

# Beaumont Independent School District



## Career and Technical Education Center

## 2025-2026 Campus Improvement Plan

# Mission Statement

The mission of the Career and Technical Education Center is to ensure that students become productive employees who will:

- advance toward career goals by earning credentials,
- utilize principles of leadership, and
- recognize education as a lifetime endeavor.

CRUSADERS can...

1. Show up and give our BEST daily
2. Earn credentials and prepare for their future
3. Grow as individuals and professionals

CRUSADERS Will...

1. Engage in an expectation of excellence in ALL we do EVERYDAY
2. Be committed, supportive, and collaborative
3. Reach their FULL potential

CTEC MUST...

1. Hold OURSELVES and Crusaders accountable
2. Do what is in the best interest of our Crusaders
3. Be mindful of our mental health and maintain our self-care

# Vision

Our vision is to collaborate with Institutions of Higher Education and Business Industry Partners to prepare students for career readiness, enabling them to meet industry demands.

## Mascot | Crusader

A CTEC crusader campaigns for career readiness! Crusaders make a determined effort to obtain credentials and work-based learning experiences preparing for career readiness!

# Value Statement

**Prioritize student learning:** CTEC will prioritize effective, engaging, and enriching instruction that prepares students for career readiness.

**Safe environment:** CTEC will ensure a safe learning environment is provided for students and staff.

**Focus on excellence:** CTEC will promote high expectations for students and staff, resulting in excellence on all levels.

**Partner with families:** CTEC values the relationship of families in the educational process and will partner to foster the success of our students.

**Community Collaboration:** CTEC will engage with community partners to offer services and collaborate with industry partners to expose our students to opportunities.

**Effective Staff:** CTEC will recruit, develop, and retain staff with high expectations for preparing and supporting students to achieve high levels of performance.

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# Comprehensive Needs Assessment

# Demographics

## Summary

The Career and Technical Education Center prepares BISD students in academics, career and technical education skills which are necessary to pursue careers in high-skill, high-wage, and in-demand industry sectors or occupations for future success. At the Career Center we serve students in grades 11th-12th who submit an admission form or transition to the campus in alignment with a coherent sequence for a programs of study. We offer ten academies where students can select from 13 career pathways of their choice within their endorsements. Many of the pathways provide the opportunities to earn industry-based certifications and Level I Certificates. Our **558** enrolled students are from the main campus of Beaumont United and West Brook High School. There are **340** students from Beaumont United and **218** from West Brook High School. The demographics of the Career and Technical Education Center reflects the ethnic composition of the community.

Demographics:	Total	Percentage
11th Grade	314	56%
12th Grade	244	44%
Special Education	48	9%
At Risk	222	41%
LEP	65	12%
504	74	14%

## Strengths

- The teachers build relationships with the students while maintaining clear expectations and goals.
- The retention rate for the teachers is excellent with an average of 9 years.
- The Career Center students have the opportunity to receive dual enrollment with Lamar Institute of Technology in the majority of the programs of study as well as with Lamar State College Orange with one program of study.
- LIT's instructors provide instruction at the Career and Technical Education Center in the Health Science EMT and HVAC Programs of Study.
- The Career and Technical Education Center offers a unique opportunity for students from Beaumont United and West Brook to establish bonds/friendships while acquiring academics, technical skills, and principles of leadership.
- The student population reflects the diversity within the city of Beaumont as well as our district.

# Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Limited communication exist at times due to language barriers.	Lack of access to resources for language barriers.
2 ★	Challenge meeting needs of special ed students who receive in-class support.	Campus does not have special ed teachers.

★ = Priority

# Student Learning

## Summary

The Career and Technical Education Center had 120 students to receive a Level I Certificates from Lamar Institute of Technology and participated in the graduation ceremony Thursday, May 15, 2025 and 3 students received receive a Level I Certificates from Lamar State College Orange May 16, 2025. We will continue to prepare students in academics and technical skills which will allow the highest level of competition in Skills USA, FFA, and Future Health Professionals. Students have the opportunities to participate in work based learning opportunities: Pre-Practicums, Practicums, and Internships.

## Strengths

- 120 students completed Level I Certificates with LIT, 3 from LSCO and participated in the graduation ceremonies prior to graduating from high school.
- All programs of study offer weighted credit for our juniors and seniors except, Agricultural Plant/Animal Science, and Audio/Video Productions.
- Students have the opportunity to participate in Pre-Practicums, Practicums, and Internships within the district and community due to work based learning.
- The number of students to receive an Industry Based Certification has increased and state licensure.

# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Over 30% of the students indicate a lack of being challenged in the Fall and Spring Climate Survey.	Lack of industry shadowing, mentorship, internship, and cross curricular opportunities among the programs of study.
2 ★	Challenge meeting needs of special ed students who receive in-class support.	Campus does not have special ed teachers.
3 ★	There are not Level 1 opportunities for all programs of study.	Neither LIT or LSCO offer Level 1 certification for Animal Science, Plant Science, or Pharmacy Tech that fit our pathways.
4 ★	Less than 100% of dual credit students earn C or better in dual credit classes.	Lack of motivation and stamina to maintain rigor of dual credit course expectation
5 ★	Less than 80% of students earn IBC	Lack of intrinsic motivation

★ = Priority

# School Processes & Programs

## Summary

The Career and Technical Education Center serves students in grades 11th and 12th who submit an admission form or transition to the campus due to a coherent sequence for each program of study. We offer eleven academics where students can select from 13 career pathways of their choice within their endorsements. Many of the pathways provide the opportunities to earn industry-based certifications and Level I Certificates. In addition, students have the opportunity to have work based learning experiences which involves Pre-Practicum, Practicums, and Internships. All of the programs of study offered weighted credit and dual enrollment with Lamar Institute of Technology, except Agricultural Plant/Animal Science and Audio/Video Production. Students are aligned in their programs of study for two years. After graduation students have the options to transition to post secondary, careers, or the military. Career and Technical Education Center students participated in the the CTE Awards ceremony which was held Tuesday, May 7, 2024 in which the received industry based-certification cords and several academic awards/trophies for their accomplishments.

CTEC students may choose from the following Career and Technical Education Pathways:

<b>Agriculture Academy:</b>
Animal Science
Plant Science (Floral Design)
<b>Architecture &amp; Construction Academy:</b>
Heating, Ventilation, Air Conditioning & Refrigeration (HVAC)
<b>Arts, Audio/Video Technology &amp; Communications Academy:</b>
Design & Multimedia Arts
Digital Communications
<b>Health Science Academy:</b>
Emergency Medical Technician (EMT)
Pharmacy Technician (PHRA)
<b>Hospitality and Tourism Academy:</b>
Culinary Arts
<b>Human Services Academy:</b>
Cosmetology
<b>Manufacturing Academy:</b>
Welding
<b>Science, Technology, Engineering &amp; Mathematics (STEM) Academy:</b>
Engineering Drafting

Transportation Academy:
Automotive (Collision & Repair)
Automotive Technician (Diesel & Heavy Equipment)
Maritime

## Strengths

- Work based learning experiences are provided through Pre-Practicums, Practicums, and Internships.
- Weighted credit offered in all programs of study, except Agricultural Animal/Plant Science and Audio/Video Production.
- Staff retention is high with an average of 9 years.
- Dual credit offered through partnership with LIT and LSCO.
- Audio/Video Production students provided coverage for events throughout the district and at Memorial Stadium.
- Junior Achievement Bowl-A-Thon T-shirt design was won by a Career and Technical Education Center student.
- BISD Curriculum Conference T-shirt designed by a Career and Technical Education Center student.
- Culinary Arts II catered several BISD and community events.
- Automotive Technician students interned at BISD's transportation facility.
- Health Science seniors completed practicums at local hospitals and pharmacies.

# Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p><b>1</b> ★</p> <p>There are not Level 1 opportunities for all programs of study.</p>	<p>Neither LIT or LSCO offer Level 1 certification for Animal Science, Plant Science, or Pharmacy Tech that fit our pathways.</p>
<p><b>2</b></p> <p>Limited communication exist at times due to language barriers.</p>	<p>Lack of access to resources for language barriers.</p>
<p><b>3</b> ★</p> <p>Students not completing state/national licensure</p>	<p>Students must be 18 to test for EMT and PT; cosmetology students must have means to travel to test and earn sufficient hours.</p>
<p><b>4</b> ★</p> <p>Less than 80% of students earn IBC</p>	<p>Lack of intrinsic motivation</p>
<p><b>5</b> ★</p> <p>Less than 100% of dual credit students earn C or better in dual credit classes.</p>	<p>Lack of motivation and stamina to maintain rigor of dual credit course expectation</p>

6



Negative perception in the community as indicated on survey

Lack of participation in survey and lack of community engagement

 = Priority

# Perceptions

## Summary

Dual enrollment with LIT has resulted in 150 seniors receiving Level I Certificates and 6 from LSCO prior to graduating from high school which impacts student achievement. The number of students who successfully passed their industry based certifications tremendously increased. Health Science juniors (Pre-Practicum) and seniors (Practicum) completed clinical rotations at Baptist and St. Elizabeth's hospitals We will continue to strive to increase our level of engagement with parents, community, and business partners for continual success within BISD.


## Strengths

- Increased community/business partners collaboration and work based learning opportunities (Pre-Practicums, Practicums, and Internships).
- Dual enrollment with LIT.
- Weighted credit in over 95% of the programs of study.
- Students can complete Level I Certificates, Eduthings and Industry Based Certifications.
- Culinary Arts II seniors catered several events within the district and community.
- Cosmetology I students provided staff appreciation Pampering services.
- The CTE Choice awards recognized students accomplishments and those who successfully passed their industry based-certification.

# Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Students not completing state/national licensure	Students must be 18 to test for EMT and PT; cosmetology students must have means to travel to test and earn sufficient hours.
2 ★	Over 30% of the students indicate a lack of being challenged in the Fall and Spring Climate Survey.	Lack of industry shadowing, mentorship, internship, and cross curricular opportunities among the programs of study.
3 ★	Negative perception in the community as indicated on survey	Lack of participation in survey and lack of community engagement
4 ★	Less than 100% of dual credit students earn C or better in dual credit classes.	Lack of motivation and stamina to maintain rigor of dual credit course expectation

★ = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

There are not Level 1 opportunities for all programs of study.

Neither LIT or LSCO offer Level 1 certification for Animal Science, Plant Science, or Pharmacy Tech that fit our pathways.

2  
★

Challenge meeting needs of special ed students who receive in-class support.

Campus does not have special ed teachers.

3  
★

Students not completing state/national licensure

Students must be 18 to test for EMT and PT; cosmetology students must have means to travel to test and earn sufficient hours.

4  
★

Less than 80% of students earn IBC

Lack of intrinsic motivation

5  
★

Negative perception in the community as indicated on survey

Lack of participation in survey and lack of community engagement

6  
★

Less than 100% of dual credit students earn C or better in dual credit classes.

Lack of motivation and stamina to maintain rigor of dual credit course expectation

7



Over 30% of the students indicate a lack of being challenged in the Fall and Spring Climate Survey.

Lack of industry shadowing, mentorship, internship, and cross curricular opportunities among the programs of study.

 = Priority



# Goals

# Goal 1

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

## Performance Objective 1 High Priority HB3 Goal

All Crusaders enrolled in Dual Credit courses with LIT and LSCO will complete the course with a grade of at least 80% earning 3 hours college credit.

**Evaluation Data Source:** Walkthrough data, informal observations and surveys, time-stamped instructional blocks clearly showing allocation of time/pacing to each component, screening data

### Strategy 1

Crusaders will meet with counselor each grading period to discuss/review expectations plan for success

**Strategy's Expected Result/Impact:** 100% will earn 80 or better

#### Formative Reviews

No Progress

**November**

**January**

**March**

**June**

### Strategy 2

CTEC teachers will aggressively monitor LIT and LSCO course expectations to ensure students are meeting expectations

#### Formative Reviews

No Progress

**November**

**January**

**March**

**June**

# Goal 2

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

## Performance Objective 1 High Priority HB3 Goal

Course failures shall not exceed an average of 5% by May 2030.

**Evaluation Data Source:** Walkthrough data, informal observation and surveys.

### Strategy 1

Conduct individual counseling meetings with students on failure reports at least once per grading period

### Formative Reviews

No Progress

**November**

**January**

**March**

**June**

# Goal 3

The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

## Performance Objective 1 High Priority HB3 Goal

All Crusaders enrolled in Dual Credit courses with LIT and LSCO will complete the course with a grade of at least 80% earning 3 hours college credit.

**Evaluation Data Source:** Testing score reports, College Bridge Reports, Assessment/Pacing Calendars

## Performance Objective 2 High Priority HB3 Goal

All Crusaders will earn a CCMR point by completing an Industry-Based Certification and CTE Program of Study completion.

**Evaluation Data Source:** Dual credit reports, enrollments and score reports

## Performance Objective 3 High Priority HB3 Goal

Increase dual credit offerings with IHE that lead to a Level 1 certificate for Animal Science, Pharmacy Tech, and Plant Science programs of study.

**Evaluation Data Source:** IBC Reports

# Goal 4

Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

**Performance Objective 1**  High Priority  HB3 Goal

CTEC will establish and maintain business and community partnerships.

**Evaluation Data Source:** Discipline Data

# Goal 5

The district will increase the percentage of students in "A or B" rated schools from 15% to 50% by August 2030.

## Performance Objective 1

All Crusaders enrolled in a Dual Credit course will complete the course with a grade of at least 80% earning 3 hours college credit and a CCMR point.

**Evaluation Data Source:** Walkthrough data and formative and summative assessments

## Performance Objective 2

All Crusaders will earn a CCMR point by completing an Industry-Based Certification and earning a CTE Program of Study completion.

## Performance Objective 3

Increase dual credit offerings with IHE that lead to a Level 1 certificate for Animal Science, Pharmacy Tech, and Plant Science Programs of Study.



# Committees

# Committees

## 2024-2025 Campus Site-Based Committee

### Members

First Name	Last Name	Position	Committee Role
Joseph	Threats	100 Black Men Community Member	Community Representative
Shanter	Norman	D.A.D.S. Community Member	Community Representative
Shala	Rawls	Business Representative	Business Representative
Alyncia	Mack	Business Representative	Business Representative
Ieka	Wilridge	WB Junior Audio / Video parent	Parent
Alicia	Green	CTE Coordinator	District-level Professional
Tamika	Hawthorne	Community Representative	Community Representative
Lori	Boyett	Teaching & Training	Classroom Teacher
Troy	Burnett	Auto Technician	Classroom Teacher
Erick	Gauthia	Auto Collision	Classroom Teacher
Kelvin	Cormier	Audio/Video Production	Classroom Teacher
Priscilla	Petetan	Counselor	Administrator



# **Policies, Procedures, and Requirements**

# Policies, Procedures, and Requirements

<b>Title</b>	<b>Person Responsible</b>	<b>Review Date</b>	<b>Addressed By</b>	<b>Addressed On</b>
Bullying Prevention	Randall Maxwell	10/17/2024	D'Lana Barbay	10/30/2024
Title I, Part C Migrant	Director of federal Programs	8/12/2024	D'Lana Barbay	11/12/2024
Student Welfare: Discipline/Conflict/Violence Management	Randall Maxwell	6/13/2022	D'Lana Barbay	10/30/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Malbrough	10/17/2024	D'Lana Barbay	10/30/2024