Birdville Independent School District

BCTAL

2026-2027 Initial Plan



Value Statement

Students at BISD experience a supportive and nurturing environment, where they feel encouraged to explore their interests and passions.

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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 2,300 students in 12 programs. Groups of students consist of:

Hispanic 49%

Asian 5%

African American 10%

White 30%

Two or More Races 6%

Emergent Bilingual 26%

Special Education 17%

Economically Disadvantaged 59%

At-Risk 61%

These numbers make BCTAL the campus with the 2nd largest high school population, with only 31 teachers.

Demographics Strengths

Students from three comprehensive high schools and one accelerated graduation campus creates 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): To provide equal access for all students to take industry-based certification exams that are rigorous and lead to high demand, high wage careers.
Root Cause: Teachers need to assess individual student learning needs to provide support so that students are successful on rigorous industry certification exams which includes providing additional resources, peer to peer tutoring, or retesting as needed. Students passing industry certifications prepares students to be post-secondary ready and CCMR met for accountability.

Student Learning

Student Learning Summary

BCTAL provides opportunities for students to excel in 13 Programs of Study which include: Health Science, Hospitality and Tourism, Transportation Distribution and Logistics, Education and Training, Business Marketing and Finance, Law and Public Service, Agriculture, Human Services, Information Technology, Manufacturing, Architecture and Construction, Arts Audio Video Technology & Communications, and Engineering. In 2024-2025, students earned a total of 2,127 Industry-Based Certifications (IBCs) of which 807 were TEA IBC recognized. In 2025-26 students earned a total of 1,981 IBCs of which 1,363 were TEA IBC recognized, a 41% gain in TEA recognized IBCs. It is important to note that additional certifications earned that are not TEA recognized and are not included in CCMR accountability reporting still represent valuable workforce credentials earned by BISD students. Previously, the state of Texas considered a student who earned an approved IBC 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 for four or more credits) and earn an IBC aligned to that specific Program of Study within the career cluster. With this new metric, BCTAL teachers and administrators are working to inform students and parents the importance of completing a Program of Study, as well as earning a TEA IBC for CCMR Accountability. This process involves training the teachers on Programs of Study and the Tiered 2025-30 TEA IBC list. Educating students and families on the requirements, and informing students about career pathways in CTE is imperative. This important process begins in 8th grade when the students build their 4-year graduation plans in the College and Careers course.

In the 2025-2026 school year, BCTAL will begin the first cohort of students (9th grade) who are designated as Health Science PTECH (Pathways in Technology Early College High School). This exciting program is designed for Health Science students to have an opportunity to earn an associate's degree in science (AAS) through Tarrant County College (TCC). Additionally, the students will earn TEA IBCs to make them workforce ready, including the high-need Patient Care Technician, Phlebotomist, and EKG certification. The PTECH is possible through Medical City North Hills Hospital and 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.

Two years ago, BCTAL also began a dual-enrollment program through Tarleton State University. Students in Advanced Animal Science and Education & Training courses 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 Technical Education students perform at higher levels consistently throughout their educational careers. This year's data shows that BISD CTE outperformed non-CTE in all areas including 4-year graduation rate 97% CTE vs 87% non-CTE, extended year graduation rate CTE 97%, non-CTE 89%, academic proficiency in RLA 73% CTE vs 68% non-CTE, academic proficiency in Mathematics 46% CTE vs. 32% non-CTE, academic proficiency in Science 69% CTE vs. 59% non-CTE, post-program placement 73% CTE vs. 56% non-CTE, attained recognized post-secondary credentials 43% CTE vs. 16% non-CTE. This data reflects CTE learners outperformed non-CTE learners in graduation rates, academic proficiency, post-secondary placement, and attainment of recognized post-secondary credentials.

Additionally BISD CTE learners performed higher than the state in academic proficiency in RLA, Math, Science, and post-program placement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): One area that teachers need to focus on for improvement is non-traditional program concentration.
Root Cause: Additional education is needed for students, parents, and stakeholders regarding the value of career opportunities in non-traditional fields.

Problem Statement 2 (Prioritized): Another area that teachers need to focus on for improvement is increasing IBCs and expanding dual credit.
Root Cause: The availability of TEA Industry-Based Certifications across Programs of Study is unequal with some Programs offering multiple certifications and others offering more limited certification options or no certification options at all. CTE is continuing to expand dual credit opportunities with Tarleton State University and TCC.

Problem Statement 3: The Completer rate for CTE students needs to be increased which includes students remaining in their Programs of Study until graduation and passing TEA recognized Industry-Based certifications related to their Programs of Study. With lagging data from 2023-24, Perkins report, BISD is at 27% which is 20% below the state. This gap is the largest by far for BISD.
Root Cause: Maintaining students' participation in their selected Programs of Study continues to be a challenge, particularly in ensuring that students remain on their established four-year plans through graduation.

School Processes & Programs

School Processes & Programs Summary

BCTAL/CTE Quality Program Priorities and Processes

BCTAL prioritizes high-quality Career and Technical Education programs that provide coherent Programs of Study aligned with postsecondary education, industry standards, and regional workforce needs. Through partnerships with business, industry, and higher education, BCTAL continually evaluates curriculum, credentials, work-based learning, and college credit opportunities to ensure students are prepared for successful transitions to postsecondary education and high-skill, high-wage careers.

During 2025–2026, BCTAL strengthened secondary-to-postsecondary pathways by expanding dual credit opportunities with Tarleton State University in Business and Marketing, Agricultural Science, Education and Training, and Anatomy and Physiology. Also, with Tarrant County College (TCC) students earn college credit in Accounting, Aviation Maintenance, and Health Science through P-TECH. The Electronics Engineering Technician Regional Program of Study, developed in partnership with TCC and Texas Instruments, provides students opportunities to earn articulated college credit and a Level I Certificate while preparing for employment with Texas Instruments and other semiconductor and advanced manufacturing employers.

Business and industry partnerships are integral to maintaining program quality and relevance. Partners such as the North Tarrant Chamber of Commerce, Unity One Credit Union, Medical City North Hills, Texas Health Resources Alliance, Five Star Ford North Richland Hills, Freeman Toyota, and Deloitte University provide industry expertise, internships, work-based learning, networking, and potential employment opportunities. Employer input also helps ensure curriculum, equipment, technical skills, and employability expectations remain aligned with current industry standards.

Co-curricular Career and Technical Student Organizations (CTSOs), including FFA, TAFE/EdRising, DECA, SkillsUSA, FCCLA, and Hot Rodders of Tomorrow, provide another measure of program quality. Students apply classroom knowledge through authentic projects and competitions while developing leadership, teamwork, communication, and professional skills. BCTAL students continue to achieve at state and national levels, including national recognition in SkillsUSA Game Design, a fifth-place SkillsUSA national finish, third place in a national esports competition, and a Top 10 national finalist in FCCLA.

BCTAL also supports successful student transitions beyond graduation. For 34 years, the BISD CTE Scholarship Program has provided financial assistance to graduating CTE students, with 14 scholarships awarded in Spring 2026. All of these students are pursuing college to earn 4-year and technical degrees in their chosen career pathway.

Through continuous curriculum review, postsecondary and industry partnerships, CTSO participation, work-based learning, credentials, dual credit, and scholarship opportunities, BCTAL maintains a comprehensive process for improving program quality and preparing students with the knowledge, skills, credentials, and experiences needed for postsecondary and career success.

School Processes & Programs Strengths

School Processes & Programs Strengths

BCTAL provides high-quality Career and Technical Education programs that connect rigorous classroom instruction with real-world, hands-on learning and prepare students for successful transitions to college, career, and the workforce.

Key strengths include:

- **High-Quality Programs of Study:** BCTAL offers coherent CTE Programs of Study aligned with industry standards, postsecondary education, and regional high-demand,

high-wage workforce needs.

- **Strong Business and Industry Partnerships:** Partnerships with local and regional employers provide valuable input through CTE Program Advisory Boards and create opportunities for industry engagement, field trips, guest speakers, job shadowing, internships, and employment.
- **Postsecondary Partnerships and College Credit:** Partnerships with Tarrant County College, Tarleton State University, and other postsecondary institutions provide students opportunities to earn dual credit, articulated credit, technical certificates, and other college credentials while in high school.
- **Industry-Based Certifications:** Students have access to rigorous, industry-recognized certifications aligned with their CTE Programs of Study. CTE covers student certification costs, eliminating financial barriers and ensuring equitable access to certification opportunities.
- **Real-World and Work-Based Learning:** Hands-on instruction is embedded throughout BCTAL programs, with students applying technical and academic skills through authentic projects, clinical experiences, industry visits, job shadowing, internships, and other Work-Based Learning opportunities.
- **Experienced CTE Teachers:** Many BCTAL teachers bring extensive business and industry experience into the classroom, providing students with authentic technical knowledge and current workforce perspectives while continuing to strengthen instructional practices through professional learning.
- **Career and Technical Student Organizations:** CTSOs provide students opportunities to apply classroom learning through leadership, competition, teamwork, and service, with BCTAL students consistently achieving at district, state, and national levels.
- **Continuous Program Improvement:** BCTAL uses instructional observations, teacher lesson plans, CTE Program Advisory Board feedback, IBC data, CTE Completer data, Work-Based Learning documentation, and CareerCraft CCMR data to monitor student outcomes and continuously improve program quality.
- **College, Career, and Workforce Readiness:** BCTAL programs intentionally connect academic knowledge, technical skills, industry credentials, college credit, leadership experiences, and Work-Based Learning to prepare students for postsecondary education and high-skill, high-wage careers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): As BCTAL CTE programs continue to grow, there is a need to ensure all students have equitable access to rigorous, real-world learning, industry credentials, and opportunities that prepare them for high-demand, high-wage careers.
Root Cause: Continued growth and expansion of BCTAL CTE programs require ongoing coordination of resources, industry partnerships, and opportunities to ensure consistent and equitable access for all students.

Problem Statement 2: Continue strengthening communication and promoting awareness among students, parents, staff, and stakeholders about the importance of intentionally completing a CTE Program of Study and earning a TEA-approved Industry-Based Certification (IBC) to support college and career readiness and CCMR outcomes.
Root Cause: As CTE programs and opportunities continue to expand, ongoing communication and continuing intentional 4-year planning are essential to reinforce how completing a CTE Program of Study and earning a TEA-approved IBC connect students to college, career, and work-based learning opportunities, while supporting CCMR outcomes and ensuring BCTAL continues to provide high-quality CTE programs.

Perceptions

Perceptions Summary

BCTAL was established as a College and Career campus. It was created in response to the evolving needs of business and industry. BCTAL intentionally mirrors college and the workplace, and we are intentionally strengthening the culture with established core values. Our core values include professionalism that we treat students with high expectations and we model that everyday; building positive relationships where students feel valued, supported, and challenged; innovation embracing creativity, technology, and continuous improvement of students' learning experiences; excellence, high expectations for students; integrity, leading with honesty, and respect for one another; and service, serving students, families and our community. BCTAL and CTE is one and the same, and we are all one team. We take pride in BCTAL; we treat students as young professionals; we build a college and career environment; we welcome our business community; we dress professionally; and we trust our CTE teachers as professionals, they are experts in their programs from industry. Our Leaders of Learners (LOL) BCTAL team has modeled this culture to lead lesson-wide development and learn from one another, from best practice teaching to peer to peer support which has strengthened the culture as well. Our goal is to build on and strengthen the culture where we are ALL IN and serving students so that they are college and career ready.

Perceptions Strengths

BCTAL staff demonstrate strong communication and a high level of engagement in campus activities, reflecting positively on student performance. The BCTAL/CTE mission is to embrace quality instructional partnerships with business and industry to successfully prepare students to position themselves for the challenges of post-secondary education and to excel with integrity in a globally competitive workplace. The perception of BCTAL is that it is innovative, and we operate with the expectations of both a college campus and a professional workplace. Students are trusted to manage their schedules, collaborate with peers, and take ownership of their learning while developing professional skills necessary for their success. BCTAL thrives on the collaboration of teachers and truly taking ownership and pride in what BCTAL stands for. BCTAL/CTE teachers in most Programs of Study have industry advisory boards which is a best practice in order for programs to stay relevant with the needs and trends of business and industry to support student success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Advisory boards need to be continuously built for all Programs of Study in order to stay relevant with industry standards and opportunities for students.
Root Cause: It is important for teachers to attend their CTE teacher state conferences and workforce meetings to stay relevant and connected with industry partners and advisory boards both district/local and regionally.

Priority Problem Statements

Problem Statement 1: One area that teachers need to focus on for improvement is non-traditional program concentration.

Root Cause 1: Additional education is needed for students, parents, and stakeholders regarding the value of career opportunities in non-traditional fields.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: As BCTAL CTE programs continue to grow, there is a need to ensure all students have equitable access to rigorous, real-world learning, industry credentials, and opportunities that prepare them for high-demand, high-wage careers.

Root Cause 2: Continued growth and expansion of BCTAL CTE programs require ongoing coordination of resources, industry partnerships, and opportunities to ensure consistent and equitable access for all students.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: To provide equal access for all students to take industry-based certification exams that are rigorous and lead to high demand, high wage careers.

Root Cause 3: Teachers need to assess individual student learning needs to provide support so that students are successful on rigorous industry certification exams which includes providing additional resources, peer to peer tutoring, or retesting as needed. Students passing industry certifications prepares students to be post-secondary ready and CCMR met for accountability.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Another area that teachers need to focus on for improvement is increasing IBCs and expanding dual credit.

Root Cause 4: The availability of TEA Industry-Based Certifications across Programs of Study is unequal with some Programs offering multiple certifications and others offering more limited certification options or no certification options at all. CTE is continuing to expand dual credit opportunities with Tarleton State University and TCC.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Advisory boards need to be continuously built for all Programs of Study in order to stay relevant with industry standards and opportunities for students.

Root Cause 5: It is important for teachers to attend their CTE teacher state conferences and workforce meetings to stay relevant and connected with industry partners and advisory boards both district/local and regionally.

Problem Statement 5 Areas: Perceptions

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 CTE courses will promote learning by engaging in real-world, hands-on experiences, including work-based learning opportunities where students have opportunities to interact with business and industry, from field-trips to internships.

Evaluation Data Sources: Data collected through instructional observations, CTE Program Advisory Board meetings, teacher lesson plans, Industry-Based Certification (IBC) data, and CTE Completer data. CareerCraft will be used to monitor student CCMR outcomes for accountability. Work-Based Learning (WBL) participation will be documented through TEA Training Plans for students participating in internships and other work-based learning experiences.

Strategy 1 Details
Strategy 1: BCTAL will provide students with relevant, real-world, hands-on learning experiences aligned to their CTE Programs of Study. Teachers will integrate industry-based projects, work-based learning, field trips, guest speakers, job shadowing, internships, and other opportunities for students to engage with business and industry. CTE Program Advisory Boards and industry partners will support programs by providing feedback, resources, and opportunities that strengthen students' college, career, and workforce readiness. **Actions:** 1. Integrate Real-World Learning: BCTAL teachers will incorporate real-world, hands-on projects and industry-aligned learning experiences into CTE instruction, as shown through lesson plans and instructional observations. 2. Expand Work-Based Learning and Industry Engagement: BCTAL CTE programs will provide students with opportunities to engage with business and industry through guest speakers, field trips, job shadowing, clinical experiences, internships, and other Work-Based Learning (WBL) opportunities, with applicable internships documented through TEA Training Plans. 3. Monitor and Strengthen College and Career Readiness Outcomes: BCTAL/CTE will monitor Industry-Based Certifications (IBCs), CTE Completers, CTE Dual Credit, Work-Based Learning, and CCMR data through CareerCraft and program data reviews to evaluate student progress and identify opportunities for continuous program improvement. **Staff Responsible for Monitoring:** CTE Director/Principal, CTE Coordinator/Assistant Principal, CTE Counselors

Strategy 2 Details

Strategy 2: BCTAL/CTE will ensure equitable access for all students to rigorous, industry-recognized certification opportunities aligned with their CTE Programs of Study and connected to high-demand, high-wage careers. Students will receive the instruction, preparation, resources, and opportunities needed to successfully earn Industry-Based Certifications (IBCs) that support college, career, and workforce readiness.

Actions: 1. Ensure Equitable IBC Access: CTE covers all student costs associated with Industry-Based Certification (IBC) exams to ensure there are no financial barriers and that all BCTAL students have equitable access to certification opportunities aligned with their CTE Programs of Study.

2. Prepare Students for IBC Success: Integrate rigorous, industry-aligned curriculum, hands-on instruction, certification preparation, and practice assessments into CTE courses to prepare students to successfully earn certifications connected to high-demand, high-wage careers.

3. Monitor IBC and CCMR Outcomes: Regularly review IBC participation, pass rates, CTE Completer, and CCMR data through CareerCraft to identify achievement gaps, monitor equitable access and student progress, and provide targeted support for continuous improvement.

Staff Responsible for Monitoring: CTE Director/Principal, CTE Coordinator/BCTAL Assistant Principal, CTE Counselors, and Teachers

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

Performance Objective 1: Through Workshop and Project-Based Learning Models, BCTAL teachers will provide rigorous, relevant, hands-on instruction that integrates math, reading, and writing, utilizes IBC curriculum and preparation resources, and engages business and industry partners to increase student achievement and success on rigorous TEA-approved Industry-Based Certification assessments.

Evaluation Data Sources: Evaluation data sources will include CareerCraft CTE CCMR Tracker data, including TEA-approved IBC participation and pass rates and CTE completer/CCMR data; classroom observations and walkthroughs; student achievement and project-based learning evidence; curriculum and IBC preparation resources; and business and industry partner participation and feedback.

Strategy 1 Details
Strategy 1: Support BCTAL teachers' active engagement in state CTE professional organizations, local and regional advisory committees, and workforce boards to strengthen industry connections, stay current with workforce trends and standards, and ensure rigorous, relevant instruction aligned with high-quality CTE programs and Industry-Based Certifications. **Actions:** 1. Professional Engagement: BCTAL teachers will actively participate in state CTE professional organizations, conferences, and professional learning to remain current with instructional practices, industry standards, and IBC requirements. 2. Business & Industry Partnerships: Teachers will engage with local and regional advisory boards, workforce boards, and industry partners to strengthen curriculum alignment and expand authentic learning, work-based learning, and internship opportunities for students. 3. Rigorous & Relevant Instruction: Teachers will apply industry and professional learning to strengthen hands-on, project-based instruction, integrate academic skills, and prepare students to successfully earn TEA-approved Industry-Based Certifications. **Staff Responsible for Monitoring:** BCTAL Principal/CTE Director, BCTAL Assistant Principal/CTE Coordinator, and CTE Counselors

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

Performance Objective 2: BCTAL will strengthen CTE recruitment, marketing, and awareness efforts to increase student participation in nontraditional CTE fields, including males in Health Science and Veterinary Science and females in Welding, Automotive Technology, Construction, Culinary Arts, and other technical pathways, while increasing CTE Program of Study completer rates and TEA-approved IBC pass rates to support CCMR outcomes.

Evaluation Data Sources: Evaluation data sources will include CTE enrollment and demographic data by Program of Study, nontraditional student participation, CTE completer rates, TEA-approved IBC pass rates and CCMR outcomes through the CareerCraft CTE CCMR Tracker, student 4-year plans in Xello and course selections, and recruitment and marketing participation data.

Strategy 1 Details
Strategy 1: Continue to utilize the CTE Catalog with the TEA CTE Program of Study one-pagers to educate students, parents, staff, and community stakeholders about CTE pathways, Programs of Study, course sequences, and opportunities, including TEA-approved IBCs, college credit, work-based learning, internships, and career opportunities. **Actions:** 1. Promote CTE Pathways: Utilize the CTE Catalog and TEA CTE one-pagers during student course planning, recruitment events, parent meetings, and campus outreach to increase awareness of all CTE Programs of Study. 2. Support Intentional 4-Year Planning: Collaborate with counselors to use CTE pathway resources when developing and reviewing student 4-year plans, emphasizing CTE completer status, TEA-approved IBCs, college credit, and work-based learning opportunities. 3. Expand Awareness & Access: Share CTE program information with students, parents, staff, and community stakeholders to promote all pathways, including nontraditional career opportunities, and increase CTE participation, completer rates, and IBC success. **Staff Responsible for Monitoring:** BCTAL Principal/CTE Director, BCTAL Assistant Principal/CTE Coordinator, & CTE Counselors

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

Performance Objective 3: BCTAL will ensure all CTE students have intentional opportunities to earn a CCMR indicator and demonstrate college or career readiness through CTE Program of Study completion, TEA-approved Industry-Based Certifications, college credit, and other approved CCMR measures.

HB3 Goal

Evaluation Data Sources: Evaluation data sources will include FOCUS, PEIMS, and the CareerCraft CTE CCMR Tracker to monitor student progress toward CTE Program of Study completion, TEA-approved IBC attainment, and CCMR outcomes.

Strategy 1 Details
Strategy 1: Provide intentional course planning and progress monitoring to ensure BCTAL students achieve CTE Completer status by completing three or more courses for four or more credits within an approved CTE Program of Study, earn a TEA-approved Industry-Based Certification (IBC), and have increased access to dual credit and dual enrollment opportunities to earn college credit while in high school, supporting CCMR accountability and college and career readiness. **Actions:** 1. Monitor Student Progress: Utilize FOCUS, PEIMS, and CareerCraft to monitor student progress toward CTE Completer status, TEA-approved IBC attainment, college credit, and CCMR readiness. 2. Support Intentional Course Planning: Collaborate with counselors, students, and families to align 4-year plans and course selections with approved CTE Programs of Study, ensuring students remain on track for CTE Completer status, IBC attainment, and college and career readiness. 3. Expand College Credit Opportunities: Continue partnerships with Tarrant County College (TCC) and Tarleton State University to expand dual credit and dual enrollment opportunities in Business and Marketing, Agricultural Science, Education and Training, Aviation Maintenance, Advanced Manufacturing, and Health Science, allowing students to earn college credit while in high school and strengthen CCMR outcomes. **Staff Responsible for Monitoring:** BCTAL Principal/CTE Director, BCTAL Assistant Principal/CTE Coordinator, CTE Counselors, and Teachers.

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

Performance Objective 1: BCTAL will foster a positive, inclusive, welcoming, and innovative college and business culture where students are treated as young professionals, take ownership of their learning, and feel valued, supported, and encouraged. Through the collective expertise of CTE educators, staff, industry partners, and the BCTAL community, students will develop the knowledge, skills, professionalism, and confidence needed to be college, career, and future ready upon graduation.

Evaluation Data Sources: Evaluation data sources will include student, staff, and parent perception surveys; classroom observations and walkthroughs; student attendance, engagement, and achievement data; CTE program participation and completion; student discipline data; and feedback from business, industry, and community partners to measure BCTAL's positive culture, student support, professionalism, and college and career readiness.

Strategy 1 Details
Strategy 1: Strengthen and rebuild BCTAL's positive, collaborative professional culture by empowering all teachers and staff to contribute their expertise, support student success, and take shared ownership of BCTAL's unique college and business environment. Reinforce high expectations and student responsibility through practices such as no bells and limited announcements, encouraging students to manage their time and take ownership of their learning. Develop students as CTE leaders and young professionals who proudly represent BCTAL and CTE programs district-wide and become future leaders in the business and industry community. **Actions:** 1. Reinforce BCTAL Culture & Expectations: Clearly communicate and model BCTAL's unique college and business culture, including high expectations, student ownership of learning, professionalism, no bells, and limited announcements, with all students and staff. 2. Empower Teachers & Staff: Engage all BCTAL teachers and staff in building a positive, inclusive, welcoming, and collaborative culture, empowering them to contribute their industry expertise, leadership, and ideas to support student success. 3. Develop Student CTE Leaders: Provide opportunities for students to serve as CTE leaders and young professionals who represent BCTAL and CTE programs district-wide through CTSOs, industry partnerships, community engagement, leadership experiences, and work-based learning. **Staff Responsible for Monitoring:** BCTAL Principal/CTE Director, BCTAL Assistant Principal/CTE Coordinator, CTE Counselors, and Teachers

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

Performance Objective 2: BCTAL will maintain a safe, secure, and well-managed learning and working environment by reinforcing safety procedures, providing ongoing training, and promoting shared responsibility among students and staff. Through Safe Schools training, professional development, Standard Response Protocol (SRP) training, and regular campus safety drills, BCTAL will ensure students, teachers, and staff are prepared to respond effectively and proactively to emergency situations while maintaining a strong culture of safety, prevention, and preparedness with particular emphasis on safe practices in CTE classrooms, labs, shops, and work-based learning environments.

Evaluation Data Sources: Evaluation data sources will include student and employee accident/incident reports, workers' compensation claims, safety inspection and audit data, required safety training completion records, classroom and lab safety walkthroughs, and documentation of safety concerns and corrective actions.

Strategy 1 Details
Strategy 1: Strengthen BCTAL's culture of safety, prevention, and preparedness through Safe Schools training, campus and professional development trainings, Standard Response Protocol (SRP) practice and drills, and a collaborative campus-wide approach utilizing trained staff, campus safety personnel, Health Science and Law Enforcement professionals, and the Campus Safety Committee to ensure students and staff are prepared to respond effectively to emergency situations. **Actions:** 1. Strengthen Campus Safety Leadership: Utilize BCTAL's Campus Safety Committee, including trained CTE teachers with professional backgrounds in Law Enforcement and Health Science, to review safety procedures, identify potential concerns, and support proactive campus safety practices. 2. Maintain Proactive Safety & Emergency Response: Coordinate the expertise of BCTAL's School Resource Officer (SRO), campus security officer, campus nurse, district nurse, and Health Science teachers who are Registered Nurses to provide daily safety monitoring and support effective emergency response, including CPR, AED, and first-aid response. 3. Practice & Reinforce Safety Procedures: Conduct and document required campus safety drills throughout the year using the Standard Response Protocol (SRP), including Hold, Secure, Lockdown, Evacuate, and Shelter. The Assistant Principal/CTE Coordinator will coordinate drills and reinforce procedures with students and staff to ensure BCTAL is prepared to respond safely and proactively during emergency situations. **Staff Responsible for Monitoring:** BCTAL Principal/CTE Director, BCTAL Assistant Principal/CTE Coordinator, Teachers, and Staff.