Birdville Independent School District

BCTAL

2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The demographics of Birdville Center of Technology and Advanced Learning (BCTAL) mirror those of the school district. Each day, BCTAL serves 3,146 students in 12 programs. Groups of students consist of:

Hispanic 46% (1437)

Asian 5% (157)

African American 10% (315)

White 35% (1101)

Two or More Races 4% (125)

Special Education 8% (250)

Economically Disadvantaged 64% (2014)

These numbers make BCTAL the campus with the largest high school population, with only 30 teachers.

Demographics Strengths

Students from three comprehensive high schools and one alternative campus and can create bonds across cities and attendance zones. The research on diverse populations shows that students perform better and feel safer and more confident (Queens University, Drexel University). In addition to working together in the classroom setting, students prepare for competition and travel throughout the region and state together, enriching their experience. Providing students with real-world opportunities improves outcomes for low-income students (Kauffman Foundation). BCTAL is positioned to help all students excel.

Student Learning

Student Learning Summary

BCTAL invites students to learn in 12 programs of study, which include Health Science, Hospitality and Tourism, Transportation, Business and Marketing, Law and Public Safety, Agriculture, Human Services, Information Technology, Construction, Audio-Visual technology, and STEM. In 2022-2023, students earned 2,679 Certifications across those fields; in 2023-2024, students earned 4.029 certifications. Previously, the state of Texas considered a student who earned an approved certification ready for post-secondary success, whether in college, career, or the military. However, the state has redefined the success factor and students must complete a program of study (3 or more courses with four or more credits) and earn a certification aligned to that pathway. With this new metric, BCTAL teachers and administrators are working to recruit and retain students who will complete a single program of study as well as earn the certification. This process involves training the teachers on updated programs of study (as of February 2024), educating students and families on the requirements, and attracting students to the correct field early in their high school career.

In the 2024-2025 school year, BCTAL will inaugurate the Health Science PTECH (Pathways in Technology Early College High School). This exciting program is designed for health science students to earn an associate's degree in science (AAS) through Tarrant County College (TCC). Over the next four years, BISD and TCC will offer dual-credit courses for students as they progress through the program. This unique opportunity will open doors for our students, providing them with a head start in their academic and professional journey.

BCTAL has also embarked on a dual-enrollment program through Tarleton University this year. Students in Advanced Animal Science and Education & Training courses will be invited to earn college credit as they complete the high school course requirements. Dual credit and dual enrollment courses will help to meet state College, Career, and Military Readiness Standards.

Student Learning Strengths

Career and Technology students perform at higher levels consistently throughout their educational careers. This year, BISD BCTAL outperformed the state in all tested subjects, Algebra, English 1 & 2, Biology, and United States History. Students in CTE courses apply concepts and skills to practical and meaningful work, which raises academic engagement, resulting in higher test scores. In the CTE classroom, these students earn college credit and certifications, which are the practical outcomes of the courses and can be utilized at the next stage of their journey, whether they further their education, join the military, or enter the workforce.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The BCTAL faculty mindset needs to transition from focusing exclusively on the passing of end-of-course Industry-Based Certification exams and toward assisting their students with becoming a program completor, which includes multiple course completion and earned certification. **Root Cause:** Recent changes in the state's definition of CCMR Readiness have necessitated this shift in focus to better align with new graduation and readiness standards.

School Processes & Programs

School Processes & Programs Summary

BCTAL celebrates student success every year. In the 2022-2023 school year, 65 students advanced to state contests, and 12 competed nationally. In 2023-2024, 99 students advanced to state contests, and 14 competed in national competitions in Los Angeles, Atlanta, Houston, and Washington, DC. Teachers prepare students for these real-world scenarios through rigorous coursework, stalwart dedication, and time commitment. While Career and Technology Student Organizations (CTSO) are crucial to building a successful program, BCTAL students also have opportunities to work off-campus in local business and industry. One student recently interned at BNSF Railroad, coordinating a drone program that monitors equipment and inventory. BCTAL students have been honored by the Chamber of Commerce and are acknowledged as Ready-to-Work graduates. These accolades are possible through a coordinated effort to create coherent course sequences that allow students to progress through learning by taking on more responsibility and making deep connections with the material.

On campus, BCTAL teachers participate in a school leadership committee, a safety committee, and a Leader of Learners committee. With only 30 teachers and no counselor or assistant principals, BCTAL teachers better their school community by stepping into leadership roles in addition to classroom expectations.

School Processes & Programs Strengths

BCTAL excels in its school processes and programs, celebrating notable student achievements with a significant increase in contest participation: from 65 students advancing to state contests and 12 competing nationally in 2022-2023, to 99 students advancing to state and 14 competing nationally in 2023-2024. Teachers deliver rigorous coursework and dedication, preparing students for real-world challenges, including off-campus internships like the recent one at BNSF Railroad. The program's effectiveness is also reflected in students being honored by the Chamber of Commerce and recognized as Ready-to-Work graduates. Additionally, BCTAL teachers contribute to the school community through active roles in leadership, safety, and other committees, despite the school having no dedicated counselor.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The school administration is responsible to develop teacher pedagogy and the concept of Continuous Improvement to improve student academic achievement. **Root Cause:** A significant number of BCTAL teachers transitioned directly from industry roles without formal educational training, resulting in a need for targeted professional development in pedagogy and instructional strategies.

Perceptions

Perceptions Summary

In 2023, BCTAL staff participated in the Organizational Health Instrument (OHI), which collected teacher and administrator perceptions on various indicators. The staff scored very high in the flow of communication across the campus. Research indicates that this positively impacts student performance (Fairman, 2023). Teachers showed moderate progress in teacher independence, meaning many teachers feel free to function independently. Interestingly, this is connected to the lowest scoring area, group cohesiveness. While teachers feel independent in making decisions within their programs, they lack a clear sense of overall school identity. They also scored low in teacher morale.

The administration plans to address this situation by clarifying roles and responsibilities, increasing shared responsibilities, and understanding of the school's mission. Conflicts will not be ignored but acknowledged and handled in an open and caring manner. The administration will work to create a trusting environment to capitalize on teacher independence and create full interdependence amongst the school stakeholders. The school has had three principals in three years, so the results of this survey were not surprising.

School surveys during the 2023-2024 school year indicate an upward trend in teacher morale and student outcomes. Teachers were asked about their ability to actively participate in campus decision making. Over 90% agreed or strongly agreed that they found themselves actively involved in and empowered to participate in the decision making process. During a mid-year and end-of-year survey discussing teachers' alignment with BCTAL Tier One priorities, over 95% of BCTAL faculty scored an agree or strongly agree.

Perceptions Strengths

BCTAL staff demonstrate strong communication and a high level of engagement in campus activities, reflecting positively on student performance. Recent surveys reveal that teachers feel empowered and independently capable in their roles, while also indicating a need for greater cohesion and clarity in the school's overall mission. Despite some challenges related to teacher morale and a sense of collective identity, there has been notable improvement. With strategic plans in place to address these areas, including enhanced role clarity and conflict resolution, there is an upward trend in both teacher morale and student outcomes. Teachers report strong alignment with the school's priorities and a high level of involvement in decision-making processes, underscoring a positive shift towards greater collaboration and shared purpose.

Priority Problem Statements

Problem Statement 1: The BCTAL faculty mindset needs to transition from focusing exclusively on the passing of end-of-course Industry-Based Certification exams and toward assisting their students with becoming a program completor, which includes multiple course completion and earned certification.

Root Cause 1: Recent changes in the state's definition of CCMR Readiness have necessitated this shift in focus to better align with new graduation and readiness standards.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The school administration is responsible to develop teacher pedagogy and the concept of Continuous Improvement to improve student academic achievement.

Root Cause 2: A significant number of BCTAL teachers transitioned directly from industry roles without formal educational training, resulting in a need for targeted professional development in pedagogy and instructional strategies.

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All Birdville Center of Technology and Advanced Learning courses will promote learning by engaging in our Continuous Improvement Strategies and preparing students with real-world, hands-on experiences.

Evaluation Data Sources: Data collected from instructional observations, differentiated instructional strategies, Career and Technology Lab experiences, internships, earned industry certification, and practicums related to content.

Strategy 1 Details
Strategy 1: Students will actively participate in the use of PDSA charts, SMART goals, Word walls, and Student data folders.
Actions: 1. Provide PD to teachers on PDSA charts, Word walls, SMART goals, and Student data folders.   2. Review student use of each of these components.   3. Determine student participation.   4. Follow up during January PD time with SLT & LOL leading presentations.   **Staff Responsible for Monitoring:** Principal, LOL, CTE Coordinators, CTE Director   **Problem Statements:** School Processes & Programs 1

Strategy 2 Details
Strategy 2: Ensure all accommodations are followed for students who qualify.
Actions: 1. Determine specific classroom accommodations for students who qualify.   2. Determine allowable accommodations for certification exams. Have discussions with stakeholders regarding testing accommodations.   3. Work with home campuses to ensure an accommodation list for each student has been provided as needed.   **Staff Responsible for Monitoring:** Principal, Teachers, Home Campus Case Managers   **Problem Statements:** Student Learning 1

Performance Objective 1 Problem Statements:

Student Learning
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School Processes & Programs
Problem Statement 1: The school administration is responsible to develop teacher pedagogy and the concept of Continuous Improvement to improve student academic achievement.   **Root Cause**: A significant number of BCTAL teachers transitioned directly from industry roles without formal educational training, resulting in a need for targeted professional development in pedagogy and instructional strategies.

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Collaborate with Birdville Center of Technology and Advanced Learning teachers of courses aligned to industry-based certification exams to implement curriculum formative assessments in support of students' success on industry-based certification exams.

    Evaluation Data Sources: The percent of students experiencing success on industry-based certifications. Assessments were used and percent of students increased from pre to post-test.

Strategy 1 Details
Strategy 1: Teachers will administer formal and informal progress checks to indicate the levels of student readiness for their certification exam.

Actions: 1. Provide the time and place for teachers to administer a mock exam.
a. Create a testing environment that matches the environment in which the actual certification test will be given.
b. Allow teachers to field trip students for the purpose of the mock (see item a)
2. Using all available certification resources, teachers will monitor progress for each indicator for each certification exam.
    Staff Responsible for Monitoring: Principal, lead teachers, CTE administrators
 	
    Problem Statements: Student Learning 1

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The BCTAL faculty mindset needs to transition from focusing exclusively on the passing of end-of-course Industry-Based Certification exams and toward assisting their students with becoming a program completor, which includes multiple course completion and earned certification.   **Root Cause**: Recent changes in the state's definition of CCMR Readiness have necessitated this shift in focus to better align with new graduation and readiness standards.

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Through the use of the Workshop and Project-Based Learning Models, BCTAL teachers will enhance their effectiveness as classroom teachers as demonstrated by increasing student achievement.

> **Evaluation Data Sources:** Passing rates on student certification exams as students will require to have the expected vocabulary and reasoning skills to pass these exams.

Strategy 1 Details
Strategy 1: Teachers will use the Workshop Model and, through the use of exit tickets, identify strengths and weaknesses in the teachers' presentations.
Actions: Through the use of a pretest, determine the student's current level of mastery.
Problem Statements: School Processes & Programs 1

Strategy 2 Details
Strategy 2: Teachers will use the Project-Based Learning model and, through the use of exit tickets, identify strengths and weaknesses in the teachers' presentations.
Actions: Through the use of a pre-test, determine the students' current level of mastery.
Problem Statements: School Processes & Programs 1

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The school administration is responsible to develop teacher pedagogy and the concept of Continuous Improvement to improve student academic achievement.   **Root Cause**: A significant number of BCTAL teachers transitioned directly from industry roles without formal educational training, resulting in a need for targeted professional development in pedagogy and instructional strategies.

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Recruitment and Marketing: Provide an increased opportunity for elementary and middle school students to experience classes and programs at the BCTAL through 5th grade and 8th-grade tours throughout the school year.

    High Priority

    Evaluation Data Sources: Increase in the number of student schedule requests throughout the next scheduling process.

Strategy 1 Details
Strategy 1: Provide building and program tours to 8th-grade students throughout the school year. Provide summer opportunities like Camp Connect for middle school students.
Actions: Scheduled visits from elementary and middle schools led by student ambassadors
Staff Responsible for Monitoring: Principal, CTE Coordinators, Building Ambassadors
Problem Statements: Student Learning 1

Strategy 2 Details
Strategy 2: Marketing of Programs at the BCTAL continues as a priority for students, parents, community, and business partners.
Actions: 1. Increase Social Media presence on all platforms possible. 2. Student-led opportunities to showcase programs in the community (BCTAL Blooms, Community Health Fair, Ambassador visits to middle school, Realtor visits, guest speakers).
Staff Responsible for Monitoring: Principal, Teachers, Social Media liaison
Problem Statements: Student Learning 1

Strategy 3 Details
Strategy 3: Student and Instructor involvement in Career and Technology Student Organizations (CTSO) membership and competitions to further showcase the talents of the students in BISD on the Regional, State, and National Levels.
Actions: Encourage and prepare students to participate in Regional and State Competitions in all available CTSO's for each pathway.
Staff Responsible for Monitoring: Principal and Teachers
Problem Statements: School Processes & Programs 1

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The BCTAL faculty mindset needs to transition from focusing exclusively on the passing of end-of-course Industry-Based Certification exams and toward assisting their students with becoming a program completor, which includes multiple course completion and earned certification. **Root Cause**: Recent changes in the state's definition of CCMR Readiness have necessitated this shift in focus to better align with new graduation and readiness standards.
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Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 3: All students who attend classes at the BCTAL will attain at least one CCMR indicator prior to graduation.

HB3 Goal

Evaluation Data Sources: ODS verification file/PEIMS

Strategy 1 Details
Strategy 1: Ensure students continue in an aligned CTE pathway working towards Completer status **Actions:** 1. Encourage students to attain industry certifications. 2. Monitor student performance in dual credit and dual enrollment courses to maximize achievement, for example, weekly check-ins with firefighter students who are taking the EMT course. 3. Provide teachers PL on pathways in approved programs of study and how students become completers. 4. Increase participation in career exploration opportunities in the community and business settings. **Staff Responsible for Monitoring:** Principal, Teachers, CTE Coordinators **Problem Statements:** Student Learning 1

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: The BCTAL faculty mindset needs to transition from focusing exclusively on the passing of end-of-course Industry-Based Certification exams and toward assisting their students with becoming a program completer, which includes multiple course completion and earned certification.   **Root Cause**: Recent changes in the state's definition of CCMR Readiness have necessitated this shift in focus to better align with new graduation and readiness standards.

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Create a positive, non-confrontational campus environment that will enhance learning and foster a positive, courteous campus atmosphere as evidenced by teacher/student attendance, student engagement and earned certifications.

    Evaluation Data Sources: Student and Staff surveys (December and May), staff meetings and earned certifications.

Strategy 1 Details

Strategy 1: Faculty and staff will receive instruction to highlight the importance of building authentic rapport between with our students.
    Actions: 1. Staff will greet students in the halls before and after classes.
2. Encourage faculty to utilize local resources, ie., principal & trauma counselor, when students demonstrate the need for intervention.
    Staff Responsible for Monitoring: Principal, CTE Administration.
 	
    Problem Statements: School Processes & Programs 1

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The school administration is responsible to develop teacher pedagogy and the concept of Continuous Improvement to improve student academic achievement. **Root Cause**: A significant number of BCTAL teachers transitioned directly from industry roles without formal educational training, resulting in a need for targeted professional development in pedagogy and instructional strategies.

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the number of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of workdays lost each year due to accidents occurring on the job by 10%.

    Evaluation Data Sources: Safety records report from Risk Management

Strategy 1 Details
Strategy 1: Provide ongoing safety training in accident prevention

Actions: Through campus-wide faculty and staff meetings, as well as campus PL opportunities, the campus principal will provide training, utilizing video and other data-rich resources, to reinforce the learning.
    Staff Responsible for Monitoring: Principal
 	
    Problem Statements: School Processes & Programs 1

Performance Objective 2 Problem Statements:

School Processes & Programs
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State Compensatory

Title I

Title I Personnel

Name	Position	Program	FTE

Campus Funding Summary