

Hillsborough County Public Schools

Building Construction Academy At Bowers Whitley



2020-21 Schoolwide Improvement Plan

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Building Construction Academy At Bowers Whitley

13609 N 22ND ST, Tampa, FL 33613

[no web address on file]

Demographics

Principal: Derrick Gaines

Start Date for this Principal: 10/10/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 11-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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13609 N 22ND ST, Tampa, FL 33613

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 11-12</p>	<p>2019-20 Title I School</p> <p>No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">Alternative Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">%</p>

School Grades History

<p>Year</p> <p>Grade</p>	<p>2010-11</p>
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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide all students who meet program criteria the opportunity to acquire the knowledge and skills necessary to realize their potential and graduate with their diploma.

Provide the school's vision statement.

BWCC will provide a caring environment for at-risk youth in a high quality performance based education and career training program to best prepare students for success in life.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Gaines, Derrick	Principal	
Pears, Chad	Assistant Principal	

Demographic Information

Principal start date

Saturday 10/10/2015, Derrick Gaines

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 11-12
Primary Service Type (per MSID File)	Alternative Education

2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	6	7	18	16	40	87
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	2	7	9	24	43
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	2	2	12	7	15	38
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	2	1	7	5	9	24

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	1	4	4	7	8	24

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 10/29/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	13	16	22	44	45	140
Attendance below 90 percent	0	0	0	0	0	0	0	0	5	9	6	18	28	66
One or more suspensions	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	2	1	3	1	7
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	7	8	17	17	1	50

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	2	0	1	1	4

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	12	0	0	0	8	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	13	16	22	44	45	140
Attendance below 90 percent	0	0	0	0	0	0	0	0	5	9	6	18	28	66
One or more suspensions	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	2	1	3	1	7
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	7	8	17	17	1	50

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	2	0	1	1	4

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	12	0	0	0	8	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	56%	56%	0%	52%	53%
ELA Learning Gains	0%	54%	51%	0%	50%	49%
ELA Lowest 25th Percentile	0%	41%	42%	0%	39%	41%
Math Achievement	0%	49%	51%	0%	51%	49%
Math Learning Gains	0%	48%	48%	0%	47%	44%
Math Lowest 25th Percentile	0%	45%	45%	0%	38%	39%
Science Achievement	0%	69%	68%	0%	62%	65%
Social Studies Achievement	0%	75%	73%	0%	74%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)		Total
	11	12	
	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	66%	-66%	67%	-67%
2018	0%	62%	-62%	65%	-65%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	65%	-65%	71%	-71%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	25%	73%	-48%	70%	-45%
2018	9%	70%	-61%	68%	-59%
Compare		16%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	63%	-63%	61%	-61%
2018	0%	63%	-63%	62%	-62%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	3%	57%	-54%	57%	-54%
2018	3%	56%	-53%	56%	-53%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD										60	
BLK	20							31		41	20
HSP										42	
WHT										60	
FRL	14	31		4			7	38		42	31

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	22
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	152
Total Components for the Federal Index	7
Percent Tested	89%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	22
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	24
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The only school data provided relates to the Biology, Algebra, and Geometry EOC's. All students at BWCC are behind in grade level or off track for graduation. Poor student attendance and the independent learning program design are contributing factors.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

There are significant gaps in our data information at this time. All students at BWCC are behind in grade level or off track for graduation. Poor student attendance and the independent learning program design are contributing factors.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The Algebra and Biology EOC results showed that no students achieved a level 3 or higher. All students at BWCC are behind in grade level or off track for graduation. Poor student attendance and the independent learning program design are contributing factors.

Which data component showed the most improvement? What new actions did your school take in this area?

There are significant gaps in our data information at this time. All students at BWCC are behind in grade level or off track for graduation. Poor student attendance and the independent learning program design are contributing factors.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Level 1 students make up the majority of the students and continue to present challenges to their own success. This can often be attributed to many factors that struggling students often face; poor attendance, lack of prior knowledge, lack of support, and gaps in reading ability.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Intensive reading strategies
2. Intensive math/algebra strategies
3. FSA/EOC and SAT/ACT preparation
4. Improve overall attendance
5. Increase industry certifications

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:	The overall number of graduates has maintained or seen growth for 4 consecutive years. The overall percent of students meeting their graduation benchmarks has declined.
Measurable Outcome:	For the 2019-2020 school year only 33% of students that were projected to graduate had met both of their graduation benchmarks, by the end of the school year 89% of the graduates had met their benchmarks. For the 2020-2021 school year at least 90% of graduating students in May 2021 will have met all of their graduation benchmarks and will earn their diploma.
Person responsible for monitoring outcome:	Derrick Gaines (derrick.gaines@hcps.net)
Evidence-based Strategy:	Implement a focused system utilizing standards based strategies school-wide for literacy and math skills along with a targeted test preparation group specifically designed to support students needing to earn their graduation benchmarks.
Rationale for Evidence-based Strategy:	At least 60% of expected graduates for 2021 have not met their reading language arts graduation requirements. The evaluation of students results and overall academic performance will determine specified strategies to improve skills and results.

Action Steps to Implement

1. Integrate a structure of focused literacy strategies (C. Pears)
2. Focus reading strategies on vocabulary, text evidence, text marking, and connections (D. Sladky)
3. Utilize a structured note taking system for computer based academic courses (D. Gaines)
4. Communicate clear expectations, utilize goal setting strategies, and monitor progress (C. Pears)
5. Conduct ongoing data chats/progress reviews and communicate with all stakeholders (C. Pears)

Person Responsible Derrick Gaines (derrick.gaines@hcps.net)

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus

Description and Rationale: Average annual attendance is below 80% for the last four years.

Measurable Outcome: Increase overall student attendance to 90% for the 2020-2021 school year.

Person responsible for monitoring outcome: Derrick Gaines (derrick.gaines@hcps.net)

Evidence-based Strategy: Continue the implementation of a positive behavior system (PBS) specifically tied to attendance, productivity, and engagement.

Rationale for Evidence-based Strategy: Utilizing clear expectations and offering incentives are designed to provide motivation for regular attendance. Our student are at-risk youth with a history of below average attendance and academic performance. Introducing incentives and regularly communicating expectations have been effective strategies for improvement.

Action Steps to Implement

1. Set clear expectations for attendance and create parameters for a student attendance contracts
2. Implement the PBS point system to offer incentives and accountability
3. Monitor student attendance through the Instructional Leadership Team/Attendance committee
4. Communicate with stakeholders regularly for attendance issues
5. Meet with students and stakeholders regarding specific attendance issues

Person Responsible Derrick Gaines (derrick.gaines@hcps.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Students with disabilities were identified as a group below 41% for the most recent data from 2018-2019. The groups federal index was 20%.

Measurable Outcome: For the 2020-2021 school year, students with disabilities will improve proficiency on standard measures and outcomes to at least 60% by the end of the school year.

Person responsible for monitoring outcome: Derrick Gaines (derrick.gaines@hcps.net)

Evidence-based Strategy: Baseline testing with Achieve 3000 will be utilized to determine current levels of comprehension and abilities. The school will be implementing a focused system utilizing standards based strategies for literacy and math skills along with a targeted tutoring plan for students with disabilities.

Rationale for Evidence-based Strategy: Utilizing Achieve 3000 and the baseline testing will allow teachers to determine instructional needs and determine the most effective strategies for individual students.

Action Steps to Implement

1. Conduct baseline testing with Achieve 3000 (D. Sladky)
2. Integrate a structure of focused literacy strategies (C. Pears)
3. Initiate focused reading strategies on vocabulary, text evidence, and text marking and connections (D. Sladky)
4. Identify students who need individual supports and develop individual support plans (I. Richards)
5. Conduct regularly scheduled data chats/progress reviews and communicate with all stakeholders (D. Gaines)

Person Responsible Derrick Gaines (derrick.gaines@hcps.net)

#4. ESSA Subgroup specifically relating to African-American

Area of Focus

Description and Rationale: African/American students were identified as a group below 41% for the most recent data from 2018-2019. The federal index of the subgroup was 20%.

Measurable Outcome: For the 2020-2021 school year, African/American students will improve proficiency on standard measures and outcomes to at least 60% by the end of the school year.

Person responsible for monitoring outcome: Derrick Gaines (derrick.gaines@hcps.net)

Evidence-based Strategy: Baseline testing with Achieve 3000 will be utilized to determine current levels of comprehension and abilities. The school will be implementing a focused system utilizing standards based strategies for literacy and math skills along with a targeted tutoring plan for students.

Rationale for Evidence-based Strategy: Utilizing Achieve 3000 and the baseline testing will allow teachers to determine instructional needs and determine the most effective strategies for individual students.

Action Steps to Implement

1. Conduct baseline testing with Achieve 3000 (D. Sladky)
2. Integrate a structure of focused literacy strategies (C. Pears)
3. Initiate focused reading strategies on vocabulary, text evidence, and text marking and connections (D. Sladky)
4. Identify students who need individual supports and develop individual support plans (J. Rose)
5. Conduct regularly scheduled data chats/progress reviews and communicate with all stakeholders (D. Gaines)

Person Responsible Derrick Gaines (derrick.gaines@hcps.net)

#5. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus

Description and Rationale: Economically disadvantaged students were identified as a group below 41% for the most recent data from 2018-2019. The groups federal index was 24%.

Measurable Outcome: For the 2020-2021 school year, economically disadvantaged students will improve proficiency on standard measures and outcomes to at least 60% by the end of the school year.

Person responsible for monitoring outcome: Derrick Gaines (derrick.gaines@hcps.net)

Evidence-based Strategy: Baseline testing with Achieve 3000 will be utilized to determine current levels of comprehension and abilities. The school will be implementing a focused system utilizing standards based strategies for literacy and math skills along with a targeted tutoring plan for students.

Rationale for Evidence-based Strategy: Utilizing Achieve 3000 and the baseline testing will allow teachers to determine instructional needs and determine the most effective strategies for individual students.

Action Steps to Implement

1. Conduct baseline testing with Achieve 3000 (D. Sladky)
2. Integrate a structure of focused literacy strategies (C. Pears)
3. Initiate focused reading strategies on vocabulary, text evidence, and text marking and connections (D. Sladky)
4. Identify students who need individual supports and develop individual support plans (S. Jennet)
5. Conduct regularly scheduled data chats/progress reviews and communicate with all stakeholders (D. Gaines)

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our school maintains a caring, supportive, and goal oriented environment for all students and staff. Building upon the previously established positive culture, the teachers at BWCC go above and beyond to help students in school and in life. Leadership is key when it comes to maintaining a positive school culture. All facets of the education process have an impact on the school culture. Administration must clearly communicate expectations, hire faculty and staff that embody and support the culture, and effectively communicate this culture with our students and their families. All students and parents meet with administration prior to enrollment to create familiarity, open dialogue, clear understanding of expectations, and a positive school culture.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Graduation	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: African-American	\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged	\$0.00
Total:			\$0.00