

Fort Worth Independent School District
019 Metro Opportunity High School
2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

Metro at Handley aspires to provide a safe environment promoting innovative instructional experiences that empowers youth to become lifelong learners who know their purpose in life as they thrive in different environments and communities.

Vision

Everyone at Metro is respected and aspires to be a better version of themselves each and every day.

Value Statement

I know myself

I am future focused

I value others

I bring value to a team

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Metro is a 6-12th DAEP in FWISD. Students are placed from 15 to 60 days. The two main ethnic groups served by Metro are African American and Hispanic. We are staffed at a 15:1 student to teacher ratio.

Demographics Strengths

Metro is a very diverse campus. We have teachers from a variety of experiences and very different backgrounds. Our student population comes from all over the district. We have a partnership with Big Thought, and they bring in a variety of resources and a focus on SEL strategies to promote positive relationships with students and teachers. BT has other structures in place including a reset protocol and room that allows students the opportunity to refocus when they have had some type of difficulty in class. This allows the student a chance to re-enter class when they are ready, without receiving any punitive consequences.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We have an over representation of African American males and SPED students. **Root Cause:** Inability to focus on small groups at home campuses and students not being identified early and consistently for SPED services. i.e. SEAS

Student Learning

Student Learning Summary

Student achievement is difficult to measure as assessment data is tracked back to the home campus. Students are only at Metro for a limited amount of time ranging from 15 to 60 days. While placed at Metro, students are provided a smaller classroom setting and more individualized attention which provides the opportunity for students to catch up lost concepts in both middle and high school. High school students have the opportunity to focus on lost credit and recover that last credit via Edgenuity.

Student Learning Strengths

Because of the smaller class setting and focus on SEL, relationships are quickly and deeply established. A focus on student needs is highlighted and opportunities to seek the root cause of negative behaviors are built into the day. The strengthened relationships and trust that is naturally forged results in increased student motivation to be productive in the classroom and make positive choices.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Classes are often disrupted when SEAS students are placed and need to be redirected or removed. **Root Cause:** Students are removed from their specialized SEAS program and placed in an alternative setting that doesn't provide a SEAS program or staffed to house a SEAS unit.

School Processes & Programs

School Processes & Programs Summary

All teachers are required to teach multiple grade levels as they are the only ones teaching the core subject for their grade level. Teachers receive training in SEL and de-escalation strategies. Our Parent and Community Engagement Specialist connects students and their families with any necessary service providers to support in addressing any needs.

School Processes & Programs Strengths

Metro has restructured the bell schedule to provide few transitions and more time for students to focus on instruction. We have streamlined student expectations and limited outside distractions that may interfere with classroom productivity. i.e. no cell phones, student dress code and the elimination of food brought into the school for student consumption.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students do not have access to elective teachers outside of PE. **Root Cause:** Consolidation of staff at Metro and Middle Level.

Perceptions

Perceptions Summary

Metro provides a safe and innovative environment to help students thrive who have experienced difficulties and exhibited behaviors at their home campus which resulted in a temporary removal. The unique programming at Metro provides students with the opportunity to reflect on actions and identify appropriate behaviors and coping strategies via project based learning classes that focus on creativity. Academic content is narrowed and focuses on the core subjects while utilizing a web based curriculum to address their elective courses.

Perceptions Strengths

Metro's partnership and stakeholders are invested in the campus. Big Thought provides the SEL programming and reset room and protocols to help students proactively identify and address behaviors before they become problematic. Big Picture provides program specific PD and round table opportunities with other alternative campuses across the nation. Lockheed Martin provides a unique mentorship program provided by it's Young Engineers program. They provide monthly mentorship opportunities that allow students to participate in interactive STEAM related activities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Home campuses feel that students at Metro don't complete work and are simply awarded a passing grade for showing up. **Root Cause:** Students recover credit quickly and earn better grades in a smaller class setting while utilizing the same curriculum and web based program utilized at the home campus.

Priority Problem Statements

Problem Statement 1: Home campuses feel that students at Metro don't complete work and are simply awarded a passing grade for showing up.

Root Cause 1: Students recover credit quickly and earn better grades in a smaller class setting while utilizing the same curriculum and web based program utilized at the home campus.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: We have an over representation of African American males and SPED students.

Root Cause 2: Inability to focus on small groups at home campuses and students not being identified early and consistently for SPED services. i.e. SEAS

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students do not have access to elective teachers outside of PE.

Root Cause 3: Consolidation of staff at Metro and Middle Level.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Classes are often disrupted when SEAS students are placed and need to be redirected or removed.

Root Cause 4: Students are removed from their specialized SEAS program and placed in an alternative setting that doesn't provide a SEAS program or staffed to house a SEAS unit.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information

Goals

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from 50 % to 60% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 60% to 70% by May 2025.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR English I from 50% to 60% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 60% to 70% by May 2025.

High Priority

Evaluation Data Sources: District and State Assessments

Strategy 1: Provide additional instructional time before and after school.

Strategy's Expected Result/Impact: Increase literacy performance on state assessments.

Staff Responsible for Monitoring: Administration and core instructors.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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


- ESF Levers:


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


- Targeted Support Strategy

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Utilize before and after school advisory to support literacy goals and credit recovery. Intended Audience: All Students Provider / Presenter / Person Responsible: Administration and Core teachers Date(s) / Timeframe: 8/12/2024 through 5/23/2025 Collaborating Departments: ELAR, Math, Science and Social Studies Delivery Method: In-Person Funding Sources: Extra Duty and Supplies - GT (199 PIC 21) - \$178, Extra Duty and Supplies - SPED (199 PIC 23) - \$797	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: Home campuses feel that students at Metro don't complete work and are simply awarded a passing grade for showing up. **Root Cause:** Students recover credit quickly and earn better grades in a smaller class setting while utilizing the same curriculum and web based program utilized at the home campus.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 3: Increase the percentage of first time testers who score at Meets or above on STAAR English II from 60% to 70% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 60% to 70% by May 2025.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from ___% to ___% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2025.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 50% to 60% by May 2025. And the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 60% to 70% by May 2025.

Strategy 1: Provide additional instructional time before and after school.

Strategy's Expected Result/Impact: Increase student achievement.

Staff Responsible for Monitoring: Administration and core instructors.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:


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


- ESF Levers:


Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction


Problem Statements: Demographics 1 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Utilize before and after school advisory to support literacy goals and credit recovery.</p> <p>Intended Audience: All Students</p> <p>Provider / Presenter / Person Responsible: Administration and Core Teachers</p> <p>Date(s) / Timeframe: 08/12/24 to 5/23//2025</p> <p>Collaborating Departments: All core departments</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: Materials - SPED (199 PIC 23) - \$787, Extra Duty - SPED (199 PIC 23) - \$200</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: We have an over representation of African American males and SPED students. **Root Cause:** Inability to focus on small groups at home campuses and students not being identified early and consistently for SPED services. i.e. SEAS

Perceptions

Problem Statement 1: Home campuses feel that students at Metro don't complete work and are simply awarded a passing grade for showing up. **Root Cause:** Students recover credit quickly and earn better grades in a smaller class setting while utilizing the same curriculum and web based program utilized at the home campus.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from ___% to ___% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2025.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 50% to 70% by May 2025. A

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 50% to 70% by May 2025.

Strategy 1: Utilize before and after school advisory to support academic goals and credit recovery.

Strategy's Expected Result/Impact: Increased credit recovery that will ultimately decrease the number of students considered to be off track.

Staff Responsible for Monitoring: Administration and core instructors

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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


- ESF Levers:


Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction


- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability


Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Utilize before and after school advisory to support literacy goals and credit recovery.</p> <p>Intended Audience: All Students</p> <p>Provider / Presenter / Person Responsible: Administration and core instructors</p> <p>Date(s) / Timeframe: 8/12/24 to 5/23/25</p> <p>Collaborating Departments: All core departments and elective teachers</p> <p>Delivery Method: In-person and computer based instruction</p> <p>Funding Sources: Supplies - SCE (199 PIC 24) - 199-11-6399-001-019-24-243-000000- - \$3,180</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: We have an over representation of African American males and SPED students. **Root Cause:** Inability to focus on small groups at home campuses and students not being identified early and consistently for SPED services. i.e. SEAS

School Processes & Programs

Problem Statement 1: Students do not have access to elective teachers outside of PE. **Root Cause:** Consolidation of staff at Metro and Middle Level.

Perceptions

Problem Statement 1: Home campuses feel that students at Metro don't complete work and are simply awarded a passing grade for showing up. **Root Cause:** Students recover credit quickly and earn better grades in a smaller class setting while utilizing the same curriculum and web based program utilized at the home campus.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from ___% to ___% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2025.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from ___% to ___% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2025.

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 60% to 50% by May 2025.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 60% to 50% by May 2025.

Strategy 1: Attend training to enhance the campus culture supporting At-Risk, AA and ESL students.

Strategy's Expected Result/Impact: Enhance the learning environment that encourages student participation.

Staff Responsible for Monitoring: Administrators and core staff

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Identify strategies that support student attendance.</p> <p>Intended Audience: Administration</p> <p>Provider / Presenter / Person Responsible: Principals</p> <p>Date(s) / Timeframe: 8/12/2024 to 5/23/2025</p> <p>Collaborating Departments: Core</p> <p>Delivery Method: in-person or virtual</p> <p>Funding Sources: Training - BEA (199 PIC 25) - 199-13-6411-001-019-25-243-000000 - \$451</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Students do not have access to elective teachers outside of PE. **Root Cause:** Consolidation of staff at Metro and Middle Level.

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from ___ to ___ by May 2025.

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 3: Increase the positive perception of parents on Engagement on the district's Parent Survey from ___% to ___% by May 2025.

Increase the positive perception of parents of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2025.

State Compensatory

Budget for 019 Metro Opportunity High School

Total SCE Funds: \$3,180.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

All funds are utilized to provide supplies and materials for students. By definition, all students who attend a DAEP are considered At-Risk.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$0.00
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$0.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$0.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Extra Duty and Supplies	GENERAL SUPPLIES		\$178.00
Sub-Total							\$178.00
Budgeted Fund Source Amount							\$178.00
+/- Difference							\$0.00

CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$0.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Extra Duty and Supplies	GENERAL SUPPLIES		\$797.00
2	2	1	1	Extra Duty	EXTRA DUTY - PROFESSIONAL		\$200.00
2	2	1	1	Materials	GENERAL SUPPLIES		\$787.00
Sub-Total							\$1,784.00
Budgeted Fund Source Amount							\$1,784.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	Supplies	Supplies and materials for instructional use	199-11-6399-001-019-24-243-000000-	\$3,180.00
Sub-Total							\$3,180.00
Budgeted Fund Source Amount							\$3,180.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Training	Contracted professional development	199-13-6411-001-019-25-243-000000	\$451.00
Sub-Total							\$451.00
Budgeted Fund Source Amount							\$451.00
+/- Difference							\$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$0.00
+/- Difference							\$0.00
Grand Total Budgeted							\$5,593.00
Grand Total Spent							\$5,593.00
+/- Difference							\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024