

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Bohanon, Aundra

Campus Name: 019 - Metro Opportunity HS
Fort Worth ISD Mission Statement

Executive Director: Benjamin Leos

Preparing ALL students for success in college, career, and community leadership.

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2021.

Middle Grade Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2021.

College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2021.

School Profile

Student Enrollment by Program

Attendance Rate:	Career and Technology: 44
Special Education: 20	Percentage of at-risk students: 100
Dual Language/ESL: 18	Percentage of English Language (EL) students: 18
Gifted and Talented: 2	Percentage of economically disadvantage students: 96

2020-2021 Campus Site-Based Committee

Name	Role
Aundra Bohanon	Principal
David Ponder	Teacher
Joe Massey	Teacher
Sharon Herrera	Campus Non-Teacher Professional
Cecilia Zamora	Campus Non-Teacher Professional
Jimmie Hammond	Campus Non-Teacher Professional
Jim Smith	Community Representative
Andrew Keith	Teacher
Johnny Muhammed	Community Representative
Doris Williams	Additional Representative Appointment
Issac Spurlock	Additional Representative Appointment
Rosura Melendez	Additional Representative Appointment
Janet Petersen	Campus Non-Teacher Professional
Louanne Parker	District Level Staff

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Metro Opportunity HS. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2021-2022, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement .	. - Not Rated
Domain 2: School Progress .	
Domain 3: Closing The Gaps .	

Campus Distinction Designations

Academic Achievement in Mathematics:	Postsecondary Readiness:
Academic Achievement in Science:	Top 25 Percent: Comparative Closing the Gaps:
Academic Achievement in English Language Arts/Reading:	
Top 25 Percent: Comparative Academic Growth:	

Campus Assurances and Certification for the 2020-2021 School Year

I certify acceptance and compliance with all provisions set forth by:

Yes the Fort Worth ISD School Board;

Yes the Texas Education Code;

Title I, Part A; and

Turnaround Plans

[Click here to see the full Guide to Campus Assurances](#)

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

Comprehensive Needs Assessment Summary for 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.
Demographics	<ol style="list-style-type: none"> Needs of the various populations are served at Metro. The majority of those placed are males. There is an awareness of the types of services that students are in need of. Variety of campus programs to serve the demographics--teen life, INOK, resource recovery, one to one counseling, RP, Brothers with Pride, Seasons of Change, Boys and Girls Club, focus groups, Black Engineers mentors from Lockheed. Guest speakers are brought in to encourage students to change some of the behavioral choices they are making. Students also benefit from merit awards, selected student of the month, career day, and other programs. 	<ol style="list-style-type: none"> There as been improvement in the disproportionate placement of African American males, we still have challenges when it comes to reducing the recidivism rate. .32651 There has been a shift in the number of females that are being placed at Metro due to violations of the SCOC, particularly involving social media. Resources need to broaden to include this topic. Drug violations, specifically marijuana, has caused many students to be placed at Metro. Additionally, vaping has become another issue of concern. Programs need to be implemented that align with the struggles of our population. 	<ol style="list-style-type: none"> Increase type and frequency of small group instruction. Tier 2 and Tier 3 students should receive additional interventions. Provide specific needs for those students who have not mastered the criteria of the STAAR test/MAP growth. There are many other areas of concern (reasons for student placement at DAEP) that need mentor support (i.e. bullying, sexual offenses). There are many other areas of concern (reasons for student placement at DAEP) that need mentor support (i.e. bullying, sexual offenses). Campus lacks community partners for additional resources that cost money.
Student Achievement	<ol style="list-style-type: none"> There was not a graduation last year due to the pandemic, but previously there had been graduates from Metro. The faculty and staff supported those students in order for them to succeed. Attendance improved and we were awarded 5000. Saturday school was an opportunity for students to recover their missed days. The services that were provided through our various programs helped with behavioral development.. Students were less likely to have an emotional response to conflict. 	<ol style="list-style-type: none"> Provide students with information regarding post-secondary opportunities (career and college) in order for them to see beyond the present day. Collaborate with HS to see that the students successfully transition back into the mainstream of their home campus. Improve overall attendance for the year. Continue to provide attendance recovery for students. Continue to have staff trained and using Restorative Practices. 	
School Culture and Climate	<ol style="list-style-type: none"> We are student centered. Everyone works to help students develop socially, emotionally, and academically. Students have a sense of accomplishment while at Metro. They thrive on the feeling of success. Students are welcomed on campus. Teachers do their best to understand their needs and push them to their ability. 	<ol style="list-style-type: none"> Be consistent with all students. Continue to develop relationships with students despite the fact that they are there temporarily. Students need to have a plan of action for when they return to their home school. Our student support team can be involved to communicate this plan with the home school. Encourage teachers and staff to reach out to the families of our students. Families have to be a partner in the pathway to success. 	
Staff Quality/ Professional Development	<ol style="list-style-type: none"> Staff continues to focus on students. There is a sense of community with the students. All staff know students names; this is very powerful. Staff attend meetings and attend professional development to improve their knowledge base. 	<ol style="list-style-type: none"> Needs to be follow up and check points on the students that are being served. Set targets and check on them. Do not want students to become complacent . All staff need to feel valued. There needs to be less division amongst the staff. Have team building activities as a staff in order to build a sense of community among them. 	

Curriculum, Instruction, and Assessment	1.	. Appropriate academic interventions and adjustments are made to instruction (while following district scope and sequence).	1.	1. Gaps are great in student performance due to the constant change in enrollment from all schools in the district
	2.	All students are able to complete assignments via computer (while in school). There is a 1:1 Chromebook ratio on campus.	2.	Improve teacher planning and instruction to increase student's understanding of technology and accessing online lessons (for distance learning purposes).
	3.	Research based interventions are provided for remediation for the at-risk students.	3.	Student achievement is difficult to track (long term) due to the constant change in student placements.
Family and Community Involvement	1.	Annual Thanksgiving and Christmas food baskets are provided to families in need.	1.	Working with business partners to assist families in other areas of need, particularly technology and Internet access.
	2.	Parents are invited to a parent night and provided dinner.	2.	There needs to be additional opportunities for parents to visit Metro in order to help their child with progress.
	3.	There are phone call outs to keep families updated about events at Metro.	3.	Ensuring all parents and families have regular communication with the staff. The communication should focus on helping them with their student's SEL success.
School Context and Organization	1.	Using the Metro learning goals with fidelity.	1.	Make sure all goals are aligned with TEKS.
	2.	Emphasizing to teachers we need high quality instruction daily. Have proof in academic standing of students vs. home school grades.	2.	Actively monitor teaching to ensure that students can achieve and are receiving the quality of instruction they needs and deserve.
	3.	Administration is in classrooms daily.	3.	need more frequent written feedback after classroom visits.

Academic Excellence Goals

Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	Ensure we have complete academic profile for every student enrolled at Metro.					EOY
	Monitor standardized testing scores of ALL students who are to test at Metro, even after they leave					EOY
	check to see student grades before and during their time at Metro. Did they improve?					

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 SPED	reach out to home school, especially INA when students are placed.	Once we have information seek ways ASAP to implement strategies so the LEP students are not left behind and/or waiting for strategies to get the best help possible Que-tal	Principal, Assistant Principal, Teacher (s), Student Support Services, Data Analyst	6/7/2021	Bilingual	86	Not Started	
2	Improve technology access for all students	Purchase necessary equipment IXL	Assistant Principal	12/2/2020	Special Education	1,777	On Target	
3		Purchase student materials			Gifted & Talented	25		

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2020-2021 Mission Goals Action Plan

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students at grade level or above in Math will increase from			EOY
	We get new students almost. A common issue is many of our students read below grade level. We cannot give an exact percent since enrollment fluctuates.			

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 CTE	Read daily. Measure progress on reading at least once per week. Intervene when needed to reflect and help with appropriate reading strategies.	Purchase IXL	Principal		SCE	1,357		
2 Title I	Improve attendance	Attendance incentives Mentoring Group	Student Support Services		Other	4,000		

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Learning Environment Goals

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Campus will increase number of classes/workshops for families (parenting skills, family support, child development, etc.) as measured by the School Profile from			
	PBIS - Disproportionate 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from			

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