Building Construction Academy At Bowers Whitley

2021-22 Ungraded 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: 7/15/2021

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 11-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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 Improvement Rating History	2021-22: Commendable 2020-21: Maintaining 2018-19: Maintaining 2017-18: Commendable 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide all of our students the opportunity to acquire the knowledge and skills necessary to realize their potential and graduate with their high school diploma.

Provide the school's vision statement.

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

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Students at BWCC are usually behind in credits, off track from their graduation cohort, and need time and an opportunity for acceleration and credit recovery. We also serve vocationally driven students with a focus on automotive repair and building construction. Our career focused path allows students the opportunity to earn their high school diploma and industry certifications in their chosen field.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Gaines, Derrick	Principal	Oversee all aspects of the school
Pears, Chad	Assistant Principal	Curriculum, Testing, ILT
Sladky, Desiree	SAC Member	

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Edgenuity

Demographic Information

Principal start date
Thursday 7/15/2021, Derrick Gaines

Number of teachers with professional teaching certificates?
8

Number of teachers with temporary teaching certificates?
0

Total number of teacher positions allocated to the school.

8

Total number of students enrolled at the school.

64

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data

Early Warning Systems

2021-22

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	3	9	5	23	24	64
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	6	4	10
Course failure in Math	0	0	0	0	0	0	0	0	0	1	2	4	7	14
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	2	5	3	14	11	35
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	1	4	2	12	14	33
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	3	2	12	11	29

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 7/15/2021

2020-21 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	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	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					56%	56%		54%	56%
ELA Learning Gains					54%	51%		53%	53%
ELA Lowest 25th Percentile					41%	42%		43%	44%
Math Achievement					49%	51%		48%	51%
Math Learning Gains					48%	48%		49%	48%
Math Lowest 25th Percentile					45%	45%		45%	45%
Science Achievement					69%	68%		65%	67%
Social Studies Achievement					75%	73%		73%	71%

Grade Level Data Review - State Assessments
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
2021					
2019	0%	66%	-66%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	25%	73%	-48%	70%	-45%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	63%	-63%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	3%	57%	-54%	57%	-54%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
ELL										55	
BLK				18						57	
HSP										57	23
FRL	24	33		27	20			44		61	15
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	33
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	231
Total Components for the Federal Index	7
Percent Tested	73%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	55

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

ESSA data is from the 2018-2019 school year and is not necessarily representative of the current status. Goal setting, continuous progress monitoring, and data chats are used to help the student. The Leadership team monitors student progress and data for individual students is reviewed through PLCs.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

ESSA data is from the 2018-2019 school year and is not necessarily representative of the current status. There has been steady progress in course completions and students meeting their benchmarks. Written and challenging goals are established between individual students and their teachers based on needs and effort. Teachers monitor students and track progress based on student goals.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

ESSA data is from the 2018-2019 school year and is not necessarily representative of the current status. The area of greatest need is literacy instruction and support. Students struggle to meet the required graduation benchmark for reading and this years cohort will need to score at increased levels on concordant tests in order to achieve their diploma.

What trends emerge across grade levels, subgroups and core content areas?

ESSA data is from the 2018-2019 school year and is not necessarily representative of the current status. Students at BWCC are independent learners with strong supports for them. Enrollment consists of 85% or more of students behind or off track from graduation. They are here to recover credits and graduate on time.

What strategies need to be implemented in order to accelerate learning?

ESSA data is from the 2018-2019 school year and is not necessarily representative of the current status. We will continue to follow our support plan for students: goal setting, individual and small group instruction as needed, progress monitoring toward goals, and most importantly providing a strong, caring culture to support student needs academically and personally.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

ESSA data is from the 2018-2019 school year and is not necessarily representative of the current status. Teachers will have collaborative trainings and PLCs throughout the school year. Teachers will assist in the planning and development of featured strands for literacy development that can be utilized school wide.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Economically Disadvantaged	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The overall number of graduates and specifically those meeting their benchmarks for a diploma declined in the 2020-2021 school year. Approximately 95% of students currently enrolled would qualify as economically disadvantaged.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	For the 2021-2022 school year, at least 90% of graduating students in May 2022 will have met all of their graduation benchmarks and course completions to receive a high school diploma.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Goal setting is implemented in each class and written goals are established by the student with the support of the teacher. Progress monitoring is conducted in the classroom and by the administration and leadership teams. Reading and math assessments will be utilized throughout the year to measure growth and progress. Students will have multiple opportunities to achieve their benchmarks through state tests and those that present the chance to earn a concordant score.
Person responsible for monitoring outcome:	Derrick Gaines (derrick.gaines@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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. Small group foundation skills will be taught in math and Kahn academy and other reading supports will be utilized to build skills.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	At least 70% of expected graduates for 2022 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:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Integrate a structure of focused literacy strategies
2. Focus reading strategies on vocabulary, text evidence, text marking, and connections
3. Utilize a structured not taking system for computer based academic courses.
4. Communicate clear expectations, utilize goal setting strategies, and monitor progress.
5. Conduct ongoing data chats/progress reviews and communicate with all stakeholders

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

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the

41% threshold according to the
Federal Index.

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Average annual attendance is at or below approximately 80% over the last fine years.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase overall student attendance to 90% for the 2021-2022 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will monitor students and communicate with stakeholders regarding specific attendance concerns. The leadership team will hold focused attendance meetings for monitoring student absences and solutions. Regular and open communication with students and their families will be conducted.

Person responsible for monitoring outcome:

Derrick Gaines (derrick.gaines@hcps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Utilizing clear expectations and offering incentive are designed to provide motivation for regular attendance. Our students 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:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Set clear expectations for attendance and create parameters for 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   [no one identified]

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Student attendance is a concern for all students at BWCC. Monitoring and review will be conducted by the leadership and attendance teams. As a majority minority school with all students struggling to overcome the hurdles of course and assessment performance actions that are implemented are focused on all students. Specific reviews of subgroups will be conducted through the leadership team and PLC meetings.

#3. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

A review of the data from 2018-2019 shows the Federal Index for African American students is 22%. Currently 20% of the seniors have met their reading benchmark, and 30% have met their math benchmark for 2021-2022.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2021-2022 school year, at least 90% of graduating students in May 2022 will have met all of their graduation benchmarks nd course completions to receive a high school diploma.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

PLCs are established across the curriculum to monitor student progress and make changes to planning as needed. Goal setting is implemented in each class and written goals are established by the student with the support of the teacher. Progress monitoring is conducted in the classroom and by the administration and leadership teams. Reading and matt assessments will be utilized throughout the year to measure growth and progress. Students will have multiple opportunities to achieve their benchmarks through state tests and those that present the chance to earn a concordant score.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

A strategic literacy plan utilizing all available resources to our district is being implemented to increase knowledge and understanding so that students may develop the skills needed for achievement at the expected levels.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Integrate a structure of focused literacy strategies
2. Focus reading strategies on vocabulary, text evidence, text marking, and connections
3. Utilize a structured not taking system for computer based academic courses.
4. Communicate clear expectations, utilize goal setting strategies, and monitor progress.
5. Conduct ongoing data chats/progress reviews and communicate with all stakeholders

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

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the

Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Current data shows that among students with disabilities currently enrolled, Less than 8% have met the reading benchmark and approximately 23% have met the math benchmark.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	For the 2021-2022 school year, at least 90% of graduating students with disabilities will have met all of their graduation benchmarks and course completions to receive a high school diploma.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	PLCs are established across the curriculum to monitor student progress and make changes to planning as needed. Goal setting is implemented in each class and written goals are established by the student with the support of the teacher. Progress monitoring is conducted in the classroom and by the administration and leadership teams. Reading and matt assessments will be utilized throughout the year to measure growth and progress. Students will have multiple opportunities to achieve their benchmarks through state tests and those that present the chance to earn a concordant score.
Person responsible for monitoring outcome:	Chad Pears (chad.pears@sdhc.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	A strategic literacy plan utilizing all available resources to our district is being implemented to increase knowledge and understanding so that students may develop the skills needed for achievement at the expected levels.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Integrate a structure of focused literacy strategies
2. Focus reading strategies on vocabulary, text evidence, text marking, and connections
3. Utilize a structured not taking system for computer based academic courses.
4. Communicate clear expectations, utilize goal setting strategies, and monitor progress.
5. Conduct ongoing data chats/progress reviews and communicate with all stakeholders

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

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the	

Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

All of the faculty and staff at BWCC play a crucial role in the support of students and their pursuit of their goals. From the initial interview we focus on parent involvement and support for students. The administration team stresses goal setting, positive reinforcement, and a caring culture. The teachers support students daily in the classroom with one on one instruction, small group support, goal setting, progress monitoring, and creating a positive atmosphere.