ESL Language Program	344	45.44%
Title I Part A		
Schoolwide Program	757	100.00%
Student Indicators (2023 - 2024 Fall PEIMS file loaded 07/22/2024)	Count	Percent
At-Risk	562	74.24%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	3	0.40%
Intervention Indicator	274	36.20%
Migrant	0	0.00%
Military-Connected	36	4.76%
Transfer In Students	0	0%
Unschooling Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	575	75.96%
Free Meals	146	19.29%
Reduced-Price Meals	87	11.49%
Other Economic Disadvantage	342	45.18%
Homeless and Unaccompanied Youth		
Homeless Status Total	3	0.40%
Special Education Services (2023 - 2024 Fall PEIMS file loaded 07/22/2024)	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	2	3.23%
Other health impairment	6	9.68%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	12	19.35%
Emotional disturbance	4	6.45%
Learning disability	26	41.94%
Speech impairment	4	6.45%
Autism	8	12.90%
Developmental delay	0	0.00%

Special Education Services (2023 - 2024 Fall PEIMS file loaded 07/22/2024)	Count	Percent
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	4	6.45%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	38	61.29%
Resource Room	13	20.97%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	7	11.29%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

The staff is very diverse with teachers that provide Spanish instruction and Chinese. A support system is in place for teachers who may not be certified. The district provided staff development throughout the year on Data Days and the Professional Learning Communities (PLCs) weekly meetings.

AGPHS CCMR score was 97, with only 4 students not meeting the requirement.

Demographics Strengths

The campus staff and student population are very ethnically diverse.

Despite an increase in the percentage of economically disadvantaged students, our campus continues to make academic gains when comparing STAAR results with those of previous years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students struggle to pass EOCs **Root Cause:** 77% of students identified as economically disadvantaged. Lack of resources to get additional support outside of the school setting.

Student Learning

Student Learning Summary

Campus rating went from a B 22-23 school year to a Projected A for the 23-24 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Of the 107 students identified as EB and took the TELPAS 73 scored between beginning and intermediate in writing **Root Cause:** Language barrier

Problem Statement 2: Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Teachers are new to education.

Problem Statement 3: Teachers and administrators believe teachers need professional development in areas of effective instructional and classroom management strategies to maximize the learning time and rigor of each lesson. **Root Cause:** Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year.

School Processes & Programs

School Processes & Programs Summary

As a campus, our strongest areas of strength are assessment, collaborating with staff and having a voice, and assisting in making campus-wide decisions. Areas of opportunity that we will continue to focus on are mentoring new staff members and providing ongoing support for teachers via professional development opportunities and technology.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Many students failed to follow the expectations of the school dress code. Teachers are often late to work. **Root Cause:** Campus Leadership did not make it a priority

Perceptions

Perceptions Summary

We have a learning community and an atmosphere of collegiality. Our grade-level teams plan together, working towards common goals. Our teacher leaders meet weekly to discuss school-wide successes and challenges. Input is solicited from all stakeholders to address school-wide issues and concerns. Our staff members can rely on each other for support, suggestions, and assistance. In addition, we can bounce ideas off of each other and use colleagues as resources.

Professional Development training is provided to ensure a common language for addressing concerns, activities, and school-related items.

Perceptions Strengths

Teachers across the campus participate in monthly Learning Walks where they observe and discuss best practices with their colleagues. Classroom teachers are consistently asked to participate in PLCs that solicit their feedback as it relates to campus-based activities—provided with more timely feedback as requested on the climate survey.

Collaborative sessions are designed to solicit the input of all staff members. Monthly meetings are held to provide staff members with multiple opportunities to share their ideas about improving the overall climate and culture of the campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: N/A

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)





Goals

Goal 1: By the end of the 24-25 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 24-25 school year, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Reading/Language Arts and 25% of EB students will perform at the meets level of achievement on STAAR Reading/Language Arts.

High Priority

Evaluation Data Sources: EOC results

Strategy 1 Details	Reviews			
Strategy 1: Increase support for Math and English teachers. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Campus Leadership, AS, AD Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor Eagle Academy and tutorials. Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: By the end of the 24-25 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 2: By the end of the 23-24 school year, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Math and 25% of EB students will perform at the meets level of achievement on STAAR Math.

Goal 2: By the end of the 24-25 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: By the end of the 24-25 school year, 90% of students will grow at least 1 ACTFL level in their LOTE courses.

High Priority

Evaluation Data Sources: evaluation data points throughout the year.

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing support for international teachers to increase the on-task behavior of students. Strategy's Expected Result/Impact: decrease in classroom disruptions Staff Responsible for Monitoring: Campus Leadership Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	May	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 3: By the end of the 24-25 school year, ILTexas will retain 76% of teachers, which is an increase from 73% the previous year.

Performance Objective 1: Increase support for struggling teachers.

High Priority

Evaluation Data Sources: Decrease in resignations throughout the year.

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing PD and support. Strategy's Expected Result/Impact: Increase in teacher efficacy and effectiveness. Staff Responsible for Monitoring: Campus Leadership, AS, AD TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	May	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				