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Comprehensive Needs Assessment

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)

Student Learning Summary

School Processes & Programs Summary

BCTAL celebrates student su

Perceptions Summary

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

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: Uvwfgpvu"yknn"cejkgxg"vjgkt"hwnn"rqvgpvkcn"vjtqwij"c"u{uvgo"vjcv"ku"tgurqpukxg"vq"vjg"cecfgoke."uqekcn."cpf"goqvkqpcn"pggfu"qh"vjg"uvwfgpv0

Performance Objective 2: Eqnncdqtcvg"ykvj"Dktfxknng"Egpvgt"qh"Vgejpqnqi{"cpf"Cfxcpegf"Ngctpkpi"vgcejgtu"qh"eqwugu"cnkipgf"vq"kpfwuvt{/dcugf"egtvkhkecvkqp"gzcou"vq"korngogpv"ewttkewnwo"hqtocvkxg"cuuguuogpvu"kp"uwrrqtv"qh"uvwfgpvu)"uweeguu"qp"kpfwuvt{/dcugf"egtvkhkecvkqp"gzcou0

    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: Vjg"u{uvgo"yknn"wvknk|g"ghhekgpv"cpf"ghhgevkxg"qrgtcvkqpu"vq"uwrrqtv"cpf"kortqxg"vjg"ngctpkpi"qticpk|cvkqp0

Performance Objective 1: Vjtqwij"vjg"wug"qh"vjg"Yqtmujqr"cpf"Rtqlgev/Dcugf"Ngctpkpi"Oqfgnu."DEVCN"vgcejgtu"yknn"gpjcpeg"vjgkt"ghhgevkxgpguu"cu encuutqqo"vgcejgtu"cu"fgoqpuvtcvgf"d{"kpetgcukpi"uvwfgpv"cejkgxgogpv0

    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
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Goal 2: Vjg"u{uvgo"ykmm"wvkmk|g"ghhkekgpv"cpf"ghhgevkxg"qrgtcvkqpu"vq"uwrrqtv"cpf"kortqxg"vjg"ngctpkpi"qticpk|cvkqp0

Performance Objective 2: Tgetwkvogpv"cpf"Octmgvkpi<"Rtqxkfg"cp"kpetgcugf"qrrqtvwpkv{"hqt"gngogpvct{"cpf"okffng"uejqqn"uvwfgpvu"vq"gzrgtkgpeg"encuugu"cpf"rtqitcou"cv"vjg"DEVCN"vjtqwij"7vj"itcfg"cpf":vj/itcfg"vqwtu"vjtqwijqwv"vjg"uejqqn"{gct0

Student Learning
Problem Statement 1:

Goal 2: Vjg"u{uvgo"yknn"wvknk|g"ghhkekgpv"cpf"ghhgevkxg"qrgtcvkqpu"vq"uwrrqtv"cpf"kortqxg"vjg"ngctpkpi"qticpk|cvkqp0

Performance Objective 3: Cnn"uvwfgpvu"yjq"cvvgpf"encuugu"cv"vjg"DEVCN"yknn"cvvckp"cv"ngcuv"qpg"EEOT"kpfkecvqt"rtkqt"vq"itcfwcvkqp0

HB3 Goal

Evaluation Data Sources: ODS verification file/PEIMS

Strategy 1 Details
Strategy 1:

Goal 3: Cnn"uvwfgpvu"cpf"uvchh"yknn"ngctp"cpf"yqtm"kp"c"uchg"cpf"tgurqpukxg"gpxktqpogpv0

Performance Objective 1: Etgcvg"c"rqukvkxg."pqp/eqphtqpvcvkqpcn"ecorwu"gpxktqpogpv"vjcv"yknn"gpjcpeg"ngctpkpi"cpf"hquvgt"c"rqukvkxg."eqwtvgqwu"ecorwu cvoqurjgtg"cu"gxkfgpegf"d{"vgcejgtluvwfgpv"cvgpfcpeg."uvwfgpv"gpicigogpv"cpf"gctpgf"egtvkhkecvkqpu0

    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
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38"qh"43

Qevqdgt"4;."4246"33<65"CO

Goal 3: Cnn"uvwfgpvu"cpf"uvchh"yknn"ngctp"cpf"yqtm"kp"c"uchg"cpf"tgurqpukxg"gpxktqpogpv0

Performance Objective 2: Tgfweg"vjg"pwodgt"qh"ceekfgpvu"tguwnvkpi"kp"yqtmgtu)"eqorgpucvkqp"enckou"d{"32'"qxgt"vjg"rtgxkqwu"{gct"cpf"tgfweg"vjg"pwodgt qh"yqtmfc{u"nquv"gcej"{gct"fwg"vq"ceekfgpvu"qeewttkpi"qp"vjg"lqd"d{"32'0

 Evaluation Data Sources: Safety records report from Risk Management

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

Performance Objective 2:

Name	Position	Program	FTE