Building Construction Academy At Bowers Whitley

2022-23 Ungraded Schoolwide Improvement Plan

Table of Contents

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: 10/30/2015

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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.

Successful students are goal driven independent learners capable of completing academic coursework online with teacher support. Students have the ability to complete their graduation requirements up to one year early while receiving hands on education in their chosen career 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	School Principal; oversees implementation in all areas
Pears, Chad	Assistant Principal	Assistant Principal; lead the development and implementation of the plan
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
Friday 10/30/2015, Derrick Gaines

Total number of students enrolled at the school.
69

Total number of teacher positions allocated to the school.

9

Number of teachers with professional teaching certificates?

9

Number of teachers with temporary teaching certificates?

0

Number of teachers with ESE certification?

2

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

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

2022-23

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	0	6	19	13	31	69
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	8	5	11	25
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	2	4	8	16	30
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	4	14	9	14	41
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	0	1	4	5	11	21

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	2	2	
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

Tuesday 8/30/2022

2021-22 - 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	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 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	2	5	3	14	11	35
Level 1 on 2019 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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		52%	51%					56%	56%
ELA Learning Gains								54%	51%
ELA Lowest 25th Percentile								41%	42%
Math Achievement		39%	38%					49%	51%
Math Learning Gains								48%	48%
Math Lowest 25th Percentile								45%	45%
Science Achievement		46%	40%					69%	68%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement		49%	48%					75%	73%

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
2022					
2019	0%	66%	-66%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	25%	73%	-48%	70%	-45%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	63%	-63%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	3%	57%	-54%	57%	-54%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD										67	20
BLK								25		53	20
HSP										41	18
FRL				15				25		47	17
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

ESSA Data Review

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)	CSI
OVERALL Federal Index – All Students	25
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	123
Total Components for the Federal Index	5

ESSA Federal Index	
Percent Tested	88%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	30
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	26
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

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 related to the Areas of Focus?

Areas of focus included initiatives in literacy and math foundational skills, goal planning, and attendance. Literacy strategies were monitored through growth measurements in key skill areas. A focus on math foundation skills was monitored through practice tests, small group learning to supplement online classes, and test measurement. An attendance committee regularly monitored attendance issues and opened communication with stakeholders.

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

All active graduating students met their reading benchmark. Key themed literacy strategies were implemented to support the curriculum in Reading, ELA, Science, and Social Studies. Students continue to show progress in overall academic course completions in the self paced learning environment. Written goals are established for each individual student in each subject area. Students are challenged to meet these goals and held accountable through consistent progress monitoring.

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?

The area of greatest need is mathematics foundational skills. Although all graduating students met their math benchmark, underclass students continued to struggle key topics specifically with Algebra functions, Student scores on the Algebra EOC are well below state and district averages.

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

BWCC students are independent self paced learners with in class teacher support. Small group learning supports instruction across grade levels but students are responsible for taking the initiative to plan and set goals, work toward course completions, and pass benchmarks to receive a diploma. Enrollment at the school is approximately 80% of students are behind or off track for graduation and the school provides an opportunity to recover credits, complete classes, and graduate on time with their original cohort.

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

BWCC will continue to follow our individual goal planning and support for all students. Individual and small group instruction will be utilized throughout; along with consistent progress monitoring. The school also provides 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 to support teachers and leaders.

Teachers will have collaborative trainings and PLCs throughout the school year. Teachers will assist in the planning and implementation of the new BEST standards, while implementing key literacy and math instruction.

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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 declined in 2022 along with the graduation rate in the 2021-2022 school year. More than 80% of the students qualify as Economically disadvantaged, Hispanic and African American students make up more than 75% of the student population. Students with disabilities represent nearly 30% of the student population.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	For the 2022-2023 school year, at lest 95% of graduating students in May 2023 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.	Written goal setting is utilized in each subject area. Progress monitoring is conducted in the classroom by the teachers and by the administration and leadership teams. Reading and math assessments are utilized strategically throughout the year to measure growth and progress. Students will have opportunities to earn graduation benchmarks through FSA, ACT, and SAT.
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 the BEST standards and utilize 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. Students will focus on interpreting information using inferences, they will learn to cite evidence to support their writing, and they will learn skills related to text evidence, text marking, and expanding vocabulary. Small group foundation skills will be taught in all subject areas 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 60% of expected graduates for 2023 have not met their reading language arts graduation requirements. The evaluation of student 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.

Review and implement BEST standards
Integrate literacy strategies for reading and writing focused on the specified skills
Model and utilize structured note taking strategies for online courses
Communicate clear expectation, utilize goal setting strategies, and monitor progress and involve all stakeholders
Monitor results of pre-tests to target specific needs
Measure growth based on these needs

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. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
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 overall attendance has steadily declined over the last six years and was approximately 78% for the 2021-2022 school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase the overall attendance rate to 85% for the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will monitor student attendance in their class and communicate with stakeholders regarding specific attendance concerns. The leadership team has implemented an attendance committee to hold regularly scheduled meeting specifically to monitor student absences, communicate concerns, and help with solutions for improving attendance. 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.	Refine and utilize the established Positive Behavior System (PBS) with specific incentives for attendance, course progress, and overall engagement.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Regular communication and establishing clear expectations will set standards that must be followed. Incentives are offered to students with regular attendance. The majority of students are considered at-risk and have a history of below average attendance and academic performance; key steps to improve have included using incentive, regular communication, and a caring school culture.

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.

Set clear expectations for attendance and utilize contracts when necessary
Refine and implement the PBS system with specific strategies for rewarding regular attendance
Monitor student attendance through the Attendance committee
Communicate regularly with all stakeholders impacting individual student attendance
Meet with students and stakeholders for regarding specific attendance issues

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.	

Positive Culture & Environment
A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.
Student Attendance

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Attendance will be recorded daily throughout each class period. Daily absences will be recorded and monitored each week by the Leadership team and the Attendance committee. During a review of the data information regarding any extenuating circumstances can be accounted for. Consecutive and excessive absences will be reviewed daily.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

Expectations for student attendance are clearly communicated through individual student orientations which every family participates in prior to enrollment. An assembly for student expectations for the entire student body also allows for attendance expectations to be communicated. Teachers will contact parents regularly with any attendance concerns. The leadership team and attendance committee regularly communicates with parents and other stakeholders through phone calls and parent conferences.

Describe how implementation will be progress monitored.

The overall attendance will be monitored weekly by following the percent of absent students. Attendance concerns will be documented and discussed through weekly leadership and attendance committee meetings. Specific student concerns will be dealt with individually as all students have a unique set of circumstances. The leadership team will review the implementation of the attendance plan monthly to determine what is working and what can be improved.

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.

Action Step	Person Responsible for Monitoring
Communication of clear expectations Daily absences will be reviewed b the leadership team Consecutive absences in any class will result in teacher to home contact Attendance concerns will be reviewed by the leadership team and the Attendance committee Student and/or parent conferences will be conducted to discuss specific concerns, needs, and supports Clear expectations will be reviewed again and students may be required to sign an attendance contract Continuous support and encouragement is used to create a positive school to home relationship for the student and their family	Gaines, Derrick, derrick.gaines@hcps.net